

CONDITIONS AND GUIDANCE

# GCE Subject Level Conditions and Requirements for Dance (2021)

November 2020

**ofqual**

# Contents

<b>Introduction .....</b>	<b>3</b>
<i>About this document .....</i>	<i>3</i>
<i>Requirements set out in this document .....</i>	<i>3</i>
<b>Subject Level Conditions .....</b>	<b>5</b>
<i>GCE Subject Level Conditions for Dance .....</i>	<i>5</i>
<b>Requirements in relation to subject content for GCE Dance .....</b>	<b>7</b>
<i>Requirements in relation to subject content for GCE Qualifications in Dance .....</i>	<i>7</i>
<b>Assessment objectives .....</b>	<b>8</b>
<i>Assessment objectives – GCE Qualifications in Dance .....</i>	<i>8</i>
<b>Assessment requirements .....</b>	<b>9</b>
<i>Requirements in relation to assessments for GCE Qualifications in Dance .....</i>	<i>9</i>
<b>Appendix 1 – Subject content (published by Department for Education) .....</b>	<b>13</b>

# Introduction

## About this document

This document is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering reformed A levels and AS qualifications in 2021.

We have developed all our requirements for GCE qualifications with the intention that AS and A level qualifications should fulfil the purposes set out in the table below:

A levels	AS qualifications
<ul style="list-style-type: none"> <li>■ define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;</li> <li>■ set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;</li> <li>■ permit UK universities to accurately identify the level of attainment of students;</li> <li>■ provide a basis for school and college accountability measures at age 18; and</li> <li>■ provide a benchmark of academic ability for employers.</li> </ul>	<ul style="list-style-type: none"> <li>■ provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a sub-set of A level content;</li> <li>■ enable students to broaden the range of subjects they study.</li> </ul>

## Requirements set out in this document

This document sets out the GCE Subject Level Conditions for Dance. These conditions will come into effect at 09:30 on 5 November 2020 for the following qualifications:

- all GCE A levels in Dance; and
- all standalone GCE AS qualifications in Dance
- for Learners completing the qualification in 2021, except where the GQCov Framework applies

It also sets out our requirements in relation to:

- interpretation of the content document – an awarding organisation must comply with these requirements under Condition GCE(Dance)1.1(c);
- assessment objectives – awarding organisations must comply with these requirements under Condition GCE(Dance)1.2; and
- assessment – awarding organisations must comply with these requirements under Condition GCE(Dance)2.3.

Appendix 1 reproduces the [subject content requirements for Dance](#), as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCE(Dance)1.1.

With respect to the qualifications listed above in 2021, awarding organisations must also comply with:

- our [General Conditions of Recognition](#), which apply to all awarding organisations and qualifications;
- our [GCE Qualification Level Conditions and Requirements](#); and
- All [relevant Regulatory Documents](#).

With respect to GCE qualifications in Dance taken by Learners completing the qualification in 2022 and after, an awarding organisation must continue to comply with the [GCE Subject Level Conditions and Requirements for Dance](#).

# Subject Level Conditions

## GCE Subject Level Conditions for Dance

### *Condition GCE(Dance)1: Compliance with content requirements*

#### **GCE(Dance)1.1**

In respect of each GCE Qualification in Dance which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled '[GCE AS and A level subject content for dance](#)', document reference DFE-00692-2014,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
- (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

#### **GCE(Dance)1.2**

In respect of each GCE Qualification in Dance which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

## **Condition GCE(Dance)2: Assessment**

### **GCE(Dance)2.1**

Condition GCE4.1 does not apply to any GCE Qualification in Dance which an awarding organisation makes available or proposes to make available.

### **GCE(Dance)2.2**

In respect of the total marks available for a GCE Qualification in Dance which it makes available, an awarding organisation must ensure that –

- (a) 50 per cent of those marks are made available through Assessments by Examination, and
- (b) 50 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.

### **GCE(Dance)2.3**

An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in Dance which it makes available which is not an Assessment by Examination it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

## Requirements in relation to subject content for GCE Dance

### Requirements in relation to subject content for GCE Qualifications in Dance

The subject content for GCE Qualifications in Dance is set out in the Department for Education's [Dance GCE AS and A level subject content](#), document reference DFE-00692-2014 (the 'Content Document').

Condition GCE(Dance)1.1(c) requires awarding organisations to interpret the Content Document in line with any requirements, and having regard to any guidance, published by Ofqual.

We set out our requirements for the purposes of Condition GCE(Dance)1.1(c) below.

