



L-Università
ta' Malta

MATSEC
Examinations Board



Specimen Papers

SEC 48 Dance

2025

Updated October 2024

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Specimen Assessments: Controlled Paper LEVEL 1-2

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD



L-Università
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SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT:	Dance
PAPER NUMBER:	Level 1–2 Part I (Choreographic Process and Performance Skills, Safe Dance practice, Dance Anthology and Critical Appreciation)
DATE:	
TIME:	1 Hour 45 mins

Section A – Knowledge and Understanding of Choreographic Process and Performance Skills

This section carries 30 marks. Answer ALL questions in this section

-
1. There are various forms of stimuli.
- a. What type of stimulus would the ones below be classified as?



(<https://mipp-malta.com/portfolios/kevincasha/>)



*(The Guardian (16th January 2019) The Scream by Edvard Munch, 1893.
Photograph: Granger Historical Picture Archive)*

- _____ (1 mark)
- b. List **TWO** other types of stimuli used in dance.
- i. _____ (1 mark)
- ii. _____ (1 mark)

c. How can stimuli be used to inspire choreography? (3 marks)

2. Complete the table below about dance terms. Match the dance term in the first column by writing the corresponding letter next to the correct definition. (3 marks)

Dance Term		Definition	
A	Choreographic Devices		The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.
B	Choreography		The fundamentally accepted methods for creating dances.
C	Choreographic Intent	A	Tools of the choreographer used for the creation of dances such as canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment.
D	Choreographic Process		The purpose behind the composition or performance of movement.

3. A Movement Phrase is two or more movement ideas (motifs) linked together. A series of movements linked together to make a distinctive pattern and has the potential to be developed in the dance/work.

a. List the other **THREE** basic (key) elements of dance that should be included in a movement phrase. (3 marks)

- i. **Time**
- ii. _____
- iii. _____
- iv. _____

b. Choose **ONE** of the basic (key) elements of dance in the answer above and explain it. (2 marks)

4. Dynamics add texture, colour, interest, and variety to a dance. How would you develop the movement phrase below with the use of dynamics?

The box below may be used to include diagrams that help explain the answer. (4 marks)

Movement Phrase: *Gesture, Jump, Kick and Stillness*

5. Imagine a dance for **FOUR** people entitled *Harmony*.

a. State **TWO** actions that could be used in this dance.

i. _____ (1 mark)

ii. _____ (1 mark)

b. State **TWO** dance relationships that could be used in this dance.

i. _____ (1 mark)

ii. _____ (1 mark)

c. In the box below, draw a spatial pattern/formation for the **FOUR** dancers that could be used for the dance entitled *Harmony*. (4 marks)

d. Explain the reason for the choice of this spatial pattern/formation. (2 marks)

6. List **TWO** things that can help improve technique in performance. (2 marks)

Section B – Safe Dance Practice

The candidates must answer all questions in this section

20 marks

Part A - Read the following statements and circle the correct answer. Number 1 is given as an example.

1. **Dance safety includes the following:**
 - a. Attention to clothing, hair, and footwear
 - b. Knowing dance class safety rules regarding space
 - c. **All of the above**
2. How many bones does the human skeleton have? (1 mark)
 - a. 306
 - b. 600
 - c. 206
3. Cooling down is **not** as important as a warm up exercise. (1 mark)
 - a. True
 - b. False
4. The best way for a dancer to maintain a healthy weight during daily training, rehearsals, and performances is to choose a diet that has: (1 mark)
 - a. Lots of protein and plenty of fats
 - b. Vitamins only
 - c. A wide variety of nutrients
5. Which of the following is correct? (1 mark)
 - a. A joint connects the muscles to the bones
 - b. A joint connects two or more bones together
6. Dehydration is when: (1 mark)
 - a. A dancer drinks too much water
 - b. A dancer gets sick
 - c. A dancer does **not** drink enough water
7. Why is it important to have a strong core? (1 mark)
 - a. To maintain good posture and control of limb movement
 - b. To maintain good breathing during rehearsals
 - c. To maintain a flat stomach
8. When a dancer warms up before dance what happens to the body? (1 mark)
 - a. The heart beats faster and blood is supplied around the body
 - b. Bones become relaxed and your heart rate lowers
 - c. The body is at risk of injury
9. Why is cooling down important after a dance performance? (1 mark)
 - a. To cool the body temperature gradually
 - b. It helps increase muscle soreness
 - c. To keep the heart rate high

Section C – Dance Anthology and Critical Appreciation – Analysis

50 marks

Part A

Answer the following questions keeping in mind ONE of the performances studied. Think about ONE of the set choreographies and answer the following questions. (20 marks)

Answer all of the following questions using 15–30 words per question.

The responses to the questions in this section will be about the choreography entitled: _____

1. a. Who created this choreography? List **ONE** to **THREE** facts about the choreographer that are relevant to them as an artist. (5 marks)

- b. Who composed the music? List **ONE** to **THREE** facts about the composer that are relevant to them as an artist. (5 marks)

- c. Describe what kind of stage lighting was used during the performance. (5 marks)

- d. List **FIVE** descriptive words that can be used to describe the movement in this choreography. (5 marks)

Part B

Answer the following questions with ONE of the suggested performances in mind. Think about ONE of the approved choreographies studied that is different from the choreography mentioned above. (15 marks)

The responses given to the questions in this section are about the choreography entitled: _____

Choose TWO questions from 1, 2, and 3. Answer each question in full.

Question 1:

- a. What is the choreography about? (3 marks)

- b. What elements in the choreography refer to its intention? (4 marks)

- c. When was the choreography created, and by who? (3 marks)

- d. What other information about the choreographer might have impacted how the choreography was created? (5 marks)

OR

Question 2:

(15 marks)

a. What movement style is used in the choreography?

(3 marks)

b. List at least **THREE** choreographic devices that the choreographer uses in this choreography.

(3 marks)

c. What effect do these choreographic devices give?

(4 marks)

d. How do the devices help in understanding the theme/narrative of the choreography? Discuss.

(5 marks)

OR

Question 3:

(15 marks)

- a. List at least **THREE** design elements that are used during the choreography. (3 marks)

- b. Describe the costumes that the performers are wearing. (4 marks)

- c. What effect do the costumes create? (3 marks)

- d. How are the costumes helping the theme/narrative of the choreography? Discuss. (5 marks)



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SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT:	Dance
PAPER NUMBER:	Level 1–2 Part II (Performance)
DATE:	
TIME:	Approximately 15 mins

Candidate's Paper

All Candidates Performance Controlled

Performance Mini Class

100 marks

The performance controlled is divided into **FIVE** Sections¹:

- i. Set Warm Up
- ii. Floor Work to the Set Music
- iii. Set Travelling and Turns
- iv. Set Elevation
- v. Set Dance (choice of 1 out of the 2 set pieces)

Candidates are assessed on skills and techniques related to the performance component, these skills and techniques are categorised according to prescribed norms which are provided as footnotes in this syllabus.

Candidates should be properly warmed up before entering the exam space.

¹ See Appendix 1 for Mini Class Table

Marking Schemes

Section A

Question	Part	Section A: Knowledge and Understanding of Choreographic Process and Performance Skills	LEVEL 1 40% 12 marks	LEVEL 2 60% 18 marks	30 Marks
		Marking Guidance:	1		1
01	a.	What type of stimulus would the ones below be classified as?	Answer: Visual		
01	b.	List TWO other types of stimuli used in dance	1	1	2
		Answers shows any of the below: <ul style="list-style-type: none"> • Auditory • Tactile • Kinaesthetic • Ideational 	1 mark for each correct answer	1 mark for each correct answer	
01	c.	How are stimuli used for choreographic work?	2	1	3
		Answer includes stimulus as: <ul style="list-style-type: none"> • An idea, inspiration or starting point • As an accompaniment for a dance (music, set, text etc.) • Various stimuli collectively influence the choreographic work 	Simple response to use of stimulus for choreographic work	Detailed response to use of stimulus for choreographic work	

