

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
TOTAL	



General Certificate of Secondary Education
June 2013

Dance

42301

Unit 1 Critical Appreciation of Dance

Wednesday 15 May 2013 1.30 pm to 2.30 pm

You will need no other materials.

Time allowed

- 1 hour

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 50.
- You should use examples wherever appropriate to support your explanations or argument.
- You may use bullet points, continuous prose or diagrams in your answers.
- You are reminded of the need for good English and clear presentation in your answers. Quality of Written Communication will be assessed in written answers worth 6 marks or more.

Advice

- You are advised to read through the questions carefully before deciding upon your choice of Dance work 1 and Dance work 2.



J U N 1 3 4 2 3 0 1 0 1

H/Jun13/42301

42301

In this examination, you will answer questions about your own dance experience and **two** professional dance works (referred to as dance work 1 and dance work 2 throughout the paper).

Answer **all** questions in the spaces provided.

Dance work 1

Name your choice of dance work 1 and the choreographer of that work.

Dance work 1:

Choreographer:

1 (a) Identify a dance idea, concept or subject matter used in dance work 1.

.....
(1 mark)

1 (b) (i) Name a dance style used in dance work 1.

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(1 mark)

1 (b) (ii) Describe **two** features of the dance style that you have named in **1 (b) (i)**.

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(2 marks)

1 (c) (i) Describe a motif or short phrase performed by a **group** of dancers in dance work 1. Use actions, space, dynamics and relationships in your answer.

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(4 marks)

1 (c) (ii) Explain how the motif or short phrase that you have described in **1 (c) (i)** relates to the meaning or choreographic intent of dance work 1.

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(2 marks)

10

Turn over for the next question

Turn over ►



Dance work 2

Name your choice of dance work 2 and the choreographer of that work.

Dance work 2:

Choreographer:

2 (a) Name a composer or sound artist for dance work 2.

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(1 mark)

2 (b) (i) What type of accompaniment is used in dance work 2?

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(1 mark)

2 (b) (ii) Describe the accompaniment for dance work 2.

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(2 marks)

2 (b) (iii) Explain how the accompaniment helps the audience to understand the meaning/
choreographic intent of dance work 2.

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(3 marks)

2 (b) (iv) **Apart** from the meaning/choreographic intent, explain other ways the accompaniment contributes to the audience's understanding of dance work 2.

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(3 marks)

10

Turn over for the next question

Turn over ►



Own Work

4 (a) (i) Strength and alignment are technical performing skills. Explain what these terms mean.

Strength:

Alignment:

(2 marks)

4 (a) (ii) Explain why it is important to develop strength and alignment in order to be an effective performer.

Strength:

Alignment:

(4 marks)

4 (a) (iii) Describe an effective exercise to develop each of these technical performing skills.

Strength:

Alignment:

(4 marks)



4 (b) (i) What does the term **projection** mean as a performing skill in dance?

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(2 marks)

4 (b) (ii) Name **two** expressive performing skills **other** than projection that you can use to create an engaging performance in a group dance.

1.
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2.
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(2 marks)

4 (b) (iii) Explain how you would use **one** of the skills you have named in **4 (b) (ii)** in a group dance with the title 'Friends and Enemies'.

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(2 marks)

END OF QUESTIONS

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