

# **GCSE, AS and A level Dance**

## Consultation on Conditions and Guidance



February 2015

Ofqual/15/5595

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## **About this consultation**

We are seeking views on the regulatory requirements we propose to put in place for new GCSEs, A levels and AS qualifications in dance. These new qualifications are due to be taught in England from September 2016.

We do not repeat the policy proposals for this qualification on which we consulted during 2014 or the options we considered when we did so. You can find the outcome of that consultation on our website,<sup>1</sup> along with a summary of the responses to the consultations and our equality and regulatory impact assessments.

Further information about the reform of GCSEs, A levels and AS qualifications can be found at: [www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform](http://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform).

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<sup>1</sup> [www.gov.uk/government/consultations/gcse-as-and-a-levels-reform-of-subjects-for-september-2016](http://www.gov.uk/government/consultations/gcse-as-and-a-levels-reform-of-subjects-for-september-2016)

### **Summary of our proposals – GCSE dance**

- New GCSEs in dance must comply with the Department for Education’s subject content requirements, and with our assessment objectives.
- In line with our previous decisions, and with current qualifications, new GCSEs in dance will be untiered.
- For consistency and comparability, 60 per cent of the marks for all new GCSEs in dance will be allocated to non-exam assessments, which will separately test performance and choreography skills. Performance and choreography will be equally weighted (30 per cent of the total marks each).
  - students must perform a dance lasting at least three minutes and 30 seconds;
  - students must choreograph a two minute solo dance or a three minute group dance; and
  - for both assessments, schools must provide an audiovisual recording of the dance for marking or moderation
- Awarding organisations will set the non-exam assessment tasks. Non-exam assessment tasks may be marked by teachers (and moderated by the awarding organisation), or marked by the awarding organisation.
- The remaining 40 per cent of the marks will be allocated to examinations, set and marked by the awarding organisations.

### **Summary of our proposals – AS and A level dance**

- New A levels and AS qualifications in dance must comply with the Department for Education's subject content requirements, and with our assessment objectives.
- For consistency and comparability, 50 per cent of the marks for all new A levels and AS qualifications in dance will be allocated to non-exam assessments, which will separately test performance and choreography skills. Performance and choreography will be equally weighted (25 per cent of total marks each).
  - for A level, students must perform a 2-3 minute solo dance and 3-4 minute dance as part of a quartet, and choreograph a 3-4 minute dance for between 3-5 dancers;
  - for AS, students must perform a 3 minute solo dance and 3 minute dance as part of a duo or trio, and choreograph a 3 minute solo dance;
  - for every assessment, schools must provide an audiovisual recording of the dance for marking.
- Awarding organisations will set and mark all non-exam assessment tasks.
- The remaining 50 per cent of the marks will be allocated to examinations, set and marked by the awarding organisation.

## **How to respond to this consultation**

The closing date for responses to this consultation is **27th February 2015**.

You can respond to this consultation in one of three ways:

- Complete the online response at: <http://surveys.ofqual.gov.uk/s3/gcse-as-and-a-level-dance-conditions-and-guidance>.
- Email your response to [consultations@ofqual.gov.uk](mailto:consultations@ofqual.gov.uk) – please include the consultation title (GCSE, A level and AS Dance Technical Consultation) in the subject line of the email and make clear who you are and in what capacity you are responding.
- Post your response to: GCSE, A level and AS Dance Technical Consultation 2015, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB.

### **Evaluating the responses**

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the information page.

Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

We will publish the evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please respond by 27th February 2015.

## Conditions of Recognition

Awarding organisations must comply at all times with our Conditions of Recognition. These are the main regulatory rules that we use. We can take regulatory action against an awarding organisation that breaches or is likely to breach a Condition.

There are three sets of Conditions that will apply to new GCSEs:

- (i) the published *General Conditions of Recognition*<sup>2</sup> that apply to all regulated qualifications;
- (ii) the published *GCSE (9 to 1) Qualification Level Conditions and Requirements*<sup>3</sup> that apply to all GCSEs (9 to 1);
- (iii) GCSE Subject Level Conditions that apply to all GCSEs (9 to 1) in a specific subject.

There are three sets of Conditions that will apply to new A levels and AS qualifications:

- (i) the published *General Conditions of Recognition*<sup>4</sup> that apply to all regulated qualifications;
- (ii) the published *GCE Qualification Level Conditions and Requirements*<sup>5</sup> that apply to all new A level and AS qualifications;
- (iii) GCE Subject Level Conditions that apply to all new A level and AS qualifications in a specific subject.

