



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

DANCE STUDIES

EXEMPLAR 2007

MARKS: 150

TIME: 3 hours

This question paper consists of 11 pages.

INSTRUCTIONS AND INFORMATION

1. Read through the whole paper before you answer it.
2. Read through each question carefully.
3. Note that you have a choice between QUESTION 2 and QUESTION 3.
4. Leave THREE lines open after each question.
5. Start each section on a NEW page.
6. Number the answers correctly according to the numbering system used in this question paper.
7. The marks are NOT allocated according to the principle of 'one mark per one fact'.
Elaborate and explain as much as possible.
8. Breathe deeply, be creative and enjoy the paper.

SECTION A: DANCE HISTORY AND THEORY**QUESTION 1**

Choose a statement from COLUMN B that matches a function of dance in COLUMN A. Write only the letter (A - F) next to the question number (1.1 - 1.6) in the answer book. (QUESTION 1 has been answered for you.)

COLUMN A	COLUMN B	ANSWER
1.1 Education	A dances performed at political rallies	1.1 – D
1.2 Communication	B dance that can change a persons' attitude	1.2 -
1.3 Political Propaganda	C the act of dancing can create healing	1.3 -
1.4 Transformation	D dance is used to teach a particular society about responsible behaviour	1.4 -
1.5 Therapy	E movement used to express emotions	1.5 -
1.6 Expression	F dance is a symbolic language	1.6 -

[5]**ANSWER QUESTION 2 OR QUESTION 3.****QUESTION 2**

Select ONE of the prescribed non-South African dance choreographers you have seen on video or DVD this year and prepare study notes to share with your classmates. Include the following aspects:

- 2.1 The name of the choreographer, the company associated with the choreographer and the country of origin (3)
- 2.2 The title of the dance work you have studied (1)
- 2.3 A descriptive synopsis of the dance work (5)
- 2.4 An analysis of the choreographer's particular dance style (5)
- 2.5 The background, context and inspirations that influenced the choreography of the dance work (5)
- 2.6 The atmosphere created by the costumes, lighting and props or sets, if any (6)

[25]**OR**

QUESTION 3

You have studied at least ONE of the prescribed South African choreographers in detail. Give the following information:

- 3.1 Title of the work and name of the choreographer (2)
 - 3.2 Composer, music genre/style or accompaniment used (3)
 - 3.3 Synopsis of the work (5)
 - 3.4 The relevance of the work in South Africa today (4)
 - 3.5 The choreographer's background that influenced his/her work (5)
 - 3.6 Artistic contributions the choreographer has made during his/her career as a choreographer/dancer in South Africa (6)
- [25]**

QUESTION 4

Indigenous African dance styles have their own true essence, and they are an important component of peoples' history and their way of life. People dance at almost every special occasion and often the dance cannot be separated from the ceremony itself. With this in mind, respond to the following statements:

- 4.1 You have studied at least ONE indigenous dance style or cross-cultural dance style. Give a description of the dance style and include the following information:
 - 4.1.1 The style you have studied and where it originates (2)
 - 4.1.2 Where and when it would be performed (3)
 - 4.1.3 The type of costumes, accessories, props used (4)
 - 4.1.4 Who would perform the dance (2)
 - 4.1.5 Its defining characteristics (4)
 - 4.2 Why is it important to be exposed to various dance styles? (5)
 - 4.3 Western dance styles have dominated and influenced trends worldwide. Suggest ways in which indigenous African dance can be kept alive in South Africa and promoted within and outside the country. (5)
- [25]**

QUESTION 5

You need to organise a dance rehearsal schedule for a school function. This involves five learners. Each of these learners has different activities to keep in mind, that make the planning of a rehearsal schedule complex. Explain what these difficulties may be and how you would resolve these challenges.

[5]

QUESTION 6

Your group has been assigned the task of planning and marketing the end of year school dance production.