02		<p>Match the dance term in the first column by writing the corresponding letter next to the correct definition. Answer shows:</p> <table border="1"> <tr> <td>Choreography</td> <td>B</td> <td>The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.</td> </tr> <tr> <td>Choreographic process</td> <td>D</td> <td>The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.</td> </tr> <tr> <td>Choreographic Devices</td> <td>A</td> <td>Tools of the choreographer used for the creation of dances such as canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment.</td> </tr> <tr> <td>Choreographic intent</td> <td>C</td> <td>The purpose behind the composition or performance of movement.</td> </tr> </table>	Choreography	B	The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.	Choreographic process	D	The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.	Choreographic Devices	A	Tools of the choreographer used for the creation of dances such as canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment.	Choreographic intent	C	The purpose behind the composition or performance of movement.	1	3	4
			Choreography	B	The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.												
Choreographic process	D	The art of planning and arranging dance movements into a meaningful whole; the process of building a composition; a finished dance work.															
Choreographic Devices	A	Tools of the choreographer used for the creation of dances such as canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment.															
Choreographic intent	C	The purpose behind the composition or performance of movement.															
1 mark for each correct answer			1 mark for each correct answer														
03	a.	<p>List the remaining THREE basic (key) elements of dance that should be included in a movement phrase. Answer shows three of the below:</p> <ul style="list-style-type: none"> • Body • Energy • Space 	1	2	3												
			1 mark for each correct answer			1 mark for each correct answer											
03	b.	<p>Choose ONE of the basic (key) elements of dance in the answer above and explain it. Answer shows:</p> <ul style="list-style-type: none"> • A description of the chose dance element 	1	1	2												
			A simple description of the dance element		A detailed description of the dance element												
04		<p>How would you develop the movement phrase below with the use of dynamics? Answer shows:</p> <ul style="list-style-type: none"> • How the action relates to speed energy and flow 	1	3	4												
			A simple response related to dynamics		More detailed response related to dynamics Detail that indicates how dynamics can communicate the mood of the movement phrase.												
05	a.	<p>State TWO actions that could be used in this dance. Answer shows any two:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel • Gesture • Stillness 	1	1	2												
			1 mark for each correct answer			1 mark for each correct answer											

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05	b.	State TWO dance relationships that could be used in this dance. Answer shows: • Interaction between dancers or with a prop	1	1	2
			1 mark for each correct answer	1 mark for each correct answer	
05	c.	Draw a spatial pattern/formation for the four dancers, that could be used for the dance entitled Harmony.	1	2	3
			A four-group formation	A four-group formation related to the theme 'Harmony'	
05	d.	Explain why you have chosen this spatial pattern/formation. Answer may include: • Circle formation one of the oldest known dance formations • Expresses togetherness and protection		2	2
				Answer that shows an understanding of spatial pattern/ formation with reference to the theme 'Harmony'	
06		List TWO things that can help improve technique in performance. Answer may include reference to: posture, alignment, balance, coordination, control, strength, flexibility, mobility, stamina, extension.	1	1	2
			1 mark for each correct answer	1 mark for each correct answer	
Total:					

Section B – Safe Dance Practice

Question	Part	Safe Dance Practice	LEVEL 1 40%	LEVEL 2 60%	20 marks
		Marking Guidance:	4	6	10
Section A: Multiple-Choice Questions 01 - 10		Each question refers to a multiple-choice option where the answer is a specific reflection of what is being asked. There is only one correct answer per question. <u>Answers:</u> 1) C, 2) B, 3) C, 4) B, 5) A, 6) A, 7) B, 8) A, 9) C, 10) B	1. 1 Mark 2. 1 Mark 3. 1 Mark 4. 1 Mark	5. 1 Mark 6. 1 Mark 7. 1 Mark 8. 1 Mark 9. 1 Mark 10. 1 Mark	
			4	6	10
Section B Short Essay Questions (Choice of 2)	1.	Alignment refers to how different parts of the body line up together. 1. Why is it important for a dancer to have proper alignment when dancing? 2. Give an example of an exercise that helps one gain proper alignment. Answer shows: a. Correct reason why proper alignment is necessary, including for safety and aesthetic reasons. b. Example of an exercise is one that shows an understanding of the concept of alignment.	The definition and concept are briefly described, and show a limited understanding. (1) Answer shows a limited understanding of exercise demonstrating proper alignment. (1)	The definition and concept are accurately described, and show a proficient understanding. (1.5) Answer shows a good understanding of the concept of alignment and refers to specific body parts and their use. (1.5)	
OR			2	3	5
	2.	Healthy eating habits are an important part of keeping a dancing body fit and in proper working order.	The concept of healthy eating and nutrition are briefly described, and show a limited	The concept of healthy eating and nutrition are clearly described, and show a good	

		<p>1. Why is healthy eating important for a dancer?</p> <p>2. Give TWO examples of food groups that a dancer should ideally eat for a healthy diet.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> - An accurate understanding of the concept of the importance of healthy eating habits and proper nutrition. - Examples include two correct food groups: proteins, carbohydrates, fats, fibre, water, vitamins and minerals. 	<p>understanding of why this is important to a young dancer. (1)</p> <p>Answer includes limited or inaccurate references to balanced diet, nutrition, food groups, and healthy eating habits. (1)</p>	<p>understanding of why this is important to a young dancer. (1.5)</p> <p>Answer includes references such as a balanced diet, nutrition, food groups, and healthy eating habits. (1.5)</p>	
OR			2	3	5
	3.	<p>Being ready for a dance class is an important part of dance participation. In what ways do things such as the space, clothing, and physical engagement play a role in the preparation? Please provide specific references to these elements in your answer.</p> <p>Answer Shows:</p> <ul style="list-style-type: none"> - An understanding of the concept of proper preparation for a dance class - Examples should include references to the above listed such as having a clear and clean dance space, clean and appropriate 	<p>The concept of proper preparation for a dance class is briefly described and lacks a clear understanding of why this is important for a safe dance environment. (1)</p> <p>Answer is limited in its inclusion of specific references to aspects related to space, clothing, and physical engagement. (1)</p>	<p>The concept of proper preparation for a dance class is clearly described and demonstrates a proper understanding of why this is important for a safe dance environment. (1.5)</p> <p>Answer is specific in its inclusion of references to aspects related to space, clothing, and physical engagement. (1.5)</p>	

		clothing that shows off the body, pulled up hair to show off the neck and shoulders, proper footwear if required, and a body that is stretched and warmed up properly.			
OR			2	3	5
	4.	<p>Paula slipped and sprained her ankle during dance class. What is RICE, and how might it be used to treat the injury? Answer Shows:</p> <ul style="list-style-type: none"> - An understanding and description of the concept of RICE, and its use in treated a dance related injury. - Examples should include the words Rest, Ice, Compression, and Elevation. Concepts such as proper warm up and stretching, healthy eating, learning proper dance technique, wearing proper dance wear and shoes, and the importance of a clear dance space are included in the answer. 	<p>The concept and understanding of RICE, and its use in treating an injury is not clearly demonstrated. (1)</p> <p>Answer is limited in its inclusion of references to the concept and words related to RICE, as well as aspects related to injury prevention. (1)</p>	<p>The concept of RICE, and its use in treating an injury is clearly expressed and understood. (1.5)</p> <p>Answer includes references to the concept and words related to RICE, as well as specific aspects related to injury prevention. (1.5)</p>	
OR			2	3	5

	5.	<p>Warming up the body is an important step both before and during dance class. In your answer, please explain why warming up is useful to a dancer, make reference to specific elements.</p> <p>Answer Shows:</p> <ul style="list-style-type: none"> - An understanding and description of why warming up the body is important both before, during, and after a dance class. May include such things as raising body temperature and heart rate, prepare physically and mentally for class, increases, frees up movement in the joints, reduces risk of injury. 	<p>The concept of properly warming up the body is limited in its demonstration and understanding. (1)</p> <p>Answer includes limited references to concepts related to warming up the body and is minimal in its inclusion of specific examples. (1)</p>	<p>The concept of properly warming up the body is clearly demonstrated and understood. (1.5)</p> <p>Answer includes detailed references to concepts related to warming up the body and includes specific examples. (1.5)</p>	
OR			2	3	5
Total:					

