

GCSE Subject Level Guidance for Dance

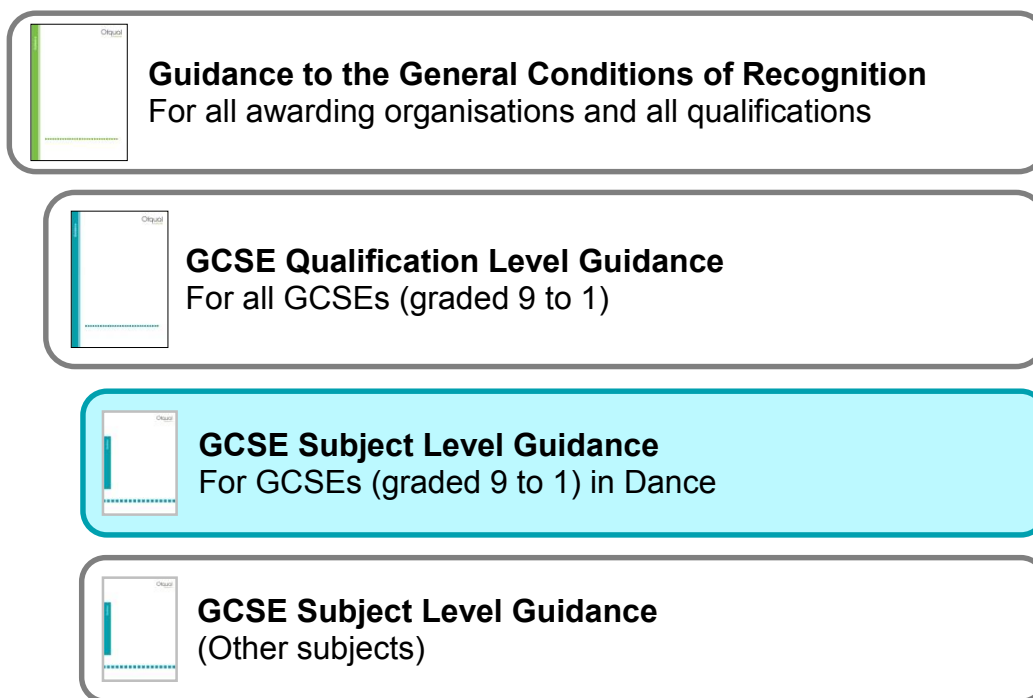
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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE Qualifications in Dance.



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Dance. It supports the *GCSE Subject Level Conditions and Requirements for Dance*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCSE(Dance)1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Dance that it makes available or proposes to make available. Condition GCSE(Dance)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

¹ www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-dance

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Dance*.

Guidance set out in this document

This document provides guidance on assessment objectives for GCSE Qualifications (graded 9 to 1) in Dance.
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Guidance on assessment objectives for GCSE Qualifications in Dance

Condition GCSE(Dance)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Dance.

We published our requirements in relation to assessment objectives AO1 to AO4 and their respective weightings in *GCSE Subject Level Conditions and Requirements for Dance*, and reproduce them in the table below.

	Objective	Weighting
AO1	Perform dance, reflecting choreographic intention through physical, technical and expressive skills.	30%
AO2	Create dance, including movement material and aural setting, to communicate choreographic intention.	30%
AO3	Demonstrate knowledge and understanding of choreographic processes and performing skills.	15%
AO4	Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.	25%

We set out below our guidance for the purposes of Condition GCSE(Dance)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Dance)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance.

For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in every task that addresses it. 	<ul style="list-style-type: none"> Physical, technical and expressive skills are aspects of subject content. In the context of performance, they are intrinsically linked – Learners may display them in different proportions, but they should always be assessed together. Awarding organisations should explain their approach to targeting these skills in their assessment strategy. In the context of this AO, choreographic intent should be that specified in the task. The assessment of technical and physical skills will include the assessment of safe practice.

AO2: Create dance, including movement, material and aural setting, to communicate choreographic intention.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in every task that addresses it. 	<ul style="list-style-type: none"> Create refers to the role of the Learner in generating and selecting movement. In this context, movement material and use of aural setting are intrinsically linked. Communicate choreographic intention means embedding extrinsic meaning(s) in the choreographic material by generating choreographic ideas and/or responding to stimuli. It involves selecting the elements of dance and choreographic devices to structure an individual response, in order to communicate ideas, feelings, emotions, meanings or moods. The Learner should be expected to select an aural setting, rather than create it.

AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills			15%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge and understanding of choreographic processes.	<ul style="list-style-type: none"> ■ Reasonable coverage of each element in each set of assessments² (but not every assessment). 	<ul style="list-style-type: none"> ■ Knowledge and understanding are interconnected here and should not usually be assessed separately. ■ Choreographic processes and performing skills are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategy.
	1b – Demonstrate knowledge and understanding of performing skills.		

² For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCSE Qualification in Dance. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Critically appreciate own works through making analytical, interpretative and evaluative judgements.	<ul style="list-style-type: none"> ■ A reasonable balance between elements 1a and 1b in each set of assessments (but not every assessment). ■ A reasonable balance between analytical, interpretative and evaluative judgements in each set of assessments (but not every assessment). 	<ul style="list-style-type: none"> ■ Critically appreciate means synthesising justifiable reflective judgements and ideas based on analysis, interpretation and evaluation to perceive and understand the qualities and significance of the work. It involves a process of reflection and the outcome of reflective judgement. Subject-specific terminology should form part of the critical response. ■ Professional works are works choreographed or created by an individual or company that is recognised nationally or internationally. Such recognition can be signalled by, for example: <ul style="list-style-type: none"> □ receipt of public funding; and/or □ a commercial venture; and/or □ support by regional or national dance agencies. <p>They can include extracts from a professional work but should be of sufficient complexity and length to support appropriate targeting of the AO.</p>
	1b – Critically appreciate professional works through making analytical, interpretative and evaluative judgements.		

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