- 6.1 Describe the production, including the scenario, theme, venue, duration and target audience. (4)
- 6.2 What are the various steps that need to be taken to plan and market the production? (3)
- 6.3 What would the roles and responsibilities be of the various members of your planning and marketing group? (3)
- [10]**

TOTAL SECTION A: 70

SECTION B: MUSIC THEORY**QUESTION 7**

Various possible options are provided as answers to the following questions. Choose the correct answer and write only the letter (A - D) next to the question number (7.1 - 7.5) in the answer book.

- 7.1 A category of musical instruments that produces sound by means of blowing air into the instrument:
- A Idiophones
 - B Membranophones
 - C Aerophones
 - D Chordophones
- (1)
- 7.2 The note value that is sustained the longest:
- A Minim
 - B Crochet
 - C Semibreve
 - D Quaver
- (1)
- 7.3 An example of a compound time signature:
- A $\frac{2}{4}$
 - B $\frac{3}{4}$
 - C $\frac{2}{2}$
 - D $\frac{6}{8}$
- (1)
- 7.4 Music with a single melody line:
- A Homophonic
 - B Monophonic
 - C Polyphonic
 - D Melody
- (1)
- 7.5 The time signature for a waltz and a triplet:
- A $\frac{6}{8}$
 - B $\frac{4}{4}$
 - C $\frac{2}{4}$
 - D $\frac{3}{4}$
- (1)
[5]

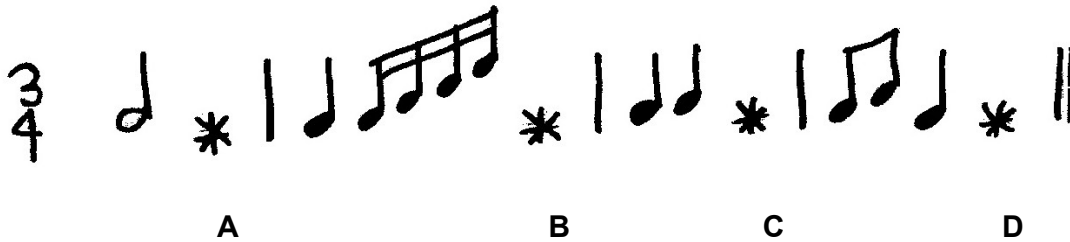
QUESTION 8

You have been exposed to many different music styles/genres in Dance Studies. How could this benefit you in your development as a dancer?

[4]

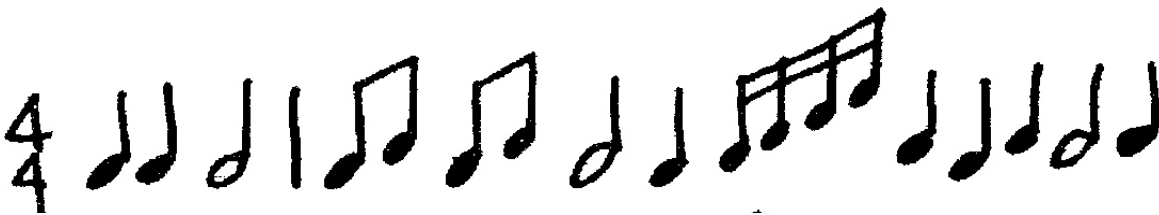
QUESTION 9

- 9.1 Complete the following by filling in the missing notes indicated by the asterisk (*).
Draw the correct note next to the letter (A - D) in the answer book.



(4)

- 9.2 Copy the example given below into the answer book, filling in the missing bar lines. The first bar has been done for you.



(2)
[6]

QUESTION 10

Discuss how the music was used in ONE of the prescribed works you have studied this year. Use the following information:

- 10.1 The name of the dance work and the choreographer (1)
10.2 The name of the composer/group or musicians (1)
10.3 The relationship between the music and the movement and how it enhanced the theme (3)

[5]

TOTAL SECTION B: 20

SECTION C: ANATOMY AND HEALTH CARE**QUESTION 11**

Complete the following sentences by filling in the missing word(s). Write only the correct word(s) next to the question number (11.1 - 11.10) in the answer book.