Section C – Dance anthology

Question	Part	Section C: Dance anthology	LEVEL 1	LEVEL 2	50 Marks
		Marking Guidance:	2	3	5
1	a.	<p>Who created this choreography? Name one to three facts about the choreographer that are relevant to him/her as an artist.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> The correct name of the choreographer. Facts about the choreographer that is relevant to him/her as an artist. 	<p>The correct name of the choreographer. (1 mark)</p> <p>At least one fact about the choreographer. (1 mark)</p>	<p>More than one fact about the choreographer that is relevant to him/her as an artist. (3 marks)</p>	
	b.	<p>Who composed the music? Name one to three facts about the composer that are relevant to him/her as an artist.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> The correct name/s of the composer/s. Facts about the composer that is relevant to him/her as an artist. 	<p>The correct name/s of the composer/s. (1 marks)</p> <p>At least one fact about the composer. (1 mark)</p>	<p>More than one fact about the composer that is relevant to him/her as an artist. (3 marks)</p>	5
	c.	<p>Describe what kind of stage lighting design is used during the performance.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> A description of the kind of stage lighting design used during performance Use of correct vocabulary related to dance and theatre setting. 	<p>Generic information of the kind of stage lighting used during performance. (2 marks)</p>	<p>A description of the kind of stage lighting design used during performance. (2 marks)</p> <p>Some use of correct vocabulary related to dance and theatre setting. (1 mark)</p>	5

	d.	List 5 descriptive words that you can use to describe the movement qualities in this choreography. Answer shows: <ul style="list-style-type: none"> Five descriptive words that correctly define the movement. Use of correct vocabulary related to dance and theatre settings. 	2 One to two, correct, descriptive words that define the movement. (2 marks)	3 Three to five correct, descriptive words that define the movement. (2 marks) Some use of correct vocabulary related to dance and theatre settings. (1 mark)	5
Task 2			20 Marks	30 Marks	
1	a.	What is the choreography about? Answer shows: <ul style="list-style-type: none"> Two or three sentences about the correct/ possible intent/ theme of the choreography. 	1 One or two sentences about the correct/ possible intent/ theme of the choreography.	2 Two or three detailed sentences about the correct/ possible intent/ theme of the choreography.	3
	b.	What elements in the choreography refer to its intention? Answer shows: <ul style="list-style-type: none"> Three correct elements in the choreography that can suggest intent. 	2 At least one correct element in the choreography that can suggest intent.	2 Three correct elements in the choreography that can suggest intent.	4
	c.	When was the choreography created, and by who? Answer shows: <ul style="list-style-type: none"> The correct name/s of the choreographer/s The correct year that the choreography was made/ premiered. 	1 Answer given is partly correct.	2 Answer is fully correct.	3

	d.	<p>What other information about the choreographer might have impacted how the choreography was created?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> Contextual information about the choreographer or the choreography. A reason why this contextual information might have impacted the creation of the choreography. 	2	3	5
			<p>One contextual fact about the choreographer or the choreography. (1 mark)</p> <p>One reason why this contextual information might have impacted the creation of the choreography. (1 mark)</p>	<p>Two or more contextual facts about the choreographer or the choreography. (2 marks)</p> <p>Two or more reasons why this contextual information might have impacted the creation of the choreography. (1 mark)</p>	
OR					
2	a.	<p>What movement style is used in the choreography?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> A correct definition and description of the style of movement that is used in two sentences. 	1	2	3
			<p>A correct definition of the style of movement that is used in two sentences.</p>	<p>A correct definition and description of the style of movement that is used in two sentences.</p>	
	b.	<p>Name and list 3 choreographic devices that the choreographer uses in this choreography.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> Three correct choreographic devices that are used in the choreography 	1	2	3
			<p>One correct choreographic device that are used in the choreography.</p>	<p>Two to three correct choreographic devices that are used in the choreography.</p>	
	c.	<p>What effect do these choreographic devices give?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> Two sentences on the possible effects that the choreographic devices give. 	2	2	4
			<p>One sentence on the possible effects that the choreographic devices give.</p>	<p>Two sentences on the possible effects that the choreographic devices give.</p>	
	d.	<p>How do the devices help in understanding the theme/narrative of the choreography? Discuss.</p> <p>Answer shows:</p>	2	3	5
			<p>Two sentences that mention if the theme/narrative of the</p>	<p>Two sentences that discuss if the theme/narrative of the</p>	

		<ul style="list-style-type: none"> Two sentences that discuss if the theme/ narrative of the choreography is further aided by choreographic devices. 	choreography is further aided by choreographic devices.	choreography is further aided by choreographic devices.	
OR					
3	a.	List at least 3 design elements that are used during the choreography. Answer shows: <ul style="list-style-type: none"> A list of three design elements (such as set, props, lights, costume etc...) that are used in the choreography. 	1	2	3
			One to two design elements mentioned (such as set, props, lights, costume etc...) that are used in the choreography.	A list of three design elements (such as set, props, lights, costume etc...) that are used in the choreography.	
	b.	Describe the costumes that the performers are wearing. Answer shows: <ul style="list-style-type: none"> A correct description of the costumes in two or three sentences. 	2	2	4
			A correct explanation of the costumes in one or two sentences.	A correct description of the costumes in two or three sentences.	
	c.	What effect do the costumes create? Answer shows: <ul style="list-style-type: none"> Two or three sentences that discuss the possible effect of the costume on the choreography. 	1	2	3
			One sentence that explains the possible effect of the costume on the choreography.	Two to three sentences that discuss the possible effect of the costume on the choreography.	
	d.	How are the costumes helping the theme/ narrative of the choreography? Discuss. Answer shows: <ul style="list-style-type: none"> Two or three sentences that discuss how the costumes are used to aid the theme/ narrative of the choreography. 	2	3	5
			One sentence that explains how the costumes are used to aid the theme/ narrative of the choreography.	Two to three sentences that discuss how the costumes are used to aid the theme/ narrative of the choreography.	
Total:					

Mini Class Performance Marking Scheme – Level 1-2**100 Marks**

Warm Up					12.5 Marks
Assessed Criteria	Fair	Good	Very Good	Excels	
	(1 mark)	(1.5 marks)	(2 marks)	(2.5 marks)	
Raised heart rate					
Preparation for joint and muscles mobility					
Physical and mechanical awareness					
Following directions					
Showing preparedness					

Floor Work					25 Marks
Assessed Criteria	Fair	Good	Very Good	Excels	
	(1 mark)	(1.5 marks)	(2 marks)	(2.5 marks)	
Strength					
Coordination					
Use of space					
Control and contact with the floor					
Core control					
Bearing of the weight					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition and sequence of movements					

Travelling and Turns					12.5 Marks
Assessed Criteria	Fair	Good	Very Good	Excels	
	(0.5 marks)	(0.75 marks)	(1 mark)	(1.25 marks)	
Pathways and locomotion					
Use of general space					
Change in tempo and direction					
Posture					
Controlled tension and suspension					
Spotting for turns					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition and sequence of movements					

Elevation					12.5 Marks
Assessed Criteria	Fair	Good	Very Good	Excels	
	(0.5 marks)	(0.75 marks)	(1 mark)	(1.25 marks)	
Leg strength					
Extension					
Travel					
Engaging the core					
Controlled tension and suspension					
Take-off and landing safely					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition and sequence of movements					

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Set Piece					37.5 Marks
Assessed Criteria	Fair (1 mark)	Good (1.5 marks)	Very Good (2 marks)	Excels (2.5 marks)	
Physical performance					
Expressive skills					
Projecting to the audience					
Displaying technical skill					
Awareness of time and sequence					
Use of personal and general space					
Controlled tension and suspension					
Pathways and locomotion					
Musicality and tempo					
Interpretation of style					
Use of dynamics					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition of movements					
Total:					

Specimen Assessments: Controlled Paper LEVEL 2-3

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD



L-Università
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SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT:	Dance
PAPER NUMBER:	Level 2–3 Part I (Choreographic Process and Performance Skills, Safe Dance Practice, Dance Anthology and Critical Appreciation)
DATE:	
TIME:	1 Hour 45 mins

Section A

Knowledge and Understanding of Choreographic Process and Performance Skills

Answer ALL questions in this section

30 marks

A Dance candidate has been asked to choreograph a duet (a dance for two dancers), using Image 1 below as a stimulus. (All answers in questions 1 to 6, must relate to this stimulus)



Image 1

(Source from <https://mipp-malta.com/portfolios/kevincasha/>)

1. Outline a choreographic intent for your duet, which refers to Image 1 and the use of **TWO** dancers. (max. 50 words) (5 marks)

2. a. Describe a motif to implement into a movement phrase, which could be choreographed for your dance. Your answer should refer to actions, dynamics and space. (max. 50 words) (5 marks)

- b. Give **ONE** way in which the use of space in the phrase described above could be developed. Explain the reason for this choice. (2 marks)

- c. Describe **ONE** way in which contrasting dynamics could be used to support the choreographic intent outlined in Question 1. (max. 30 words) (3 marks)

3. Describe **ONE** way in which contact could be used in the duet. Give a reason for the choice of relationship. (2 marks)

4. a. Name **ONE** type of aural setting that could be used to accompany the duet. (1 mark)

- b. Describe **ONE** way in which your choice of aural setting could support the communication of the choreographic intent outlined in Question 1. (3 marks)

5. a. What type of dance skill is 'movement memory'? Underline the correct answer. (1 mark)
- i. Expressive
 - ii. Mental
 - iii. Physical
 - iv. Technical

b. Define the dance term 'movement memory'. (2 marks)

c. Give **TWO** ways a dancer can improve 'movement memory'. (2 marks)

i. _____

ii. _____

6. a. Why is it important to project when performing? (2 marks)

b. Identify **TWO** ways a dancer can project when performing. (2 marks)

i. _____

ii. _____

Section B – Safe Dance Practice

You must answer all questions in this section

20 marks

Part A - Read the following statements and circle the correct answer, number 1 is an example.

