GCSE Dance Qualification Outline – Consultation Version

Introduction

This document provides a high-level overview of the proposed WJEC GCSE Dance Qualification.

It is based on Qualifications Wales's Approval Criteria (key sections are included in Appendix 1). Our qualification **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs).

Qualification Overview

The GCSE Dance qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters[1] by giving learners the opportunity to:
  - explore their own creative work and other people's, to engage them with genres, techniques, tools, materials and practices and enable them to become curious and creative individuals
  - explore their own cultural heritage and that of other people, places and times, and through this discover how the expressive arts can be used to shape and express personal, social and cultural identities
  - learn how the important skills of refinement and analysis can contribute to their creative development.

- Supporting the principles of progression[2] by encouraging learners to:
  - explore, experience, interpret, create and respond through dance within a safe environment
  - evaluate their own and others' work
  - learn and refine different types of knowledge and skills including the techniques, processes and skills required to create and interpret
  - learn and refine different types of knowledge and skills including the techniques, processes and skills required to create and interpret
  - demonstrate more sophisticated use of relevant skills and the ability to transfer existing skills and knowledge into new contexts.

- Supporting the subject specific considerations for this area[3] by giving learners the opportunity to:
  - explore, respond to stimuli and create and reflect on their own work while engaging in rich, authentic experiences
  - build understanding of performing, choreography and appreciation across a range of styles.

[1] Expressive Arts: Statements of what matters - Hwb (gov.wales)
[2] Expressive Arts: Principles of progression - Hwb (gov.wales)
[3] Expressive Arts: Designing your curriculum - Hwb (gov.wales)

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Proposed Qualification Structure

Unit 1: Choreography Practical assessment and Reflective Log 40% of qualification Marked by centre and moderated by WJEC
Unit 2: Performance Practical assessment 30% of qualification Marked by centre and moderated by WJEC
Unit 3: Interpreting Dance Written examination 30% of qualification Digital only examination, marked by WJEC

These are the proposed percentages for the 4 assessment objectives:

AO1	Demonstrate and apply knowledge and understanding of performances and choreographic processes.	20%
AO2	Develop and apply technical and performance skills.	30%
AO3	Reflect on, analyse, and evaluate their own work and the work of others.	15%
AO4	Create and develop ideas to communicate meaning in choreography.	35%

This will be a linear qualification. Unit 1 could be completed any time during the two years after the required teaching and learning has taken place and submitted to WJEC in the final year of the course. Both Unit 2 and Unit 3 would be completed in the final year of the course.

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Unit Information

Unit 1 – Choreography

The purpose of this unit is to:

- develop an awareness of the choreographic process of creating dance
- develop learners' skills in self-evaluation, refinement and development of their own work
- develop a sense of choreographing for a specific purpose
- inspire learners to explore choreography from various styles/genres, periods/contexts and linked to different cultures in Wales and the world.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore dance created and performed by other people and develop their own choreography skills in dance.

- **creating** – learners will create their own original dance in a style of their choosing, in response to a brief specified by WJEC. Learners will have the opportunity to develop creative skills through experimenting and investigating choreography, in response to a broad range of stimuli to communicate meaning.

- **responding and reflecting** – learners will be able to evaluate and refine their work through reflection and feedback from others to create a finished product.

The unit will be assessed via practical non-examination assessment and a reflective log, submitted in the final year of the course. The non-examination assessment must be submitted digitally. The mix of tasks for this unit will target AO3 and AO4. AO4 will have a higher weighting, followed by AO3. The stimuli for the non-examination assessment will be set by WJEC. Learners will have choice in the selection of the stimulus set by WJEC and can choose whether they perform in their own choreographed piece. It is envisaged that the stimuli will be available in September at the beginning of the course. The unit will be marked by the centre and moderated by WJEC. The practical assessment will be conducted under high level of control and the reflective log under low level of control.

The performance time is likely to be as follows:

- Solo: 1 minute – 1 minute 30 seconds
- Group of 2-5 dancers: 2-4 minutes

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Unit 2 - Performance

The purpose of this unit is to:

- inspire learners to explore a range of dance repertoire and provide opportunities to select pieces they wish to perform from various styles/genres, periods/contexts and linked to different cultures in Wales and the world
- allow learners to develop their technical and performing skills by reflecting on their work in an ongoing cycle of practice and improvement
- provide opportunities for learners to perform individually and as part of a group, and develop the skills required to become proficient
- provide an opportunity for learners to develop personal skills of self-evaluation, resilience, determination and confidence.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore dance created and performed by other people and develop their own skills in dance.

- **performing** – learners will develop physical, technical, and expressive skills to interpret and communicate choreographic intention and demonstrate control.