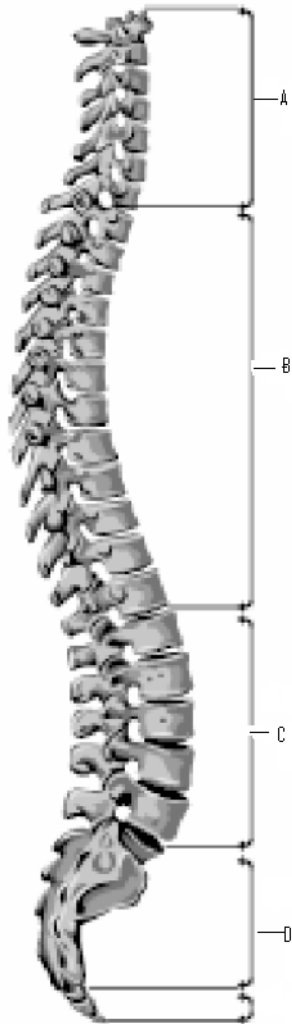
- 11.1 The ankle bone is also known as the
- 11.2 In the lower leg you will find the tibia and the
- 11.3 There are three wedge-shaped bones in the foot called the intermediate, medial and lateral ... bones.
- 11.4 Another name for the knee cap is the
- 11.5 There are 12 pairs of ... in the thoracic region.
- 11.6 A muscle that is attached to the clavicle, sternum and mastoid process is called the
- 11.7 The large muscle of the upper chest is called the ... Major.
- 11.8 The main flexor of the knee is the ... group of muscles.
- 11.9 A trapezoid-shaped muscle found in the upper back is the
- 11.10 The longest muscle in the body is the **[10]**

QUESTION 12

- 12.1 All dance forms require balance. This involves many different parts of the body working together. Explain how at least THREE different body parts contribute to effective balance. **(6)**
- 12.2 At some point in your training you have been required to use 'turnout' in your dance lesson. Explain what you understand 'turnout' to be, which joint is involved and what the purpose is of using 'turnout' in dance. **(5)**
- [11]**

QUESTION 13

- 13.1 Label the FOUR curves of the spine indicated in the diagram below. Write only the answer next to A, B, C and D in the answer book.



(4)