1. Dance Class safety includes the following:

- a. Attention to clothing, hair, and footwear.
- b. Knowing the dance class safety rules.
- c. Properly warming up the body to be ready to dance.

d. All of the above

2. The skeleton has how many bones in the body? (1 mark)
- a. 306
 - b. 208
 - c. Over 600
 - d. 206
3. Cooling down is not as important as warm up, and must be done after dancing. (1 mark)
- a. True
 - b. False
4. The best way for a dancer to maintain a healthy weight during daily training, rehearsals, and performances is to choose a diet that emphasizes: (1 mark)
- a. High-protein foods prepared with as little fat as possible.
 - b. Supplements that are designed to support athletes' health.
 - c. Foods that are high in carbohydrates.
 - d. A wide variety of nutrient-dense foods.
5. Which of the following is correct? (1 mark)
- a. A joint connects the muscles to the bones.
 - b. A joint connects two or more bones together.
 - c. A joint connects the ligament and tendon together.
 - d. A joint connects all the body parts together.
6. Dehydration is when (1 mark)
- a. A dancer drinks too much water.
 - b. A dancer drinks enough water.
 - c. A dancer gets nauseous.
 - d. A dancer doesn't drink enough water.

7. Why is it important to have a strong core? (1 mark)
- To maintain good posture and control of limb movement.
 - To maintain good flexibility
 - To maintain good breathing during rehearsals.
 - To maintain a flat stomach.
8. When a dancer warms up before dance what happens to the body? (1 mark)
- Heart rate rises and increases blood flow to your muscles.
 - Bones become relaxed and your heart rate rises.
 - Muscles tense up and blood flows through your bones.
 - The body is at risk of injury.
9. Why is cooling down important after a dance performance? (1 mark)
- To cool the body temperature gradually.
 - It helps reduce muscle soreness.
 - It helps regulate blood flow.
 - All of the above.
10. What does the word stamina refer to? (1 mark)
- To be able to bend.
 - A number of repeated movements.
 - The ability to prolong physical or mental exercises.
 - All of the above.
11. What do we call the longer fibrous end of a muscle that serves to attach it to the periosteum (outer layer of bone)? (1 mark)
- Ligament
 - Tendon
 - Joint
 - All of the above

Part B - Consider the following questions and how they apply to Health and Safety.

Choose TWO questions from the list and answer each question in 50-75 words. Please use complete sentences and include all of the information requested in the question, including examples from own experience.

1. Define the term 'alignment' and write about why it is important for a dancer to have proper alignment when dancing. Give examples of specific body parts and their use in gaining proper alignment and why. (5 marks)

OR

2. Why are healthy eating habits an important part of keeping a dancing body fit and in proper working order? Explain why this is important, and include some examples of what makes a balanced diet in the answer. (5 marks)

OR

3. Being ready for a dance class is an important part of dance participation. How might one prepare for class considering things such as the space, clothing, and physical engagement? Please consider each of the above and include specific examples in the answer. (5 marks)

Section C - Dance Anthology – Analysis and Critical Appreciation.

50 marks

Part A - The candidate is required to answer the following FIVE questions with ONE of the suggested performances in mind. Think about ONE of the approved choreographies that was studied and answer the following questions.

Answer all of the following questions using 30–40 words per question.

Responses to the questions in this section will be about the choreography named: _____

Each question carries 5 marks.

1. a. Write a paragraph to describe the movement that was used during the choreography. (5 marks)

- b. Write a paragraph to describe the theme or the storyline. (5 marks)

- c. Describe the music that was used during the dance? Who composed it, and how was it used? (5 marks)

- d. What kind of light design was used? How did it impact the performance? (5 marks)



L-Università
ta' Malta

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT:	Dance
PAPER NUMBER:	Level 2–3 (Performance)
DATE:	
TIME:	15 mins

Candidate's Paper

All Candidates Performance Controlled

Performance Mini Class

100 marks

The performance controlled is divided into **FIVE** Sections²:

- i. Set Warm Up
- ii. Floor Work to the Set Music
- iii. Set Travelling and Turns
- iv. Set Elevation
- v. Set Dance (choice of 1 out of the 2 set pieces)

Candidates are assessed on skills and techniques related to the performance component, these skills and techniques are categorised according to prescribed norms which are provided as footnotes in this syllabus.

Candidates should be properly warmed up before entering the exam space.

² See Appendix 1 for Mini Class Table

Marking Schemes

Section A

Question	Part	Section A: Knowledge and Understanding of Choreographic Process and Performance Skills	LEVEL 2 12 marks	LEVEL 3 18 marks	30 marks
		Marking Guidance:	2	3	5
1.		Outline a choreographic intent for the duet, which refers to Image and the use of two dancers. Answer shows: <ul style="list-style-type: none"> • A choreographic intent • Reference to stimulus (the answer makes reference to the way in which the image informed the choreographic intent) • Reference to the use of two dancers. 	Choreographic intent is briefly described. Answer does not relate directly to the image.	Detailed response to choreographic intent. Answer relates directly to the image.	
2.	a.	Describe a motif to implement into a movement phrase, which could be choreographed for the dance. The answer given should refer to actions, dynamics and space. Answer shows: <ul style="list-style-type: none"> • An accurate description of an action, a space and a dynamic within the sequential motif. • Description of actions/devices which further provides shape and structure to the motif 	2	3	5
			Answer only describes a motif in its action.	Answer also provides a description of its shape, structure and dynamics.	
2.	b.	Give ONE way in which the use of space in the phrase described above could be developed. Explain the reason for this choice. Answer shows: <ul style="list-style-type: none"> • One example that shows awareness of personal and/or general space. • Explanation for choice of use of space, in relation to Image 1. 	1	1	2
			Example that shows awareness of personal and/or general space.	Explanation for choice of use of space, in relation to Image 1.	
2.	c.	Describe ONE way in which contrasting dynamics could be used to support the choreographic intent outlined in Question 1.		3	3
				A simple description of contrasting dynamic content. (1 mark) Detail that indicates how the	

				choice of contrasting dynamics supports choreographic intent. (2 marks)	
3.		Describe ONE way in which contact could be used in the duet. Give a reason for the choice of relationship. Answer shows: • An example of one contact relationship possibility.	1	1	2
			One contact relationship possibility example given.	Reason for the choice of relationship, in relation to Image 1.	
4.	a.	Name ONE type of aural setting that would be used to accompany the dance.	1		1
			Identification of one type of aural setting.		
4.	b.	Describe ONE way in which the choice of aural setting supports the communication of the choreographic intent outlined in Question 1. Answer shows: • A description of the aural setting and how it supports the choreographic intent	1	2	3
			Simple response related to the mood of the selected aural setting.	More detailed response related to tempo, structure etc.	
5.	a.	What type of dance skill is 'movement memory'?	1		1
			Mental		
5.	b.	Define the dance term 'movement memory'	1	1	2
			Giving only one reason for movement memory, either to perform with minimum conscientious attention, or to perform with maximum efficiency.	Defining that movement memory is a process that allows a dancer to perform with minimum conscientious attention and maximum efficiency.	
5.	c.	Give TWO ways a dancer can improve 'movement memory'. Answers may include: • Rehearsal, Mental rehearsal, Giving names/visuals to moves, Sing the dance moves, Look for patterns or any similar answer	1	1	2
			ONE answer	TWO answers	
6.	a.	Why is it important to project when performing?		2	2
				Both Audience Communication (1 mark) and Technical Ability of	

				the performer are given (1 mark).	
			1	1	2
6.	b.	Identify TWO ways a dancer can project when performing. Answers may include: Use of Eyeline, Bodily expression, Relate with the choreographic intent or any similar answer.	ONE answer	TWO answers	
Total:					

