

**GCSE Subject Level
Conditions and
Requirements for Dance**

March 2015



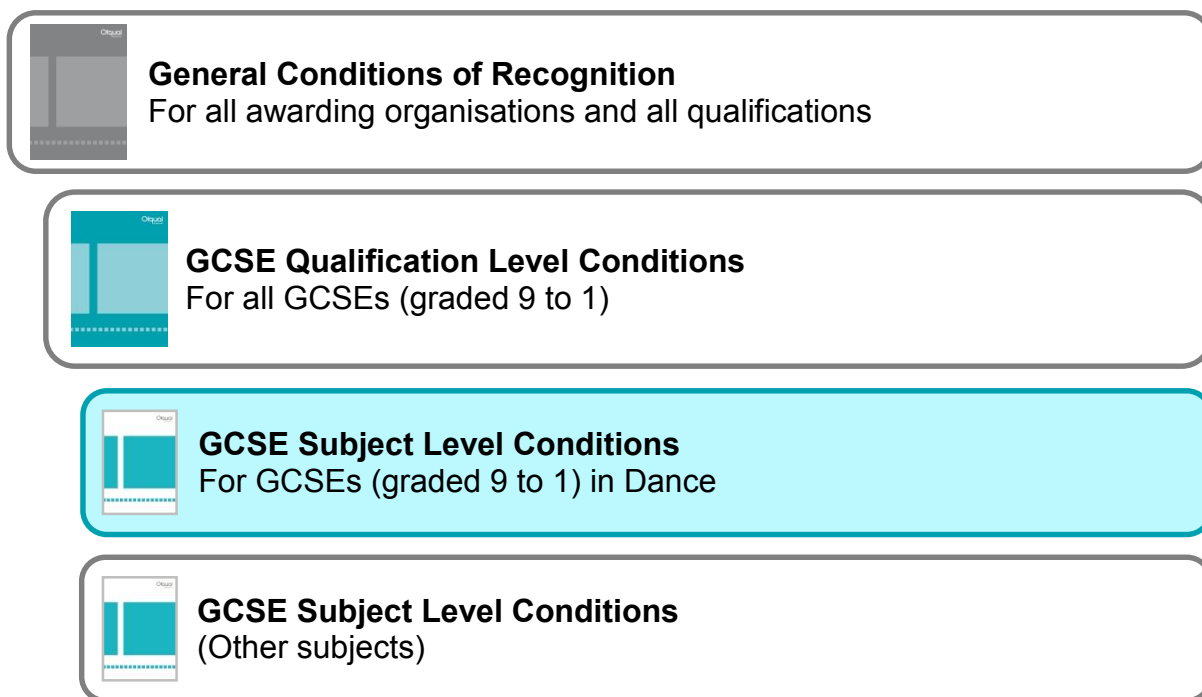
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering GCSE qualifications (graded from 9 to 1).



We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:

- To provide evidence of students' achievements against demanding and fulfilling content;
- To provide a strong foundation for further academic and vocational study and for employment; and
- To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Requirements set out in this document

This document sets out the GCSE Subject Level Conditions for Dance. These conditions will come into effect at 12.01am on Tuesday 17 March 2015 for all GCSE qualifications (graded from 9 to 1) in Dance.

It also sets out our requirements in relation to:

- assessment objectives – awarding organisations must comply with these requirements under Condition GCSE(Dance)1.2; and
- assessment – awarding organisations must comply with these requirements under Condition GCSE (Dance)2.3.

Appendix 1 reproduces the requirements in relation to subject content for GCSE Dance,¹ as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCSE(Dance)1.1.

With respect to all GCSE Qualifications (graded from 9 to 1) in Dance, awarding organisations must also comply with:

- our *General Conditions of Recognition*,² which apply to all awarding organisations and qualifications;
- our *GCSE Qualification Level Conditions*,³ and
- all relevant Regulatory Documents.⁴

With respect to GCSE qualifications graded from A* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.

Summary of requirements

Subject Level Conditions	
GCSE(Dance)1	Compliance with content requirements
GCSE(Dance)2	Assessment

Assessment objectives
Assessment objectives – GCSE Qualifications in Dance

¹ www.gov.uk/government/publications/gcse-dance

² www.gov.uk/government/publications/general-conditions-of-recognition

³ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

⁴ www.gov.uk/government/publications/regulatory-documents-list

Assessment requirements

[Requirements in relation to assessments for GCSE Qualifications in Dance](#)

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

[Dance: GCSE subject content](#)

Subject Level Conditions

GCSE Subject Level Conditions for Dance

Condition GCSE(Dance)1 Compliance with content requirements

- GCSE(Dance)1.1 In respect of each GCSE 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 ‘Dance GCSE subject content’,⁵ document reference DFE-00702-2014,
 - (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.
- GCSE(Dance)1.2 In respect of each GCSE 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.

⁵ www.gov.uk/government/publications/gcse-dance

Condition GCSE(Dance)2 Assessment

- GCSE(Dance)2.1 Condition GCSE4.1 does not apply to any GCSE Qualification in Dance which an awarding organisation makes available or proposes to make available.
- GCSE(Dance)2.2 In respect of the total marks available for a GCSE Qualification in Dance which it makes available, an awarding organisation must ensure that –
- (a) 40 per cent of those marks are made available through Assessments by Examination, and
 - (b) 60 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.
- GCSE(Dance)2.3 An awarding organisation must ensure that in respect of each assessment for a GCSE 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.