The way the Conditions of Recognition work alongside our other regulatory tools is set out in Appendix A.

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<sup>2</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

<sup>3</sup> [www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions](http://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions)

<sup>4</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

<sup>5</sup> [www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements](http://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements)

# 1. Draft GCSE Subject Level Conditions and Guidance for dance

## Content requirements in dance

1.1 The Department for Education has published a document that sets out the new content for GCSE dance. GCSEs in dance must comply with the requirements of that document,<sup>6</sup> as well as with our assessment objectives.

1.2 To bring this about, we propose to introduce the following Condition:

### 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’,<sup>7</sup> 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.

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<sup>6</sup> [www.gov.uk/government/publications/gcse-dance](http://www.gov.uk/government/publications/gcse-dance)

<sup>7</sup> [www.gov.uk/government/publications/gcse-dance](http://www.gov.uk/government/publications/gcse-dance)



## **Assessment arrangements and requirements**

1.3 We have previously consulted on and announced our decisions on assessment arrangements in GCSE Dance:

- all GCSEs in dance will be untiered (as at present), and
- all GCSEs in dance will be assessed through a combination of 40 per cent assessment by examination, and 60 per cent non-examination assessment.

1.4 We propose to publish a range of requirements and guidance (see below) in relation to the design, setting, conduct and marking of assessments in GCSE dance.

1.5 To bring this about, we propose to introduce the following Condition:

### **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 proposed 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.**

1.6 We are proposing to set requirements which relate to the design, setting and conduct of the non-examination assessments for GCSE dance:

- the non-examination assessment must be set by the awarding organisation and include separate assessments of performance and choreography, with 30 per cent of the total marks for the qualification allocated to each;
  - for the performance assessment, students must perform a dance of least three minutes and 30 seconds in duration;
  - for the choreography assessments, students must 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;
  - for both the assessments, schools must provide an audiovisual recording of the dance;
  - awarding organisations must have appropriate safeguards in place to ensure the work is the student's own.
- 1.7 We are also proposing to set requirements around the marking of students' work for GCSE dance.
- 1.8 Non-examination assessment can be marked either by the awarding organisation (external marking), or by teachers within their own schools (internal marking). External marking is usually more reliable than internal marking; it uses a smaller number of markers making it easier for awarding organisations to ensure markers take a consistent approach.
- 1.9 However, we recognise that particular features of a subject may create challenges if external marking is used. In GCSE dance, the number of candidates makes it difficult for awarding organisations to recruit sufficient examiners to mark students' own performance and choreographed work, either by observing the live performances or by watching recordings of the performances. So we are allowing awarding organisations either to mark the assessments themselves or to moderate schools' internal marking.
- 1.10 We are proposing to require awarding organisations to explain their approach to marking (and moderation where appropriate) in their assessment strategies, and how they are managing any particular risks associated with that approach.

## **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.

## **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) 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,
- (c) require each Learner to explain his or her choreographic intent with respect to his or her dance and how that choreographic intent was developed, and 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 a downstage perspective.

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 by an awarding organisation, by a Centre, or by a combination of the two.

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 of assessments which are not Assessments by Examination (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.

## Assessment objectives

1.11 We have previously consulted on and announced our decisions on assessment objectives in new GCSEs in dance. The final assessment objectives are repeated below for completeness.

	Objective	Weighting
AO1	Perform dance, reflecting choreographic intent 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%

## Guidance on assessment objectives

1.12 The draft guidance on assessment objectives explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit;
- 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.

1.13 In line with the obligations set out in draft Condition GCSE(Dance)1.2, awarding organisations must have regard to any guidance we publish on the assessment objectives. 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/or
- monitors the qualification to make sure it addresses all elements appropriately.

1.14 The draft guidance on assessment objectives is set out below.

AO1: Perform dance, reflecting choreographic intent 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"> <li>Full coverage in every task that addresses it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical, technical and expressive skills</b> 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.</li> <li>In the context of this AO, <b>choreographic intent</b> should be that specified in the task.</li> <li>The assessment of technical and physical skills will include the assessment of safe practice.</li> </ul>

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"> <li>Full coverage in every task that addresses it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Create</b> 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.</li> <li><b>Communicate choreographic intention</b> 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.</li> <li>The Learner should be expected to select an aural setting, rather than create it.</li> </ul>



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"> <li>Reasonable coverage of each element in each set of assessments (but not every assessment).</li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge and understanding</b> are interconnected here and should not usually be assessed separately.</li> <li><b>Choreographic processes and performing skills</b> are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategy.</li> </ul>
	1b – Demonstrate knowledge and understanding of performing skills.		