#### *Group work*

An awarding organisation must interpret the Content Document as if it contains no requirement for a Learner to –

- (a) perform as part of a group,
- (b) demonstrate the expected features related to other dancers and performance as part of an ensemble where not performing as part of a group, or
- (c) in relation to A level –
  - (i) choreograph a dance for more than one dancer, or
  - (ii) develop ideas in communication with other dancers as part of the choreography assessment.

## Assessment objectives

### Assessment objectives – GCE Qualifications in Dance

Condition GCE(Dance)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in Dance.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Dance)1.2. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Dance they make available.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Perform dance through the application of physical, technical, interpretative and performance skills	25%	25%
AO2	Create dance, applying choreographic skills, to communicate artistic intention	25%	25%
AO3	Demonstrate knowledge and understanding of performance and choreography from different periods and genres	20-25%	25-30%
AO4	Critically appreciate and assess performance and choreography, through making analytical, interpretative and evaluative judgements.	25-30%	20-25%

## Assessment requirements

### Requirements in relation to assessments for GCE Qualifications in Dance

Condition GCE(Dance)2.3 allows us to specify requirements and guidance in relation to assessments which are not Assessments by Examination for GCE Qualifications in Dance.

We set out our requirements for the purposes of Condition GCE(Dance)2.3 below.

#### *Forms of non-examination assessment*

The requirements in this section apply to all GCE Qualifications in Dance which an awarding organisation makes available or proposes to make available.

Condition GCE(Dance)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCE Qualification in Dance, 50 per cent of those marks shall be made available through assessments set by the awarding organisation which are not Assessments by Examination.

In respect of that 50 per cent, an awarding organisation must ensure that –

- (a) 25 per cent of the total marks available for the qualification are made available through two tasks which assess a Learner's knowledge, skills and understanding in relation to performance (the 'Performance Assessment'), and
- (b) 25 per cent of the total marks available for the qualification are made available through a task which assesses of a Learner's knowledge, skills and understanding in relation to choreography (the 'Choreography Assessment').

#### *The Performance Assessment (A level)*

The requirements in this section apply to GCE A level qualifications in Dance which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Performance Assessment is designed and set to –

- (a) require each Learner to perform –
  - (i) a solo dance of between one minute and 30 seconds and three minutes in duration, and
  - (ii) either –
    - (A) a different solo dance of between one minute and 30 seconds and four minutes in duration, or
    - (B) a dance of between two and four minutes in duration as part of a duo, trio or quartet,
- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (c) assess assessment objective AO1 in its entirety.

An awarding organisation must not communicate the task that it has set for the Performance Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

In respect of each Performance Assessment, an awarding organisation must ensure that the Centre which delivered the assessment provides the awarding organisation with a complete and unedited audio-visual recording of the evidence generated in that assessment. That recording must be made from the perspective of the audience.

### ***The Performance Assessment (AS)***

The following requirements in this section apply to GCE AS qualifications in Dance which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Performance Assessment is designed and set to –

- (a) require each Learner to perform –
  - (i) a solo dance of between one minute and 30 seconds and three minutes in duration which has been choreographed by the Learner, and
  - (ii) either –
    - (A) a different solo dance of between one minute and thirty seconds and three minutes in duration, or
    - (B) a dance of between two and three minutes in duration as part of a duo or trio,
- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (c) assess assessment objective AO1 in its entirety.

An awarding organisation must not communicate the task that it has set for the Performance Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

In respect of each Performance Assessment, an awarding organisation must ensure that the Centre which delivered the assessment provides the awarding organisation with a complete and unedited audiovisual recording of the evidence generated in that assessment. That recording must be made from the perspective of the audience.

### ***The Choreography Assessment (A level)***

The requirements in this section apply to GCE A level qualifications in Dance which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Choreography Assessment is designed and set to –

- (a) require each Learner to choreograph a complete dance of between two and four minutes in duration for between one and five dancers,
- (b) require each Learner to explain his or her choreographic intent with respect to his or her dance and how that choreographic intent was developed,

- (c) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (d) assess assessment objective AO2 in its entirety.

An awarding organisation must not communicate the task that it has set for the Choreography Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

In respect of each Choreography Assessment, an awarding organisation must ensure that the Centre which delivered the assessment provides the awarding organisation with either –

- (a) a complete and unedited audio-visual recording of the dance choreographed by the Learner made from the perspective of the audience, or
- (b) alternative evidence to illustrate the intended final dance choreographed by the Learner, the Learner's choreographic intent and how that was developed. Such evidence may include –
  - (i) audio-visual recordings of a complete performance,
  - (ii) audio-visual recordings of physical demonstration(s) of key motifs with explanation of how they inform the final piece,
  - (iii) original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions,
  - (iv) written accounts, and/or
  - (v) a video diary.