Assessment objectives

Assessment objectives – GCSE Qualifications in Dance

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

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

	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%

Assessment requirements

Requirements in relation to assessments for GCSE Qualifications in Dance

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

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

Forms of non-examination assessment

Condition GCSE(Dance)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCSE Qualification in Dance, 60 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 60 per cent, an awarding organisation must ensure that –

- (a) 30 per cent of the total marks available for the qualification are made available through a task which assesses a Learner's knowledge, skills and understanding in relation to performance (the 'Performance Assessment'), and
- (b) 30 per cent of the total marks available for the qualification are made available through a task which assesses a Learner's knowledge, skills and understanding in relation to choreography (the 'Choreography Assessment').

The Performance Assessment

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

- (a) ensure that the only evidence which will be admissible in the assessment is the performance by each Learner of a dance of at least three minutes and 30 seconds in duration,
- (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.

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

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

- (a) require each Learner to choreograph either a complete solo dance of at least two minutes in duration or a complete group dance of at least 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 a complete and unedited audiovisual recording of the dance choreographed by the Learner. That recording must be made from the perspective of the audience.

A Learner does not have to perform the dance which he or she has choreographed.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCSE Qualification in Dance which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the 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 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.

Subject content (published by Department for Education)



Department
for Education

Dance

GCSE subject content

January 2015

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The content for dance GCSEs

Introduction

1. The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.

Subject aims and learning outcomes

2. Through the study of GCSE dance students learn to choreograph, perform and appreciate dance as an art form. This holistic engagement with dance informs their development as creative and artistic individuals, and broadens their aesthetic, social and cultural experience.

3. GCSE specifications in dance must enable students to engage as choreographers through the:

- creative and imaginative response to a range of stimuli
- use of imagination, problem solving, creativity and the synthesis of ideas
- application of knowledge, skills and understanding of choreographic forms and devices
- communication of ideas, feelings, emotions, meanings and moods

4. GCSE specifications in dance must enable students to engage as performers through the:

- application of knowledge, skills and understanding of performing
- development of physical, technical, mental and expressive skills
- communication of choreographic intention and artistry

5. GCSE specifications in dance must enable students to appreciate dance through the:

- articulation of knowledge and critical reflection to inform artistic practice
- critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts

- critical analysis, interpretation, evaluation, and appreciation of professional dance works
6. GCSE specifications in dance must enable students to:
- participate in and appreciate dance from more than one style
 - critically appreciate at least two professional works by at least two choreographers
 - work collaboratively with others
 - develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance
 - improve own work through analysis, critical self-reflection and evaluation
7. GCSE specifications in dance must reflect the learning outcomes in the content.

Subject content

8. This document sets out the minimum range of content for GCSE specifications in dance. Awarding organisations may, however, increase depth, breadth or context of study.

Performing:

9. Have knowledge and understanding of:
- **physical skills and attributes** including actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation
 - **technical skills** including accuracy of action, timing, dynamic, rhythmic and spatial content, the reproduction of movement in a stylistically accurate way, physical relationship to other dancers
 - **mental skills and attributes** including commitment, concentration, confidence, movement memory, systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve
 - **expressive skills** including projection, use of focus, spatial awareness, musicality, phrasing, facial expression, interpretation and communication of mood and/or meaning and/or intention, sensitivity to other dancers
 - **safe working practices** including safe execution, appropriate dancewear, effective warming up and cooling down, nutrition and hydration

10. Through the application of knowledge, skills and understanding demonstrate the ability to:

- communicate artistic/choreographic intention
- use appropriate physical, technical and expressive skills
- demonstrate safe working practices
- perform one or more dances which requires an appropriate level of sophistication, complexity and challenge

Choreography:

11. Have knowledge and understanding of:

- the elements of dance: action, dynamics, space, relationships
- choreographic processes: including research, improvisation, selection, development, structuring, refining
- choreographic devices: including motif and development, repetition, contrast, transitions, highlights, climax, manipulation of number, unison, canon
- structuring devices: including binary, ternary, rondo, narrative, episodic
- dance for different performance environments: including proscenium/end stage, site-sensitive, in-the-round, dance for camera
- different stimuli and aural settings and their effect on choreographic outcomes

12. Through the application of knowledge, skills and understanding demonstrate the ability to:

- respond creatively to a stimulus or stimuli
- refine and synthesise ideas
- generate, select, develop and structure movement material
- select and use appropriate aural settings
- communicate choreographic intention
- be wholly responsible for the creation of a complete dance which includes movement material and an aural setting

Appreciation:

13. Have knowledge and understanding of:
 - two or more professional works by two or more choreographers which reflect different styles of dance and different approaches to choreography and production, and support practical learning in performance and choreography. At least two works should be studied in depth
 - different dance styles through the study of professional dance works including identification of the defining characteristics of different dances and recognition of similarities and differences between them
 - the contributions of choreography, performance and features of production to professional works including staging, lighting, properties, costume, dance for camera and aural settings
 - the relationships between choreography, performance and features of production including staging, lighting, properties, costume, dance for camera and aural settings and the ways in which these can be used together to enhance audience understanding of mood, meaning and choreographic intention
 - the purpose or significance of different performance environments in which dance can be created and performed including proscenium/end stage, site-sensitive, in-the-round and dance for camera
14. Through the application of knowledge, skills and understanding demonstrate the ability to:
 - use appropriate dance terminology and/or subject specific language in written communication
 - appreciate different styles of dance and different approaches to choreography and production
 - communicate in written contexts about the choreographic processes
 - communicate in written contexts about performing skills
 - critically appreciate own dances through describing, analysing, interpreting, evaluating and reflecting
 - critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting



Department
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Reference: DFE-00702-2014



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