Section B – Safe Dance Practice

Question	Part	Section B - Safe Dance Practice	LEVEL 2 40%	LEVEL 3 60%	Total (20 marks)
			4	6	10
Section A Multiple Choice Questions 01-10		Each question refers to a multiple-choice option where the answer is a specific reflection of what is being asked. There is only one correct answer per question. Answers: 2. D 3. B 4. D 5. B 6. D 7. A 8. A 9. D 10. C 11. B	1. 1 mark 2. 1 mark 3. 1 mark 4. 1 mark	5. 1 mark 6. 1 mark 7. 1. Mark 8. 1 mark 9. 1 mark 10. 1 mark	
OR			2	3	5
Section B Short Essay Questions (Choice of 2)	1.	Define the term alignment and write about why it is important for a dancer to have proper alignment when dancing. Examples of specific body parts and their use in gaining proper alignment and why, should be used in the answer. Answer shows: <ul style="list-style-type: none"> A reference to the definition and concept of Alignment (Proper body positioning) and how it relates to dance class and body awareness. References to specific body parts and their usage with such language as: Elongate the spine, square and relax the shoulders, knees over the toes in a plie, tilt the pelvis, etc. 	The definition and concept are briefly described, and show a limited understanding. (1) Answer is limited in its inclusion of specific body parts and their use. (1)	The definition and concept are described in detail, and show a proficient understanding. (1.5) Answer shows a clear understanding of alignment and refers to specific body parts and their use. (1.5)	
OR			2	3	5
	2.	Why are healthy eating habits an important part of keeping a dancing body fit and in proper working order? Please write about why this is important, and include some examples of what makes a balanced diet in the answer. Answer shows: <ul style="list-style-type: none"> An accurate understanding of the concept of the importance of healthy 	The concept of healthy eating and nutrition are briefly described, and show a limited understanding of why this is important to a young dancer. (1)	The concept of healthy eating and nutrition are described in detail, and show a clear understanding of why this is important to a young dancer. (1.5)	

		<p>eating habits and proper nutrition.</p> <ul style="list-style-type: none"> Examples should include references to things such a balanced diet including aspects of nutrition, specific food groups, healthy eating habits, and why this is important to a young dancer. 	<p>Answer is limited in its inclusion of specific references such as a balanced diet, nutrition, food groups, and healthy eating habits. (1)</p>	<p>Answer includes specific references such as a balanced diet, nutrition, food groups, and healthy eating habits. (1.5)</p>	
OR			2	3	5
	3.	<p>Being ready for a dance class is an important part of dance participation. How might one prepare for class considering things such as the space, clothing, and physical engagement? Please consider each of the above and include specific examples in the answer. Answer Shows:</p> <p>-An accurate understanding of the concept of proper preparation for a dance class</p> <p>-Examples should include references to the above listed such as having a clear and clean dance space, clean and appropriate clothing that shows off the body, pulled up hair to show off the neck and shoulders, proper footwear if required, and a body that is stretched and warmed up properly.</p>	<p>The answer includes a limited demonstration of knowledge related to class preparation. (1)</p> <p>Answer is limited in its inclusion of specific references to space, clothing, and physical engagement. (1)</p>	<p>The answer includes a clear demonstration of knowledge related to class preparation. (1.5)</p> <p>Answer is specific in its inclusion of references to space, clothing, and physical engagement. (1.5)</p>	
OR			2	3	5
	4.	<p>Paula slipped and sprained her ankle during dance class. List some of the ways this injury might be properly treated with the notion of RICE. What are some of the things one can do to help avoid dance related injuries? Make sure to refer to RICE and specific examples in the answer. Answer Shows:</p> <p>-An accurate understanding and description of the concept of RICE and its use in treated a dance related injury.</p>	<p>The answer includes a limited understanding of RICE and its use in treating an injury. (1)</p> <p>Answer is limited in its inclusion of specific references to the concept and words related to RICE, as well as aspects related</p>	<p>The answer includes a clear understanding of RICE and its use in treating an injury. (1.5)</p> <p>Answer includes specific references to the concept and words related to RICE, as well as aspects related to injury prevention. (1.5)</p>	

		Examples should include the words Rest, Ice, Compression, and Elevation. Concepts such as proper warm up and stretching, healthy eating, learning proper dance technique, wearing proper dance wear and shoes, and the importance of a clear dance space.	to injury prevention. (1)		
OR			2	3	5
	5.	Why is warming up the body an important step both before, during, and after a dance class? What are some ways that a dancer can properly warm up? Answer Shows: -An accurate understanding and description of why warming up the body is important both before, during, and after a dance class. Includes such things as raising body temperature and heart rate, prepare physically and mentally for class, frees up movement in the joints, reduces risk of injury.	The answer includes a limited understanding of concepts related to warming up the body. (1) Answer is limited in its references to concepts related to warming up the body and is minimal in its inclusion of specific examples. (1)	The answer includes a detailed understanding of concepts related to warming up the body. (1.5) Answer includes specific references to concepts related to warming up the body and includes specific examples. (1.5)	
Total:					

Section C – Dance anthology

Question	Part	Section C: Dance anthology	LEVEL 2 20 marks	LEVEL 3 30 marks	50 Marks
1	a.	<p>Write a paragraph to describe the movement that is used during the choreography.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> • A correct description of the style of movement. • Use of correct vocabulary related to dance and theatre settings. • Descriptive words that correctly describe the dynamic, weight, flow, texture, and shape of the movement. 	2	3	5
			<p>A correct description of the style of movement.</p> <p>Use of correct vocabulary related to dance and theatre setting in most instances.</p> <p>Wording that correctly describe the dynamic, weight, flow, texture, and shape of the movement.</p>	<p>A correct description of the style of movement.</p> <p>Use of correct vocabulary related to dance and theatre setting throughout.</p> <p>Highly descriptive words that correctly describe the dynamic, weight, flow, texture, and shape of the movement.</p>	
	b.	<p>Write a paragraph to describe the theme or the storyline.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> • A description of the correct theme/ storyline. • Use of correct vocabulary related to dance and theatre settings. 	2	3	5
		<p>A simple description of the correct theme/ storyline.</p> <p>Use of correct vocabulary related to dance and theatre settings in most instances.</p>	<p>A detailed description of the correct theme/ storyline.</p> <p>Use of correct vocabulary related to dance and theatre settings throughout.</p>		
	c.	<p>Can you describe the music that was used during the dance? Who composed it, and how is it being used?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> • The correct name/s of the composer/s • A description of the kind of music with reference to its mood, tempo, highlights, 	2	3	5
			<p>The correct name/s of the composer/s.</p> <p>An explanation of the kind of music with reference to its mood, tempo, highlights, and</p>	<p>The correct name/s of the composer/s.</p> <p>A detailed description of the kind of music with reference to its mood, tempo, highlights, and</p>	

		<p>and types of sounds that are used.</p> <ul style="list-style-type: none"> A description of how the music relates to the movement in the choreography. 	<p>types of sounds that are used.</p> <p>An explanation of how the music relates to the movement in the choreography.</p>	<p>types of sounds that are used.</p> <p>A detailed description of how the music relates to the movement in the choreography.</p>	
	d.	<p>What kind of light design is being used? How does it impact the performance?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> A description of how light is used in the performance. A description of how the use of light relates to the movement, spacing, and theme of the choreography 	<p>2</p> <p>A basic description of how light design is used in the performance.</p> <p>A description of how the use of light relates to either the movement, spacing, or theme of the choreography.</p>	<p>3</p> <p>A detailed description of how light design is used in the performance.</p> <p>A description of how the use of light relates to the movement, spacing, and theme of the choreography.</p>	<p>5</p>
2.		<p>Discuss the intent/ theme of the choreography. What aspects in the choreography signify the intent that you are suggesting? What background knowledge do you know about the choreography that makes you reflect on its intent? Do you think that the intent of the work is clear? Why do you think so?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> A discussion on the intent/ theme of the choreography A description of the signs in the choreography that suggest an intent. Background information/ context of the choreography. Own analysis of clarity of intent. 	<p>6</p> <p>A correct description of the intent/ theme of the choreography. (2 marks)</p> <p>A description of the elements in the choreography that suggest an intent. (2 marks)</p> <p>Background information/ context of the choreography. (1 mark)</p> <p>Own analysis of clarity of intent. (1 mark)</p>	<p>9</p> <p>A correct and detailed discussion on the intent/ theme of the choreography. (2 marks)</p> <p>A thorough description of the elements in the choreography that suggest an intent. (2 marks)</p> <p>Detailed background information/ context of the choreography. (1 mark)</p> <p>Own analysis of clarity of intent,</p>	<p>15</p>