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"> <li>■ A reasonable balance between elements 1a and 1b in each set of assessments (but not every assessment).</li> <li>■ A reasonable balance between analytical, interpretative and evaluative judgements in each set of assessments (but not every assessment).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Critically appreciate</b> means synthesising justifiable reflective judgments 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 judgment. Subject-specific terminology should form part of the critical response.</li> <li>■ <b>Professional works</b> 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"> <li>□ receipt of public funding,</li> <li>□ a commercial venture,</li> <li>□ support by regional or national dance agencies.</li> </ul> </li> <li>■ They can include extracts from a professional work but should be of sufficient complexity and length to support achievement of the AO.</li> </ul>
	1b – Critically appreciate professional works through making analytical, interpretative and evaluative judgements.		

## 2. Draft A level and AS Subject Level Conditions and Guidance for dance

### Content requirements in dance

2.1 The Department for Education has published a document that sets out the new content for A level and AS dance. A levels and AS qualifications in dance must comply with the requirements of that document,<sup>8</sup> as well as with our assessment objectives.

2.2 To bring this about, we propose to introduce the following Condition:

#### **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’,<sup>9</sup> 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.

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<sup>8</sup> [www.gov.uk/government/publications/gce-as-and-a-level-dance](http://www.gov.uk/government/publications/gce-as-and-a-level-dance)

<sup>9</sup> [www.gov.uk/government/publications/gce-as-and-a-level-dance](http://www.gov.uk/government/publications/gce-as-and-a-level-dance)

## Assessment requirements

2.3 We have previously consulted on and announced our decisions that all A levels and AS qualifications in dance will be assessed through a combination of 50 per cent assessment by examination, and 50 per cent non-examination assessment.

2.4 We also propose to publish a range of requirements and guidance (see below) in relation to the design, setting, conduct and marking of assessments in AS and A level dance.

2.5 To bring this about, we propose to introduce the following Condition:

<b>Condition GCE(Dance)2</b>	<b>Assessment</b>
<b>GCE(Dance)2.1</b>	<b>Condition GCE4.1 does not apply to any GCE Qualification in Dance which an awarding organisation makes available or proposes to make available.</b>
<b>GCE(Dance)2.2</b>	<b>In respect of the total marks available for a GCE Qualification in Dance which it makes available, an awarding organisation must ensure that –</b>  <b>(d) 50 per cent of those marks are made available through Assessments by Examination, and</b>  <b>(e) 50 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.</b>
<b>GCE(Dance)2.3</b>	<b>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.</b>

2.6 We are proposing to set requirements which relate to the design, setting and conduct of the non-examination assessments for AS and A level dance:

- The non-examination assessment must be set by the awarding organisation, and include separate assessments of performance and choreography, with 25 per cent of the total marks for the qualification allocated to each.

- All performance and choreography tasks must be released on or after 1st September in the academic year of assessment.
  - For the AS performance assessments, students must perform a solo dance of between two and three minutes in duration and a dance of between two and three minutes in duration as part of a duo or trio.
  - For the A level performance assessment, students must perform a solo dance of between two and three minutes in duration and a dance of between three and four minutes in duration as part of a quartet.
  - For the AS choreography assessments, students must choreograph a complete solo dance of between two and three minutes in duration.
  - For the A level choreography assessments, students must choreograph a complete dance of between three and four minutes in duration for between three and five dancers.
  - For both the performance and choreography assessments, schools must provide an audiovisual recording of the dance.
  - Awarding organisations must have appropriate safeguards in place to ensure the work is the student's own.
- 2.7 We are also proposing to set requirements around the marking of students' work for AS and A level dance.
- 2.8 As set out in paragraph 1.8 above, our view is that external marking is usually more reliable than internal marking; it uses a smaller number of markers making it easier for awarding organisations to ensure marking is consistent.
- 2.9 The much lower number of candidates at AS and A level compared to GCSE means that manageability issues are less significant than at GCSE. So we are requiring external marking of non-examination assessment for all dance A levels and AS qualifications.

## **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 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) ensure that the only evidence which will be admissible in the assessment is the performance by each Learner of –
  - (i) a solo dance of between two and three minutes in duration, and
  - (ii) a dance of between three and four minutes in duration as part of a 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 audiovisual recording of the evidence generated in that assessment. That recording must be made from a downstage perspective.