It is not required that a Learner perform the dance which he or she has choreographed.

### ***The Choreography Assessment (AS)***

The following requirements in this section apply to GCE AS qualifications in Dance which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Choreography Assessment is designed and set to –

- (a) require each Learner to choreograph a complete solo dance of between one minute and thirty seconds and three minutes in duration,
- (b) require each Learner to explain his or her choreographic intent with respect to his or her dance and how that choreographic intent was developed,
- (c) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (d) assess assessment objective AO2 in its entirety.

An awarding organisation must not communicate the task that it has set for the Choreography Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

In respect of each Choreography Assessment, an awarding organisation must ensure that the Centre which delivered the assessment provides the awarding organisation with either –

- (i) a complete and unedited audiovisual recording of the dance choreographed by the Learner, made from the perspective of the audience, or
- (ii) a programme note and/or alternative evidence to illustrate the intended final dance choreographed by the Learner, the Learner's choreographic intent and how that was developed. Such evidence may include –
  - (i) audio-visual recordings of a complete performance,
  - (ii) audio-visual recordings of physical demonstration(s) of key motifs with explanation of how they inform the final piece,
  - (iii) original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions,
  - (iv) written accounts, and/or
  - (v) a video diary.

### ***Marking of assessments***

The requirements in this section apply to all GCE Qualifications in Dance which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that the evidence generated by each Learner in each assessment for a GCE Qualification in Dance which it makes available is marked by:

- (a) that awarding organisation or a person connected to that awarding organisation
- (b) by the Centre in which the assessment is taken, or
- (c) by a combination of (a) and (b).

An awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking of the assessments (and to moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

## **Appendix 1 – Subject content (published by Department for Education)**



## GCE AS and A level subject content for dance

### Introduction

1. AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in a given subject.
2. It provides the framework within which the awarding organisations create the detail of the specification. As long as the assessment objectives are met, including the specified weightings, and the subject content is covered, awarding organisations may increase the depth and breadth within the specified knowledge, skills and understanding to support effective teaching and ensure valid and reliable assessment.
3. The AS and A level specifications in dance will cultivate creativity in the student by allowing for individual enquiry within the areas of performance, choreography and critical engagement of own work and that of professional repertoire.

### Aims and objectives

4. AS and A level specifications in dance must encourage students to:
  - develop knowledge, understanding and experience of performance, choreography and appreciation of dance as an art form. This will be achieved through exploring and making connections between theory and practice, critically engaging in the analysis of own work and that of professional repertoire, leading to a holistic approach to the study of the subject
  - develop the necessary skills as a performer through the areas of technical training and performance development
  - develop the necessary skills as a choreographer through further experimentation and application of choreographic and structuring devices
  - develop the necessary skills to engage in critical enquiry about the art form through the areas of written communication, reflection, analysis and evaluation
  - develop the necessary awareness of safe practice
  - extend their artistic and historical knowledge of dance in the wider cultural context
  - develop particular strengths, skills and interests which will encourage life-long learning, equip students for study in higher education and provide access to future careers in dance
  - develop a range of skills relating to problem solving, organisation, team work and leadership

### Subject content

5. This section sets out the full range of content for AS and A level specifications in dance.

6. AS and A level specifications in dance should build on the requirements for dance in earlier key stages including the skills, knowledge and understanding established at key stage 4 and GCSE qualifications.

7. Where different knowledge, understanding and/or skills are required to ensure students studying at A level go into greater depth and/or breadth than AS, this is specified.

## **Knowledge, understanding and skills**

8. AS and A level specifications in dance must require students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- safe practice
- the interrelationship between the creation, the presentation and the viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context
- professional dance works and the significance of these works
- subject specific terminology and its use

9. The knowledge, understanding and skills required at AS and A level in dance are developed and demonstrated within the areas of performance, choreography and critical engagement of own work and that of professional repertoire located within specific areas of study.

10. Areas of study must provide students with the opportunity to investigate the key changes in the development of dance linked to a genre(s) and allow students to demonstrate contextual understanding through written communication and performance. An area of study might be, for example, a period of time, style, company or artistic movement.

11. At AS level investigation of two areas of study will be required.

12. At A level an in-depth investigation and contextual understanding of two specific practitioners within two areas of study will be required.