				based on factual and researched discussion. (1 mark)	
OR					
3.		Discuss the context of the choreography. Who made it, when was it danced, and in what circumstance? How do you think that the context informed the creation performance and why?	6	9	15
		<p>Answer shows:</p> <ul style="list-style-type: none"> A description of the context that surrounds the choreography. Who is the creator of the work? An analysis of the possible reasons why the context of the work affected the performance. 	<p>A description of the context that surrounds the choreography. (2 marks)</p> <p>Who is the creator of the work? (2 marks)</p> <p>An analysis of the possible reason/s why the context of the work informed the performance. (2 marks)</p>	<p>A thorough description of the context that surrounds the choreography. (4 marks)</p> <p>A detailed analysis of the possible reason/s why the context of the work informed the performance based on factual and researched discussion. (5 marks)</p>	
OR					
4.		Discuss how aspects related to stage design such as props/ lights/ costumes/ set were used throughout the performance. How do the elements work together as a whole? How do they help with expressing the narrative/ theme/ intent of the choreography? Do you think that the stage design elements work effectively?	6	9	15
		<p>Answer shows:</p> <ul style="list-style-type: none"> A description of the design elements that are used throughout the performance. An analytic discussion of how the design elements work together. An analytic discussion of how the design elements aid the expression of the narrative/theme/ intent of the choreography. Own analysis of whether the design elements are effective in showing the intent of the choreography. 	<p>A description of the design elements that are used throughout the performance. (1 mark)</p> <p>An analytic discussion of how the design elements work together, including some aspects of design. (1 mark)</p> <p>An analytic discussion of how the design elements aid the expression of the narrative/theme/ intent of the</p>	<p>A detailed description of the design elements that are used throughout the performance. (2 marks)</p> <p>An analytic discussion of how the design elements work together, including all aspects of design. (2 marks)</p> <p>A detailed analytic discussion of how the design elements aid the expression of the narrative/theme/</p>	

			<p>choreography. (2 marks)</p> <p>Own analysis of whether the design elements are effective in showing the intent of the choreography. (2 marks)</p>	<p>intent of the choreography. (2 marks)</p> <p>Own analysis of whether the design elements are effective in showing the intent of the choreography, based on factual and researched discussion. (3 marks)</p>	
OR					
5.		<p>Discuss the movement and choreographic devices that the choreographer has used. Is the choreography typical of the choreographer’s style? What other works by the same choreographer can you compare it to? What choreographic devices are used? What effect/s does this create?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> • A discussion of the kind of movement qualities and choreographic devices that the choreographer uses. • A discussion about the effect of the use of specific choreographic devices. • Use of correct dance terminology. • A discussion about whether the choreography is representative of choreographer’s style with reference to other works. 	6	9	15
			<p>A discussion of the kind of movement qualities and choreographic devices that the choreographer uses. (1 mark)</p> <p>A discussion about the effect of the use of specific choreographic devices. (2 marks)</p> <p>Use of correct dance terminology in most instances. (1 mark)</p> <p>A discussion about whether the choreography is representative of choreographer’s style with reference to other works. (2 marks)</p>	<p>A detailed discussion of the kind of movement qualities and choreographic devices that the choreographer uses. (2 marks)</p> <p>A detailed discussion about the effect of the use of specific choreographic devices. (3 marks)</p> <p>Use of correct dance terminology throughout. (1 mark)</p> <p>A detailed discussion about whether the choreography is representative of choreographer’s style with reference to other works. (2 marks)</p>	
Total:					

Mini Class Performance Marking Scheme - Level 2/3**100 Marks**

Warm Up					12.5 Marks
Assessed Criteria	Fair	Good	Very Good	Excels	
	(1 mark)	(1.5 marks)	(2 marks)	(2.5 marks)	
Raised heart rate					
Preparation for joint and muscles mobility					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Floor Work					25 Marks
Assessed Criteria	Fair	Good	Very Good	Excels	
	(1 mark)	(1.5 marks)	(2 marks)	(2.5 marks)	
Strength					
Coordination					
Use of space					
Control and contact with the floor					
Core control					
Bearing of the weight					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition and sequence of movements					

Travelling and Turns					12.5 Marks
Assessed Criteria	Fair (0.5 marks)	Good (0.75 marks)	Very Good (1 mark)	Excels (1.25 marks)	
Pathways and locomotion					
Use of general space					
Change in tempo and direction					
Posture					
Controlled tension and suspension					
Spotting for turns					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition and sequence of movements					
Elevation					12.5 Marks
Assessed Criteria	Fair (0.5 marks)	Good (0.75 marks)	Very Good (1 mark)	Excels (1.25 marks)	
Leg strength					
Extension					
Travel					
Engaging the core					
Controlled tension and suspension					
Take-off and landing safely					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition and sequence of movements					

Set Piece					37.5 Marks
Assessed Criteria	Fair (1 mark)	Good (1.5 marks)	Very Good (2 marks)	Excels (2.5 marks)	
Physical performance					
Expressive skills					
Projecting to the audience					
Displaying technical skill					
Awareness of time and sequence					
Use of personal and general space					
Controlled tension and suspension					
Pathways and locomotion					
Musicality and tempo					
Interpretation of style					
Use of dynamics					
Physical and mechanical awareness					
Following directions					
Showing preparedness					
Transition of movements					
Total:					

Specimen Papers: Private Candidates LEVEL 1-2-3

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARDL-Università
ta' Malta

SECONDARY EDUCATION CERTIFICATE LEVEL

SAMPLE PAPER

SUBJECT: **Dance**

PAPER NUMBER: **Level 1–2–3 (Planning Choreography, Group Choreography, Choreography analysis, Improvisation)**

DATE:

TIME: 2 hours

Candidate's Paper

Section A: Planning Choreography

30 Marks

1. While creating their group choreography, Sara informed her group that they need to keep in mind several safety measures that should be taken. List **TWO** safety measures. (2 marks)
- i. _____
- ii. _____
2. a) Before a dancer can move around the room safely, the space must be checked for any hazards. Mark with an 'X' **TWO** hazards and tick '✓' **TWO** good practices, the first is done as an example. (4 marks)

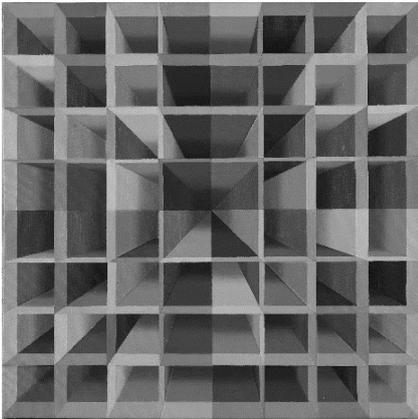
The floor surface is slippery.	X	There are no sharp objects that may cause an injury.	✓
Apparatus such as mats are stacked neatly at the side.		Fire exits are clearly marked	
The room is not well ventilated.		Unstable barre	

2. b) List another possible hazard that is not identified in the table above. (1 mark)
- _____

3. Inspiration is important when creating a choreography. Give **ONE** reason why? (1 mark)
- _____
- _____

4. Look at the pictures below, choose **ONE** and in 60-100 words explain how you would use this picture as a source of inspiration to create your own choreography. (10 marks)

1.



(Source From: https://images.indulgexpress.com/uploads/user/imagelibrary/2019/11/21/original/SAMBA_PRASAD_BISWAS_DSC5049.jpg)

2.



(Source From: https://en.wikipedia.org/wiki/The_Starry_Night#/media/File:Van_Gogh_-_Starry_Night_-_Google_Art_Project.jpg)

3.



(Source From: <https://johnsontsang.wordpress.com/2016/10/04/my-latest-work-lucid-dream-series/>)

Selected picture _____

5. Selecting the appropriate music for your choreography is important. Give **TWO** reasons why. (2 marks)

- i. _____
- ii. _____

6. Three of the dance elements are levels, directions and pathways. Choose **TWO** and give an example on each of how you would use them in your choreography. (2 marks)

- i. _____
- ii. _____

7. a) Match the following word with the correct definition, letter 'a.' is given as an example. (3 marks)

a. Levels		A choreographic device whereby a movement or motif is repeated exactly for emphasis or to gain interest.
b. Inversion	a.	Movements that take place on low, medium and high planes.
c. Retrograde		A choreographic device used in creating choreography that produces variations on a movement phrase. Inverting the movement phrase would mean executing it as if 'looking in a mirror'.
d. Repetition		A choreographic device used in creating dance compositions that produce variations on a movement phrase. The movement phrase is performed backwards, as if rewinding a video.

