



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DANCE STUDIES

EXAMINATION GUIDELINES

GRADE 12

2014

This guideline document consists of 8 pages.

TABLE OF CONTENTS

	Page
1. Introduction	3
2. Assessment in Grade 12	4
2.1 Format of the question paper: Theory examinations	4
2.2 Cognitive levels	5
2.2.1 Theory	5
2.2.2 Practical	7
3. Conclusion	8

1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Dance Studies outlines the nature and purpose of the subject Dance Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate Examination in Dance Studies.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA), Practical Assessment Tasks (PATs) or final external practical examinations, as these are clarified in a separate PAT document which is updated annually.

These Examination Guidelines should be read in conjunction with:

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Dance Studies*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12

2. ASSESSMENT IN GRADE 12

The formal assessment requirements for CAPS Grade 12 Dance Studies from the Dance Studies CAPS document p. 38 are:

Table 1 b Formal assessment grade 12			
Term 1	Term 2	Term 3	Term 4
Theory test 50 marks Practical test 50 marks 100 marks	Practical exam 100 marks Theory exam 100 marks 200 marks	Practical exam 100 marks Theory exam 100 marks 200 marks	Practical exam 100 marks Theory exam 100 marks SBA $500 \div 5 = 100$ marks
PAT 1: 50 marks	PAT 2: 50 marks		PATs 100 marks
SBA 100 + PAT 100 + final exams 200 = Total 400 marks			

2.1 FORMAT OF THE PAPER: THEORY EXAMINATIONS

The final theory paper is set externally by a national examination panel appointed by the Department of Basic Education (DBE), moderated by an external moderator appointed by Umalusi, and marked by a provincially appointed marking panel.

The term 2 and 3 theory papers are set and marked internally and moderated externally.

The Dance Studies Paper is set out of 100 marks and learners have 3 hours to complete the paper. The majority of the questions will be drawn from the Grade 12 curriculum, supplemented by a limited amount of content from Grade 10 and 11 as laid out in the CAPs term plans.

The examination paper will have some choice questions. For instance, the section on the main muscle groups and their anatomical actions is optional content (see Grade 11 in the CAPs document p. 13). There will also be choices in the dance literacy section as there is a wide range of dance works that can be studied.

There is a suggested format of the theory paper with possible topics provided in the CAPs document on p. 42 (see the excerpt on the next page). This is a guide only and not a formula for the question papers. Not all of these topics may appear and others may be used that are not listed here but are part of the Dance Studies curriculum.

The paper consists of two sections with a higher weighting for dance theory and history (60%) and a lower weighting for safe dance practice and health care (40%).

SECTIONS	POSSIBLE TOPICS	MARKS
Section 1: Safe dance practice and health care	<ul style="list-style-type: none"> • Principles, purposes and processes of warming up and cooling down • Posture, stance and alignment • Synovial joints • Muscles and anatomical actions (optional question) • Structure, movement and safe use of the spine • Components of fitness: strength, flexibility, endurance, core stability, neuromuscular skills • Injuries causes, care and prevention • Benefits of good nutrition, balanced diet and hydration • Eating disorders, stereotyping • Mental health: tension, stress, relaxation, concentration 	40
Section 2: Dance history and literacy	<ul style="list-style-type: none"> • Dance history • Functions and values of dance in society • Forms, principles and characteristics of dance major • Comparison of dance forms • Careers in dance and related industries • Community dance projects • Choreographic structures and performance spaces • Dance production and marketing • Music elements, terms, instruments • Dance literacy: prescribed international and South African dance works, choreographers and composers (see list below) 	60

[Excerpt from the Dance Studies CAPS, p. 42]

Questions will be substantial and may include integrated topics, e.g. combining 'functions of dance in society' with 'careers' or 'community projects'.

2.2 COGNITIVE LEVELS

Formal assessments must cater for a range of cognitive levels and abilities of learners in both the *practical and theory examinations*. Bloom's taxonomy provides some guidance, e.g.

2.2.1 Theory

Questions will be scaffolded to include low, medium and high cognitive levels to cater for all learners.

The Dance Studies CAPs (p. 39) provides the weighting for the theory paper:

- Low (30%)
- Medium (50%) and
- High (20%) level questions

Examination/Test papers will start with easier questions to build learners' confidence. Within a question include easier low level questions building up to more difficult higher level questions.

Below are general descriptions of three cognitive levels although they may overlap at times, e.g. one can analyse at a Grade 1 level and at a Grade 12 level.

Cognitive levels	Percentage	Description	Types of questions
Low	30%	Recognising Remembering	<ul style="list-style-type: none"> • Recalling information • Identifying • Defining • Listing • Matching • Describing • Naming • Finding • Labelling • Filling in missing words • True or false
Medium	50%	Comprehension Analysing Applying	<ul style="list-style-type: none"> • Breaking information into parts to explore, deconstructing • Summarising • Classifying • Explaining ideas or concepts • Elaborate, give examples • Using information in another familiar situation • Writing in a format e.g. letter/review/programme notes/biography/press release • Organising
High	20%	Creating Evaluating Solving problems	<ul style="list-style-type: none"> • Generating new ideas, products, or ways of viewing things, experimenting • Designing, constructing, planning, producing, inventing • Justifying a decision or course of action • Judging/giving and substantiating own opinion • Critiquing, interpreting • Comparing finding similarities and differences • Discussing giving more than one opinion • Reflecting, interrogating, interviewing

The main assessment changes between the NCS Subject Statement and the CAPS

DANCE STUDIES NCS SUBJECT STATEMENT	DANCE STUDIES CAPS
Wide range of SBA assessment and PATs; Grade 12 curriculum overloaded with insufficient time in the shortened matric year to cover all components.	Reduction of overload. More emphasis on increasing the quality of the practical component. Research integrated into the PATs and theory. More focus on examinations; the second and third term examinations provide 400 out of 500 SBA marks (80% of the SBA marks). The examinations therefore comprise of 70% of the final marks for Grade 12.
PATs included in SBA. Have less weighting.	PATS not included in SBA. Have more weighting (25% of total).
Theory Examination out of 150 marks	Theory examination out of 100 marks
Practical examination out of 150 marks	Practical examination out of 100 marks
The external exams are weighted 75% of the final marks	The external examinations provide 50% of the final assessment marks.

2.2.2 Practical

The table below is just a guide. The level of the action may vary according to the level of complexity of the task, e.g. there are low, medium and high levels of musicality.

Cognitive levels	Description	Types of actions
Low 30%	Imitation Recall	Technique: imitate and recall of exercises, rhythms and dances
Medium 50%	Application Analysis	Technique, performance: application of technical skills, awareness of own and others space, safe use of the body and comprehension of components of fitness, musicality, integration of mind and body
High 20%	Composition Create Analysis Synthesis Interpret Reflect Integrate mind and body Evaluate Judge Lead/manage	Improvisation, choreography: abstracting, managing people, synthesising varied aspects into a production/presentation/ performance Solo performance: interpretation, making meaning of movement, coordination, kinaesthetic awareness, communication, synthesis of style and principles in performance, creativity, musicality, agility

3. CONCLUSION

It is envisaged that this Examination Guidelines document will serve as an instrument to strengthen and empower teachers to set valid and reliable assessment items in all their classroom activities.

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which teachers should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.