## **Performance**

13. Have knowledge and understanding of:

- physical skills and technical principles, including correct alignment, flexion, extension, rotation, whole body participation and/or isolation, transference of weight, locomotion, elevation, balance, flexibility, strength, cardiovascular endurance, muscular endurance, agility, neuromuscular coordination and kinaesthetic awareness
- interpretative skills in order to communicate the dance idea in a clear and considered manner, including projection, focus, expression, emphasis, musicality and an awareness of style
- the skills required by an individual both as a soloist and within an ensemble, including spatial awareness, timing, sensitivity and focus with other dancers

- safe practice, including an awareness of correct alignment, technical accuracy when dancing, appropriate dancewear and presentation of self, and a healthy approach to training, rehearsal and the lifestyle of a dancer

14. Through application of embodied knowledge and understanding demonstrate the ability to:

### **AS level**

- develop and apply physical, technical, interpretative and performance skills to practical presentation through both a duet/trio which investigates characteristics of style within a genre(s) and a solo performance of own choreography.
- develop and apply safe practice in performance skills and practical presentation

### **A level**

- perform a solo based on a specific practitioner demonstrating embodied knowledge of the practitioner's movement/choreographic style. This will link to analytical exploration and understanding gained from theoretical investigation within one of the two areas of study
- develop and apply skills as part of an ensemble, through a quartet performance, which link practical experience with critical investigation and appreciation of one of the two areas of study
- develop the artistic intention of the dance idea(s) in communication with other dancers
- apply and develop safe practice in performance skills and practical presentation

## **Choreography**

15. Have knowledge and understanding of:

- choreographic process, including:
  - research and experimentation, including studio and non-studio investigation
  - selection of appropriate constituent features in relation to research and experimentation, including action, dynamic and spatial elements, dancers, aural setting and physical setting
  - manipulation of the movement components through the use of a variety of choreographic devices
- use of a range of choreographic structures
- professional choreographic approaches, including historical and current practice

16. Through application of knowledge and understanding demonstrate the ability to:

### **AS level**

- experiment, develop ideas, craft and structure dance material, applying knowledge and understanding of choreographic process and approaches through the presentation of a solo dance

## **A level**

- experiment, develop ideas, craft and structure dance material, applying knowledge and understanding of choreographic process and approaches through the presentation of a group dance consisting of three, four or five dancers
- develop the artistic intention of the dance idea(s) in communication with other dancers

## **Critical engagement**

17. Have knowledge and understanding of:

- the interrelationship between the creation, the presentation and the viewing/appreciation of dance works
- the development of dance placed within the artistic and cultural context
- professional dance works, including the:
  - significance of the character of each dance, its subject matter and treatment
  - form of each dance and its effectiveness in communicating the subject matter
  - constituent features of each dance including movement components, dancers, physical and aural setting and the relevance of these features in embodying the subject matter
- professional choreographers, including the:
  - technique and style of the choreographer
  - influences affecting the choreographer's development
  - contribution of the choreographer to the development of dance within the artistic and cultural context
- subject specific terminology and its use

18. Through application of knowledge and understanding demonstrate the ability to:

## **AS level**

- analyse, interpret, reflect on and evaluate the performance, choreographic process and outcome relating to own practice through written communication
- analyse, interpret, reflect on and evaluate the performance and choreographic experience through written communication
- comment critically on the development of dance placed within the artistic and cultural context through the study of two areas of study
- develop the understanding and insight appropriate to dance study which will inform clear, succinct written communication and use specialist vocabulary appropriately

## **A level**

- analyse, reflect on and evaluate the performance and choreographic experience, including that of professional repertoire, through written communication
- develop an in-depth critical appreciation of two specific works linked to two different areas of study

- develop an in-depth critical appreciation of two specific choreographers linked to two different areas of study
- develop an in-depth critical appreciation of the artistic and cultural context of each set work linked to an area of study - in relation to its content, the choreographer and other works by the choreographer
- extended writing skills in order to present responses which are clear, coherent, perceptive and use specialist vocabulary appropriately

19. All AS and A level specifications should include synoptic assessment drawing on all assessment objectives.

20. Synoptic assessment of AS and A level dance should require students to:

- develop a broad and deep understanding of the connections between the knowledge, understanding and skills set out in the specification as a whole
- demonstrate their understanding of the relationships between theory and practice and the ways in which dancers and choreographers make and implement artistic decisions

© Crown copyright 2015

Reference: DFE-00692-2014



© Crown Copyright 2020

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated.

To view this licence, visit

[www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/)

or write to

Information Policy Team, The National Archives, Kew, London TW9 4DU

Published by:

**ofqual**

Earlsdon Park  
53-55 Butts Road  
Coventry  
CV1 3BH

0300 303 3344  
[public.enquiries@ofqual.gov.uk](mailto:public.enquiries@ofqual.gov.uk)  
[www.gov.uk/ofqual](http://www.gov.uk/ofqual)