



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE DANCE

Component 2 Dance appreciation

Wednesday 12 June 2024

Morning

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	
TOTAL	



J U N 2 4 8 2 3 6 W 0 1

IB/G/Jun24/G4004/E5

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 **duet** (a dance for two dancers) using an everyday activity: **making a phone call** as a stimulus.

All answers to Questions 01–05.2 must relate to this stimulus.

0 1

Outline a choreographic intent for your duet, which refers to the stimulus **and** the use of two dancers.

[3 marks]

0 2 . 1

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

[3 marks]



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

Name a relationship you could use in your duet.

[1 mark]

0 3 . 2

Describe **one** way your choice of relationship could be used to support the choreographic intent outlined in **Question 01**.

[2 marks]

0 4

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

[2 marks]

Turn over ►



0 5 . 1 Define the performance environment 'in-the-round'.

[1 mark]

0 5 . 2 Describe **one** way performing 'in-the-round' could support the choreographic intent outlined in **Question 01**.

[2 marks]



Questions 06–10.2 refer to your knowledge and understanding of performance skills.

0 6

What does the dance term 'movement memory' mean?

[1 mark]

Tick (✓) **one** box.

Carrying out actions with the required intention

Repeating something in an arranged or ordered way

The art of creating dance

The automatic recall of learned movement material, without conscious thought

0 7 . 1

Define the dance term 'timing'.

[1 mark]

0 7 . 2

Give **two** ways timing could be improved in a group dance.

[2 marks]

1

2

0 8 . 1

Give **two** reasons why the physical skill 'balance' is important to a dancer.

[2 marks]

1

2

Turn over ►



0 8 . 2

Describe **one** exercise or activity a dancer could do to improve balance.

[2 marks]

0 9 . 1

Define the dance term 'focus'.

[1 mark]

0 9 . 2

Give **two** reasons why the use of focus is important during a performance.

[2 marks]

1 _____

2 _____

1 0 . 1

Define the dance term 'safe execution'.

[1 mark]

1 0 . 2

Give **two** examples of safe execution during performance.

[2 marks]

1 _____

2 _____

30



Turn over for Section B

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Turn over for Section C

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