The unit will be assessed via practical non-examination assessment. This unit must be taken in the final year of the course. Due to the practical nature of this unit, the tasks for this unit will target AO2. The non-examination assessment will be marked by the centre and moderated by WJEC
Learners will select and perform two contrasting pieces. Learners will have choice and flexibility in the selection of their performance pieces for this unit, however learners must not perform an extract from the set works chosen by the centre for Unit 3. One performance must be a solo and the second performance can be solo or group. The performance time is likely to be as follows:

- Solo: 1 minute – 1 minute 30 seconds
- Group of 2-5 dancers: 2-4 minutes

When performing in a group, each dancer must actively perform for a minimum of one minute.

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Unit 3 – Interpreting Dance

The purpose of this unit is to:

- demonstrate and apply knowledge and understanding of how dance is developed, choreographed and performed through the context of set works and unseen work
- explore professional dance from various style/genres, periods/contexts and linked to different cultures in Wales and the world
- develop the language of describing and analysing dance
- develop an understanding and appreciation of of how meaning is communicated through dance.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore dance created and performed by other people

- **responding to and reflecting** – learners will be able to consider others' dance work and evaluate the effectiveness of ideas and techniques used to communicate meaning. Learners will gain an understanding of a range of forms, genres, styles, techniques, contexts and means of presenting dance.

The unit will be assessed via a digital examination available in the summer series of the final year of study, with a mix of question types that will target AO1 and AO3. AO1 will have the higher weighting, followed by AO3. There will be a choice of set works and an unseen work set by WJEC. Centres will select two set works. The set works will include works: of contrasting styles/genres; from contrasting periods; created in or inspired by Wales; written by a diverse range of writers including those from Black, Asian and minority ethnic backgrounds. The duration of the examination is likely to be approximately 1 hour 45 minutes, but this will need further exploration regarding permitting learners to replay extracts to answer the questions which is relevant to manageability for both learners and centres. Some questions will incorporate visual examples.

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Consideration of manageability, engagement, validity and reliability

In developing this proposed qualification outline, we have considered manageability, engagement, reliability and validity, and how to balance these considerations in the context of the requirements of the Approval Criteria.

The Approval Criteria require 70% of the qualification to be assessed by non-examination assessment that is set by WJEC, and be assessed in the final year of the course. This poses some potential manageability challenges for centres and learners which we propose to minimise by spreading the workload and assessment for centres and learners. As the Approval Criteria state that the qualification must be linear, there are some limitations here, but we propose making the NEA assessment available to learners in the first year of study, for submission to WJEC in the final year of study. Unit 1 assessment should only be undertaken when the required teaching, learning has taken place and the required skills, knowledge and understanding have been developed.

Although we acknowledge that it has an impact on manageability, we have concluded that a high level of control is considered crucial for elements of both non-examination assessments to secure the requirement of the Approval Criteria that learners realise their artistic intentions in live performance and apply a range of performance skills to demonstrate control, whilst ensuring equity for all learners. We propose that the reflective log is completed under low level control. We believe that a low level of control for this element will help with manageability for centres and provide an authentic way to satisfy Approval Criteria requirements for learners to apply understanding of the creative process and critically evaluate.

There will be flexibility in terms of format of the reflective log in Unit 1. This flexibility will aid manageability for centre, allowing them to select the most suitable format or range of formats for their learners in line with the resources they have available.

We believe that our proposed qualification should provide opportunities for centres to develop an engaging programme of study for its learners, in line with the expectations of the Curriculum for Wales. For Unit 1, there will be a range of stimuli with diverse perspectives that will allow learners to explore a local, national or international perspective. These stimuli will help to engage learners, facilitating the opportunity to create work, which is relevant, engaging and creative.

We believe that the flexibility to select performance pieces and the practical nature of the tasks for the performing component (Unit 2) will help to make the assessment more engaging for learners, allowing learners to demonstrate and apply their skills in meaningful contexts and in line with the expectations of the Curriculum for Wales. Ensuring learners don’t perform an extract from the set works chosen by the centre for Unit 3 and stipulating contrasting pieces will help ensure greater breadth of experience, knowledge and understanding for learners.

The opportunity to select set works from a range of styles/genres, periods/context with diverse perspectives will engage learners, allowing them to explore a local, national or international perspective. Visual stimuli will be incorporated into the digital exam, helping to engage learners and allow them to be assessed in a meaningful and relevant context.

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We believe that the non-examination assessment tasks we propose for the choreography and performing units (Units 1 and 2) are a valid approach to assessing the purpose and content because they allow students to demonstrate their skills in appropriate contexts. To ensure the reliability of the non-examination assessment for Unit 1 and 2, we will ensure the units will target the same assessment objective weightings each examination series, marking criteria will be developed and teachers will be provided with a package of support to ensure consistent application of the marking criteria across centres and each series. We will moderate a sample of centre work to provide further assurance of reliability.

We believe that the purpose and content of Unit 3 can be validly assessed by examination, and a mix of question types can help us maximise validity. When we develop assessments, we will ensure that all tasks target the relevant construct, that there is an appropriate balance of content covered over time and that there is alignment between assessment items and learning outcomes. Where appropriate, we will use data available to us on how an assessment has functioned. To ensure reliability, we will make sure that the examined units target the same assessment objective weightings and have a consistent level of demand each series, marking criteria will be developed and assessors will be trained on how to apply them consistently.