### **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 –

ensure that the only evidence which will be admissible in the assessment is the performance by each Learner of –

- (i) a solo dance of between two and three minutes in duration, and
- (ii) 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 a downstage perspective.

### **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 three and four minutes in duration for between three 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 a complete and unedited audiovisual recording of the dance choreographed by the Learner. That recording must be made from a downstage perspective.

A Learner does not have to 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 two 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 a complete and unedited audiovisual recording of the dance choreographed by the Learner. That recording must be made from a downstage perspective.



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

### **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 that awarding organisation or a person connected to that awarding organisation.

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 assessments which are not an Assessment by Examination (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.

### **Assessment objectives**

2.10 We have previously consulted on and announced our decisions on assessment objectives in new A levels and AS qualifications in dance. These final assessment objectives are repeated below for completeness.

	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	25–30%	20–25%
AO4	Critically appreciate and assess performance and choreography, through making analytical, interpretative and evaluative judgements.	20–25%	25–30%

## Guidance on assessment objectives

2.11 The draft guidance on assessment objectives explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit;
- 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.

2.12 In line with the obligations set out in draft Condition GCE(Dance)1.2, awarding organisations must have regard to any guidance we publish on the assessment objectives. 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/or
- monitors the qualification to make sure it addresses all elements appropriately.

2.13 The draft guidance on assessment objectives is set out below.

AO1: Perform dance through the application of physical, technical, interpretative and performance skills			25% (A level) 25% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in every task that addresses it.</li> </ul>	<ul style="list-style-type: none"> <li>In the performance of dance, <b>physical, technical, interpretative and performance skills</b> are intrinsically linked. Learners may display them in different proportions, but the skills should always be assessed as a whole.</li> </ul>

AO2: Create dance, applying choreographic skills, to communicate artistic intention			25% (A level) 25% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>■ Full coverage in every task that addresses it.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Artistic intention</b> includes:                             <ul style="list-style-type: none"> <li>□ choreographic intention;</li> <li>□ cognisance of the purposes, characteristics and principles of the art form and how these contribute to the structuring of individual choreographic intention;</li> <li>□ the interplay between genre and style in the generation, selection and development of the features of the dance;</li> <li>□ the treatment of the subject matter to convey meaning.</li> </ul> </li> <li>■ The skills involved in the creation of dance are intrinsically linked, and should be assessed together.</li> </ul>

AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres			25–30% (A level) 20–25% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in each set of assessments (but not every assessment).</li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge and understanding of performance and choreography</b> are intrinsically linked at this level, and should always be assessed together, in the context of specific periods and genres.</li> <li><b>Periods</b> can be different lengths depending on the complexity and amount of dance activity in the historical location, but should be of sufficient length to support achievement of the AO.</li> <li>Subject specific terminology should be used to demonstrate knowledge and understanding.</li> </ul>

AO4: Critically appreciate and assess performance and choreography, through making analytical, interpretative and evaluative judgements.			20–25% (A level) 25–30% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	<p>1a – Critically appreciate and assess performance, through making analytical, interpretative and evaluative judgements.</p> <p>1b – Critically appreciate and assess choreography, through making analytical, interpretative and evaluative judgements.</p>	<ul style="list-style-type: none"> <li>■ A reasonable balance between elements 1a and 1b in each set of assessments (but not every assessment).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Critically appreciate</b> means engaging in analysis, interpretation and evaluation to arrive at a developed understanding of the significance of performance and choreography in relation to genre and style. It includes the use of appropriate subject-specific terminology.</li> <li>■ <b>Assess</b> builds on critical appreciation to offer valid considerations of worth or value (or both) related to purposes, genre and style.</li> <li>■ <b>Making evaluative judgements</b> means offering a critique of choreographic intention and artistic purpose that also addresses choreography and performance in relation to genre and style.</li> <li>■ In the context of this AO, analytical, interpretative and evaluative judgements are linked and should always be assessed together.</li> </ul>

### 3. Equality analysis

#### Ofqual's role, objectives and duties

- 3.1 We are subject to the public sector equality duty. We have set out in Appendix B how this duty interacts with our statutory objectives and other duties.