7. b) Explain the following **TWO** dance terms. Give examples to support your answer. (4 marks)

Canon _____

Motif _____

8. Reviewing and evaluating one's work is important when choreographing. Give **ONE** reason why reflecting on your own choreography is important. (1 mark)

Section B: Group Choreography

20 marks

1. The candidates have been given a group work task and a time frame of two weeks to create:

- **a movement phrase of 32 counts**
- **in groups of 4**

Answer all the following questions whilst keeping in mind the set Task described above.

a. What are the first steps in planning a choreography? (1 mark)

b. The choreographic intention is the purpose behind the composition or performance of movement. Identify the choreographic intention for the set task. (1 mark)

c. Describe or draw the group formation to be used. (2 marks)

d. Aural setting is the accompaniment a dancer uses to help evoke a mood and/or atmosphere. Describe the aural setting for the movement phrase in the set task. (2 marks)

e. List or draw a Motif (a movement or gesture which can be developed in the dance) of **FOUR** actions to be used in the movement phrase. (2 marks)

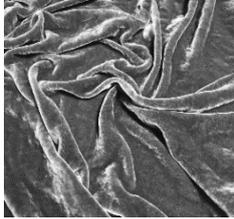
- f. Dynamics in dance refers to the energy/effort/force/weight applied to movement over time.
Develop the motif described in question 'e.' by adding dynamics. (2 marks)

- g. Choreographic devices are tools that the choreographer uses for the creation of dances.
List **TWO** choreographic devices suitable for movement phrase in the set task and give a reason for your choice. (4 marks)

	Choreographic device	Reason for your choice
i.		
ii.		

- h. How would you describe the facial expression and bodily expression to be used to communicate the choreographic intent? (3 marks)

2. A stimulus can be visual, auditory, tactile, kinaesthetic, or ideational. Label the type of stimulus to match the picture. The first one is an example. (3 marks)

Source from:	<i>Brittanica-Martha Graham</i>	<i>Rhythmnotes.net</i>	<i>Prisimsilks.com</i>	<i>Gallerist.in</i>
Picture:				
Stimulus:	i. Kinaesthetic	ii.	iii.	iv.

Section C: Choreography analysis

30 Marks

Candidates are expected to reflect on a live professional dance performance that they have watched recently, and answer the following questions by reflecting on the performance.

The candidates are expected to comment on different aspects of the performance such as the context in which the choreography was created, the intent of the choreography, the movement style/ type, the choreographic devices used, sound, props, lights and other design elements.

The choreography that I am reflecting on is: _____

The choreographer's name is: _____

The performance was held in this venue: _____

1. Who was performing in this choreography? What actions do the performers carry out? Answer in **TWO** sentences. (5 marks)

2. List **TWO** movement qualities that can be used to describe the movement used, then write **TWO** sentences to describe them. (5 marks)

3. Write about **ONE** choreographic device that was used in the choreography and the visual and thematic effect that it created using **TWO** sentences. (5 marks)

4. What sound is used during the performance, and how does it affect the movement and theme/narrative of the choreography? Answer this question using **TWO** or **THREE** sentences. (5 marks)

Section D: Improvisation

20 Marks

You are being given the following prop as a stimulus for improvisation



(Source from: <https://images.app.goo.gl/JykCjfVRfQdK2Q256>)

Imagine that you are improvising using the prop, and answer the following questions:

1. List **THREE** movements that you can perform while improvising with the prop: (3 marks)

- a. _____
- b. _____
- c. _____

2. List **TWO** ways in which you can travel in space while using the prop: (2 marks)

- a. _____
- b. _____

3. Describe and draw a gesture that you can perform while using the prop: (4 marks)

4. List **THREE** kinds of dynamics that you would use in your improvisation: (3 marks)

- a. _____
- b. _____
- c. _____

5. What movement qualities would you think of utilizing while performing with the prop? Why would you choose to use these movement qualities? (4 marks)

6. What performance qualities would you apply to perform your improvisation? Why do you think these attributes are suitable to your improvisation? (4 marks)

Marking Schemes

Section A: Planning Choreography

30 Marks

Question	Part	Planning Choreography	LEVEL 1 9 marks	LEVEL 2 9 marks	LEVEL 3 12 marks	30 marks				
		Marking Guidance:	1	1		2				
1.		<p>While creating their group choreography, Sara informed her group that they need to keep in mind a number of safety measures that should be taken while creating the choreography. List at least TWO safety measures</p> <p><u>Answer shows:</u></p> <ul style="list-style-type: none"> • Stay hydrated • Warm up • Avoid any hazards (objects/obstacles) • Having the right space • Cool down • No jewellery 	ONE correct answer.	TWO correct answers.						
			4	1		5				
2.		<p>a) Before a dancer can move around the room safely, the space must be checked for any hazards. Mark with an 'X' TWO hazards and tick '✓' TWO good practices, the first is done as an example.</p> <p>Answer for hazards: 'X'</p> <table border="1" style="width: 100%;"> <tr><td>The room is not well ventilated</td></tr> <tr><td>Unstable Barre</td></tr> </table> <p>Answers for good practices: '✓'</p> <table border="1" style="width: 100%;"> <tr><td>Apparatus such as mats are stacked neatly at the side.</td></tr> <tr><td>Fire exits are clearly marked</td></tr> </table> <p>b) List another possible hazard that is not identified in the table above.</p> <p><u>Answer exemplars:</u> The space is small, The ceiling is not high enough to jump, Water has been spilled on the floor, Electric wires are exposed. (<i>Accept similar answers</i>)</p>	The room is not well ventilated	Unstable Barre	Apparatus such as mats are stacked neatly at the side.	Fire exits are clearly marked	Marks TWO hazards and TWO good practices			
The room is not well ventilated										
Unstable Barre										
Apparatus such as mats are stacked neatly at the side.										
Fire exits are clearly marked										
				ONE example of a hazard						
3.		<p>Inspiration is important when creating a choreography. Give ONE reason why?</p> <p><u>Answer shows:</u></p>		A simple answer related to inspiration.		1				

		It is part of the choreographer’s creative process, which enables him/her to create an idea.						
				4	6	10		
4.		<p>a) Look at the pictures below, choose ONE and in 60-100 words explain how you would use this picture as a source of inspiration to create your own choreography.</p> <p><u>Answer shows:</u> Exploring ways on how you can express your emotions through the chosen picture.</p> <p>Explore how from your source of inspiration you develop your concept and how you use movement through the use of the different levels, directions, pathways and dynamics.</p>		A brief explanation related to the picture. Mentioning some ideas about development of their own choreography.	Detailed explanation, related to the picture exploring the notion of inspiration while developing their own choreography.			
				1	1	2		
5.		<p>Selecting the appropriate music for your choreography is important. Give TWO reasons why.</p> <p><u>Answer shows:</u> The music must complement and enhance the choreography. It also sets the mood and motivates the choreographer to create movement.</p>		ONE correct answer.	TWO correct answers.			
			1	1		2		
6.		<p>Three of the dance elements are levels, directions and pathways. Choose TWO and give an example on each of how you would use them in your choreography.</p> <p><u>Answer shows awareness that:</u> Levels: Refer to vertical movement</p> <ul style="list-style-type: none"> • Low • Medium • High <p>Directions: Is the direction the dancer moves or is facing</p> <p>Pathways: Are the travel lines dancers take.</p>	ONE correct example.	TWO correct examples.				
			3		4	7		
7.		<p>a) Match the following word with the correct definition, letter 'a.' is given as an example.</p> <p><u>Answer shows:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Levels</td> <td style="width: 50%; padding: 5px;">d. A choreographic device used in creating dance compositions that produce variations on a movement phrase. The movement phrase is</td> </tr> </table>	a. Levels	d. A choreographic device used in creating dance compositions that produce variations on a movement phrase. The movement phrase is	Well matched answers.			
a. Levels	d. A choreographic device used in creating dance compositions that produce variations on a movement phrase. The movement phrase is							

			performed backwards, as if rewinding a video.				
		c. Inversion	a. Movements that take place on low, medium and high planes.				
		c. Retrograde	b. A choreographic device used in creating choreography that produces variations on a movement phrase. Inverting the movement phrase would mean executing it as if 'looking in a mirror'.				
		b. Repetition	c. A movement, gesture or short movement phrase which has the potential to be developed in the dance/work.				
		<p>b) Define the TWO following dance terms. Give examples to support your explanation.</p> <p>Canon Motif</p> <p><u>Answers shows:</u></p> <p>Canon: A choreographic device that reflects the musical form of the same name in which individuals and groups perform the same movement phrase beginning at different times.</p> <p>Motif: A movement, gesture or short movement phrase which has the potential to be developed in the dance/work.</p>				A good definition for each term (2 marks) an example for each term (2 marks)	
						1	1
8.		<p>Reviewing and evaluating one's work is important when choreographing. Give ONE reason why reflecting on your own choreography is important.</p> <p><u>Answer shows:</u></p> <ul style="list-style-type: none"> - Areas of improvement - Formulates new ways for self-improvement. - Develops a fresh outlook towards dance that every performer needs to achieve. - Spot on mistakes 				ONE correct answer.	