We will continue to consider the balance of manageability, engagement, reliability and validity, at each stage of qualification development.

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APPENDIX

Key information from Approval Criteria

The following information has come directly from Qualifications Wales's (Approval Criteria GCSE Dance) - our qualification must meet these requirements.

Purpose

1. **GCSE Dance** must:
1.1. be designed primarily for Learners between the ages of 14 and 16
1.2. build on the conceptual understanding Learners have developed through their learning from ages 3-14
1.3. support teaching and learning by providing appropriately broad, demanding, relevant and engaging content and assessment that relates to and supports the Curriculum for Wales, including its four purposes
1.4. allow Learners to develop a strong foundation of knowledge, skills and understanding which support progression to post-16 study and prepares them for life, learning and work
1.5. provide meaningful, fair, and accurate information on Learner achievement within a subject that highlights what Learners know, understand, and can do.

Aims

2. **GCSE Dance** must:
2.1. allow Learners to explore a range of knowledge, skills and understanding in relation to dance
2.2. provide opportunities for Learners to be assessed in a variety of relevant and meaningful contexts.

3. The **GCSE Dance** qualification must support Learners to:
3.1. explore dance created and performed by other people and develop their own talents in dance
3.2. gain understanding of a range of forms, genres, styles, techniques, contexts and means of presenting dance, as well as the elements of dance
3.3. develop knowledge, understanding and appreciation of how meaning is communicated through dance
3.4. respond to and reflect on others' dance works, applying knowledge of context to evaluate the effectiveness of ideas and techniques used to communicate meaning
3.5. develop physical, technical, and expressive skills to communicate choreographic intention and demonstrate control
3.6. develop creative skills through experimenting and investigating choreography, in response to a broad range of stimuli, and purposefully communicate meaning
3.7. reflect on, refine, and evaluate their own work
3.8. explore the cross-cutting themes of human rights and diversity, including Black, Asian, and minority ethnic perspectives, identity, culture, and Contributions.

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Assessment objectives

9. The assessment of the knowledge, understanding and skills required in the qualification must target the following assessment objectives in line with the indicated weightings, within a tolerance of +/- 5 percentage points.

AO1	**Demonstrate and apply knowledge** and understanding of performances and choreographic processes.	15%
AO2	**Develop and apply** technical and performance skills.	30%
AO3	**Reflect on, analyse, and evaluate** their own work and the work of others.	15%
AO4	**Create and develop** ideas to communicate meaning in choreography.	40%

Scheme of assessment

10. The **GCSE Dance** qualification must be linear.

11. The **GCSE Dance** qualification must show the proportion of mark (weighted and/or raw) allocated to each assessment objective and to each *Component.*

12. The **GCSE Dance** specification must include the following assessment arrangements:
    - 12.1. a total of 30% of the qualification must be assessed by a digital-only examination which examination must:
    - 12.1.1. be set and marked by the awarding body
    - 12.1.2. include questions on the works set by the awarding body and unprepared work(s)
    - 12.1.3. includes, and requires *Learners* to review and respond to recordings of professional works
    - 12.2. over the lifetime of the qualification, the external examination(s) must assess *Learners* on dance:
    - 12.2.1. of contrasting styles/genres
    - 12.2.2. from contrasting periods/contexts
    - 12.2.3. created in or inspired by Wales
    - 12.2.4. created by a diverse range of choreographers, including those from Black, Asian and ethnic minority backgrounds
    - 12.3. the timing of the assessment must be prescribed by the awarding body
    - 12.4. a total of 70% of the qualification must be assessed through practical nonexamination assessment – the non-examination assessments must:
    - 12.4.1. be assessed in the final year of the course
    - 12.4.2. allow *Learners* to perform and choreograph in the style(s) of their choosing
    - 12.4.3. include a performance unit worth 30% of the qualification
    - 12.4.4. be set and marked by the awarding body
    - 12.4.5. be externally marked (performance unit) by a visiting examiner

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12.4.6. include a choreography unit worth 40% of the qualification, which is set by the awarding body, marked by the *Centre*, and *Moderated* by the awarding body
12.4.7. be able to be submitted digitally – where appropriate
12.5. as part of the choreography unit, *Learners* must submit a reflective log in a non-prescribed format; this will be compulsory to access the full range of marks. The reflective log must:
12.5.1. be worth no less than 2% and no more than 5% of the total qualification
12.5.2. be worth a fixed number of the marks available
12.5.3. be able to be submitted digitally.

13. The awarding body must set out the minimum requirements for an acceptable reflective log.

14. The awarding body must set out criteria which differentiate accurately and consistently between a satisfactory and unsatisfactory reflective log.

15. The awarding body must specify its rules regarding resits and resubmissions for **GCSE Dance** in accordance with the *National GCSE Conditions and Requirements.*

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