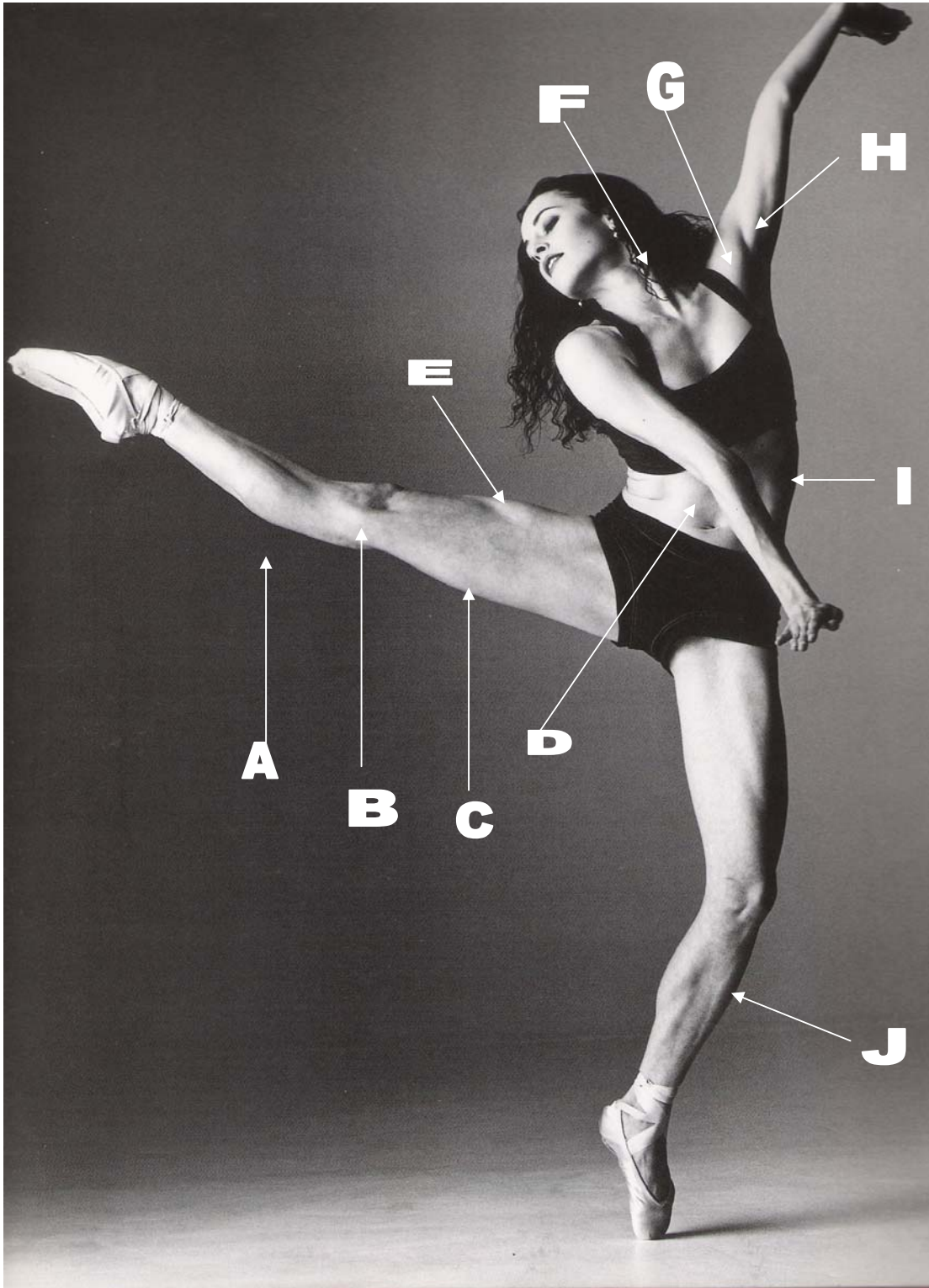
- 13.2 Explain why good posture is important in dance and in life. How would you describe and achieve good posture?

(5)

[9]

QUESTION 14

Label the muscles indicated on the photograph below. Write only the answers next to the letter (A - J) in the answer book.



[10]

QUESTION 15

Give the correct anatomical term for each of the following descriptions. Write only the term next to the question number (15.1 - 15.6) in the answer book.

- | | | |
|------|---|------------|
| 15.1 | Movement of the limb away from the medial plane | (1) |
| 15.2 | Movement of the limb toward the medial plane | (1) |
| 15.3 | Prime mover muscles that are responsible for generating movement | (1) |
| 15.4 | Muscles acting in opposition to the movement and responsible for returning a limb to its initial position | (1) |
| 15.5 | Decreasing the angle of a joint | (1) |
| 15.6 | Flexion at the ankle joint moving the toes away from the shin | (1) |
| | | [6] |

QUESTION 16

HIV/Aids is a real issue that you may be confronted with in any environment. There are many myths surrounding this issue and the best way to protect yourself from becoming infected with HIV, is to be informed.

Suggest FIVE safety measures to follow in your dance studio and in your personal life to avoid contracting HIV.

[5]**QUESTION 17**

Faldela has missed a lot of classes due to family problems. She has lost muscle tone, flexibility and stamina due to her long break. Your teacher has asked you to work with her, to assist her with developing a fitness schedule.

How would you advise her on the following?

- | | | |
|------|---|------------|
| 17.1 | How she would gradually increase her cardiovascular fitness | (3) |
| 17.2 | How to increase joint and limb flexibility using safe dance practices | (3) |
| 17.3 | How to regain her muscle tone and develop more strength | (3) |
| | | [9] |

TOTAL SECTION C: 60**GRAND TOTAL: 150**