Marking Scheme – Section B: Group Choreography

20 Marks

Question	Part	Section B: Group Choreography	LEVEL 1 8 marks	LEVEL 2 12 marks	20 marks
		Marking Guidance:	1		1
1.	a.	How is one to start planning choreography?	Answer: Carrying out relevant research to support the choreographic idea of theme.		
	b.	Identify the choreographic intention for the set task.	1 Identification of a choreographic intent.		1
	c.	Describe or draw the group formation to be used.	1	1	2
			Drawing or description of a 4-group formation.	4-group formation that is reflective of the choreographic intent.	
	d.	Describe the aural setting for the movement phrase in the set task.	1	1	2
			Identification of the aural setting.	Description of the aural setting reflective of the choreographic intent.	
	e.	List or draw a Motif of FOUR actions to be used in the movement phrase. Answer shows any four: <ul style="list-style-type: none"> • Jump • Turn • Travel • Gesture • Stillness 	1	1	2
Two correct answers.			All correct answers.		
f.	Dynamics in dance refers to the energy/effort/force/weight applied to movement over time. Answer shows: <ul style="list-style-type: none"> • How the action relates to speed energy and flow 	0	2	2	
			A response that indicates how dynamics can communicate the mood of the movement phrase.		
g.	List TWO choreographic devices suitable for movement phrase in the set task and give reason for your choice. Answer may include: <ul style="list-style-type: none"> • unison, canon, repetition, highlights, development, 	1	3	4	
		Two Choreographic devices listed	Detail that indicates how chosen devices can help communicate the mood of the movement phrase.		

		accumulation and formation.			
	h.	How would you describe the facial expression and bodily expression to be used to communicate the choreographic intent? Answer may include: <ul style="list-style-type: none"> • communicate ideas • intentions • purpose and presence • providing clarity to the work 	1	2	3
			A simple response related to expression.	More detailed response related to expression. Detail that indicates communication of the choreographic intent.	
2.		Label the type of stimulus to match the picture. Answer shows: <ul style="list-style-type: none"> i. Auditory ii. Tactile iii. Visual 	1	2	3
			One correct answer.	All correct answers.	
Total:					

Section C – Choreography Analysis

30 Marks

Question	Part Marking guidance:	Section: Choreography analysis	LEVEL 1 (30%) 9 marks	LEVEL 2 (30%) 9 marks	Level 3 (40%) 12 marks	Total 30 marks
	5	Marking Guidance:	1.5	1.5	2	
1.		<p>Who was performing in this choreography? What actions do the performers carry out? Answer in two sentences.</p> <p>Answer shows:</p> <p>a) A correct description of the performers.</p> <p>b) A correct description of the actions carried out by the performers.</p>	<p>Either a correct description of the performers is mentioned,</p> <p>Or</p> <p>A correct description of the actions carried out by the performers.</p>	<p>A correct description of the performers is mentioned,</p> <p>and</p> <p>a vague but correct description of the actions carried out by the performers.</p>	<p>A correct description of the performers is mentioned,</p> <p>and</p> <p>a detailed and correct description of the actions carried out by the performers.</p>	
	5		2	3		
2.		<p>List two movement qualities that can be used to describe the movement used, then write two sentences to describe them.</p> <p>Answer can show:</p> <p>a) List two movement qualities</p> <p>b) A description of the movement dynamic that is used</p>	List two movement qualities.	Describe two movement qualities.		

	5		1.5	1.5	2	
3.		<p>Write about one choreographic device that was used in the choreography and the visual and thematic effect that it created using two sentences.</p> <p>Answer includes:</p> <ul style="list-style-type: none"> a) One mention of a correct choreographic device. b) A description of the effect that it created. c) A description of the thematic effect that it created. 	One mention of a correct choreographic device.	A description of the effect that it created in two sentences.	A description of the thematic effect that it created.	
	5		1.5	1.5	2	
4.		<p>What sound is used during the performance, and how does it affect the movement and the theme of the choreography? Answer this question using two or three sentences</p> <p>Answer shows:</p> <ul style="list-style-type: none"> a) A correct description of the type of sound that is used during performance. b) A correct description of how the sound affects the movement. c) A correct description of how the sound effects the theme of the choreography. 	Mention the type of sound that is used during performance.	A correct description of the type of sound that is used during performance and a correct description of how the sound affects the movement in two – three sentences.	A description of the theme in three sentences.	

	10		3	3	4	
5.		<p>Describe TWO design elements in the performance (such as set design, costume, props) then assess how these aspects relate to the theme/ narrative of the choreography. What is the choreography about? How do these design elements help the choreographer to create meaning in a choreography? Answer using 100 words.</p> <p>Answer shows:</p> <ul style="list-style-type: none"> a) A description of two design elements b) An idea of the theme/ narrative of the choreography c) A description of how the design elements relate to the choreography. 	<p>Answer shows either:</p> <p>A description of two design elements</p> <p>or</p> <p>An idea of the theme/ narrative of the choreography.</p>	<p>Answer shows both:</p> <p>A description of two design elements and an idea of the theme/ narrative of the choreography.</p>	<p>Answer shows:</p> <p>A description of how the design elements relate to the choreography.</p>	
Total:						

Section D – Improvisation

20 Marks

Question	Part	Improvisation	LEVEL 1 6 marks	LEVEL 2 6 marks	LEVEL 3 8 marks	20 marks
		Marking Guidance:	1	2	3	3
1.		List three movements that you can perform while improvising with the prop. Answer shows: Three movements that utilize the prop effectively. (1 mark for each answer)	One movement that utilize the prop effectively.	Two movements that utilize the prop effectively.	Three movements that utilize the prop effectively.	
			1	1		2
2.		List two ways in which you can travel in space while using the prop. Answer shows: Two ways in which one can travel while using the prop effectively. (1 mark for each answer)	One way in which one can travel while using the prop effectively.	Two ways in which one can travel while using the prop effectively.		
			2	4		4
3.		Draw and describe a gesture that you can perform while using a prop. Answer shows: - A drawing and a description of a gesture that effectively utilizes a prop.	A simple drawing (1) or description (1) of a gesture that effectively utilizes a prop.	A detailed drawing (1) and a detailed description (3) of a gesture that effectively utilizes a prop.		
			1	2	3	3
4.		List three kinds of dynamics that you would use in your improvisation: Answer includes:	One dynamic mentioned.	Two dynamics mentioned.	Three dynamics mentioned.	

		Three types of dynamics that can be used while improvising with the prop. (1 mark for each answer)				
				2	2	4
5.		<p>What movement qualities would you think of utilizing while performing with the prop? Why would you choose to use these movement qualities?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> - A clear idea of what dynamics and movement qualities one can utilize while improvising with the prop using the correct terminology. - A reason why the suggested use of dynamics and qualities relate to the prop/theme. <p>(2 marks for each answer)</p>		A clear idea of what movement qualities one can utilize while improvising with the prop using the correct terminology.	A reason why the suggested use of dynamics and qualities relate to the prop/theme.	
				2	2	4
6.		<p>What performance qualities would you apply to perform your improvisation? Why do you think these attributes are suitable to your improvisation?</p> <p>Answer shows:</p> <ul style="list-style-type: none"> - A clear idea of the performance attributes that one would utilize to perform the improvisation using the correct terminology. - The reason why the performance attributes are deemed to fit the theme of the improvisation. <p>(2 marks for each answer)</p>		A clear idea of the performance attributes that one would utilize to perform the improvisation using correct terminology.	The reason why the performance attributes are deemed to fit the theme of the improvisation.	
Total:						