Year 11 Mock Exams Autumn Term 2026: *GCSE Dance*

Exam(s):
The assessment is 1 hours and 30 minutes.
The assessment is out of 80 marks.
Students must answer all questions.
The assessment consists of multiple-choice, short-answer, and two extended writing questions.

Section A AO3 relates to the knowledge and understanding of choreographic processes and performing skills. Questions will relate to a given stimulus for you to write a response.	**Hypothetical choreography question:** • Choreographic intent • Motif description and explanation in relation to a choreography intent • Motif development • Action / space / dynamics / relationships • Dance structure • Performance environment • Accompaniment **All in relation to the 'Hypothetical choreography question'** • Choreographic process definitions / examples / how to improve • Performance skills definitions / examples / how to improve • Physical, Technical, Expressive, Mental (in rehearsal and performance) • Safe working practice (in rehearsal and performance)
Section B AO4 relates to the critical appreciation of own work. Questions will relate to your own experience of performance, or choreography or both from within the course.	**Your own work:** * Set phrase Breathe (or Flux) * duet performance piece * choreography. **Set phrase Breathe (or Flux) & Duet performance piece:** Physical skills: • Posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation. Technical skills: • Action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transference of weight.) • Dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt) • Spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design) • Relationship content - for duet/trio performance only (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations) • Timing and rhythmic content • Movement in a stylistically accurate way.

	Expressive skills: ● Projection, focus, spatial awareness, facial expression, phrasing. **For duet/trio performance only:** ● Musicality, sensitivity to other dancers, communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). **Mental skills** In rehearsal: ● Systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve. In performance: ● Movement memory, commitment, concentration, confidence. **Safe working practice** In rehearsal: ● Safe execution of the movements ● Appropriate dancewear, including: footwear, hairstyle and absence of jewellery In performance: ● Warming up, cooling down, nutrition, hydration. **Choreography**: **Actions**: travel, turn, elevation, Gesture, Stillness, use of different body parts, floor work, transfer of weight. **Dynamics**: fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt **Space**: pathways, levels, directions, size of movement, patterns, spatial design, **Relationships**: lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations **Choreographic process**: researching, improvising, generating, selecting, developing, structuring, refining and synthesising **Structuring devices and form**: binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions **Choreographic devices:** motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon **Aural setting**: song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion. Effects on choreographic outcomes: mood and atmosphere, contrast and variety, structure, relationship to theme/idea **Performance environment**: proscenium arch, end stage, site-sensitive (ie designed for non-theatre spaces), in-the-round **Communication of choreographic intent:** mood(s), meaning(s), idea(s), theme(s), style/style fusion(s). Discuss all of these in relation to your choreographic choices / why and how

	did it communicate your dance idea.
Section C AO4 relates to the critical appreciation of professional works and you will answer questions relating to the GCSE Dance Anthology.	**<u>Five professional set works:</u>** A Linha Curva, Emancipation of expressionism, Within her eyes, Artificial things, Shadows and Infra **<u>Features of production:</u>** ● **Staging/set** eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials ● **Lighting** eg colour, placement, direction, angles etc ● **Properties** eg size, shape, materials, how used etc ● **Costume** (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action ● **Dancers** (number, gender) ● **Aural settings** eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm ● **Dance for camera** e.g. placement, angle, proximity, special effects. **<u>Performance environment:</u>** ● Proscenium arch ● End stage ● Site-sensitive ● In-the-round. **<u>Choreographic approaches</u>** As outlined in each interview **<u>Choreographic content including:</u>** ● Movement content (actions, dynamics, space and relationships) as per the knowledge, skills and understanding for choreography specified in Choreography ● Structuring devices and form (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions) ● Choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon). **<u>Choreographic intent including:</u>** ● Mood(s), meaning(s), idea(s), theme(s), style/style fusion(s). **To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:** ● The similarities and differences between the defining characteristics of each dance (as above) ● The contribution of choreography (as above), performance and features of production to the audience's understanding of the work

	• The relationships between choreography, performance and features of production (as above) and the ways in which these have been used together to enhance audience understanding of the choreographic intention • The purpose or significance of different performance environments in which the dance was created and performed.