



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

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Forename(s)

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Candidate signature

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I declare this is my own work.

# GCSE DANCE

## Component 2 Dance appreciation

Thursday 11 June 2020

Afternoon

Time allowed: 1 hour 30 minutes

### Materials

You will not need any other materials.

### Instructions

- Use black ink or black ball-point pen.
- Answer **all** questions.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this 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 80.
- You should use examples wherever appropriate to support your responses.
- You may use bullet points, continuous prose or diagrams in your answers.

### Advice

You should spend about 30 minutes on **Section A**, 25 minutes on **Section B** and 35 minutes on **Section C**.

For Examiner's Use	
Section	Mark
A	
B	
C	
<b>TOTAL</b>	



J U N 2 0 8 2 3 6 W 0 1

1B/G/Jun20/E6

**8236/W**

**Section A – Knowledge and understanding of choreographic processes and performing skills**

Answer **all** questions in this section.

37.5% (30 marks) – you should spend about 30 minutes on this section.

You are choreographing a **group dance** for **four dancers** using a topical issue: **global warming** as a stimulus.

**All** answers to **Questions 01–06** must relate to this stimulus.

**0 1**

Outline a choreographic intent for your group dance, which refers to the stimulus **and** the use of four dancers.

**[3 marks]**

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**0 2 . 1**

Describe a motif you could choreograph for your dance. Your answer should refer to actions, space **and** dynamics.

**[3 marks]**

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0 2 . 2

Give **two** ways you could develop the dynamics of the motif described in **Question 02.1**.

[2 marks]

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

0 3 . 1

Describe **one** way you could use levels to support the choreographic intent outlined in **Question 01**.

[2 marks]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0 3 . 2

Describe **one** use of space **other** than levels you could use to support the choreographic intent outlined in **Question 01**.

[2 marks]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0 4

Describe **one** way you could use manipulation of number to support the choreographic intent outlined in **Question 01**.

[2 marks]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Turn over ►



0	5
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Describe **one** way you could use transitions to support the choreographic intent outlined in **Question 01**.

[2 marks]

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0	6
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Describe **one** way you could create a climax to support the choreographic intent outlined in **Question 01**.

[2 marks]

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Questions 07–10 refer to your knowledge and understanding of performance skills.

0 7

What does the dance term 'coordination' mean?

[1 mark]

Tick (✓) **one** box.

An independent movement of part of  
the body

Efficient combination of body parts

Knowledge of where you are in space

Rehearsing a dance

0 8 . 1

Define the dance term 'posture'.

[1 mark]

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0 8 . 2

Give **two** reasons why it is important for a dancer to have good posture.

[2 marks]

1 

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2 

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0 8 . 3

Give **two** ways a dancer could improve their posture.

[2 marks]

1 

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2 

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Turn over ►



0 9 . 1

Name **two** 'mental skills and attributes'.

[2 marks]

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

0 9 . 2

Give **two** ways a dancer can use mental skills to improve a performance.

[2 marks]

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

1 0

Give **two** reasons why spatial awareness is important during a performance.

[2 marks]

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

30





















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