#### Equality impact analysis relating to proposed changes to GCSEs, A levels and AS qualifications

- 3.2 We have considered the potential impact on students who share protected characteristics<sup>10</sup> of the application of the principles and features that will apply to all new GCSEs, A levels and AS qualifications. Our equality impact analyses for our earlier consultations on GCSE,<sup>11</sup> A level and AS qualification<sup>12</sup> reform are therefore of interest and we encourage you to read them.
- 3.3 We have also previously considered the potential impact on students who share protected characteristics of the policy proposals we are implementing for GCSE, AS and A level dance.<sup>13</sup>
- 3.4 We do not repeat here all of the evidence we have considered, as this can be found in our earlier reports. We focus instead on the specific issues raised by our proposed assessment arrangements for GCSE, AS and A level dance.
- 3.5 During this consultation, we will continue to seek and consider evidence and feedback to our proposals that might help us identify any potential subject-specific impacts on students who share a protected characteristic.
- 3.6 Awarding organisations are required to consider the accessibility of their qualifications at the design stage and to remove any unjustifiable barriers.

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<sup>10</sup> For the purposes of the public sector equality duty, the protected characteristics are disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation, gender reassignment.

<sup>11</sup> [www.gov.uk/government/publications/gcse-reform-equality-analysis](http://www.gov.uk/government/publications/gcse-reform-equality-analysis)

<sup>12</sup> [www.gov.uk/government/publications/gce-as-and-a-levels-reformed-content](http://www.gov.uk/government/publications/gce-as-and-a-levels-reformed-content)

<sup>13</sup>

<http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/developing-new-qualifications-for-2016/4-equality-impact-analysis/assessment-arrangements/>



## **Assessment arrangements**

- 3.7 We have not identified any additional negative impacts on students who share protected characteristics which would result from our proposed assessment arrangements in GCSE, AS and A level dance.
- 3.8 Any issues concerning the proposed content will be considered by the Department of Education, who have published their own Equalities Impact Analysis on their subject content proposals.<sup>14</sup>

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<sup>14</sup> [www.gov.uk/government/publications/a-level-subject-content-equality-impact-assessment](http://www.gov.uk/government/publications/a-level-subject-content-equality-impact-assessment)

## **4. Responding to the consultation**

### **Your details**

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the following information section.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please answer all questions marked with a star\*

**Name\***

**Position\***

**Organisation name (if applicable)\***

**Address**

**Email**

**Telephone**

**Would you like us to treat your response as confidential?\***

If you answer yes, we will not include your details in any list of people or organisations that responded to the consultation.

Yes  No

**Is this a personal response or an official response on behalf of your organisation?\***

Personal response (Please answer the question “If you ticked ‘Personal response’...”)

Official response (Please answer the question “If you ticked ‘Official response’...”)

**If you ticked ‘Personal response’ which of the following are you?**

Student

Parent or carer

Teacher (but responding in a personal capacity)

Other, including general public (Please state below)

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**If you ticked ‘Official response’, please respond accordingly:**

**Type of responding organisation\***

Awarding organisation

Local authority

School or college (please answer the question below)

Academy chain

Private training provider

University or other higher education institution

Employer

Other representative or interest group (please answer the question below)

**School or college type**

- Comprehensive or non-selective academy
  - State selective or selective academy
  - Independent
  - Special school
  - Further education college
  - Sixth form college
  - Other (please state below)
- 

**Type of representative group or interest group**

- Group of awarding organisations
  - Union
  - Employer or business representative group
  - Subject association or learned society
  - Equality organisation or group
  - School, college or teacher representative group
  - Other (please state below)
- 

**Nation\***

- England
- Wales
- Northern Ireland
- Scotland
- Other EU country: \_\_\_\_\_
- Non-EU country: \_\_\_\_\_

**How did you find out about this consultation?**

Our newsletter or another one of our communications

Our website

Internet search

Other

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**May we contact you for further information?**

Yes    No

## Questions

### Question 1

Do you have any comments on the draft Conditions for new GCSE dance?

Yes                       No

If yes, please provide them here:

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### Question 2

Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new GCSE dance?

Yes                       No

If yes, please provide them here:

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**Question 3**

**Do you have any comments on the draft Guidance on assessment objectives for new GCSE dance?**

Yes                       No

**If yes, please provide them here:**

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**Question 4**

**Do you have any comments on the draft Conditions for new A level and AS dance?**

Yes                       No

**If yes, please provide them here:**

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**Question 5**

**Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new A level and AS dance?**

Yes                       No

**If yes, please provide them here:**

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**Question 6**

**Do you have any comments on the draft Guidance on assessment objectives for new A level and AS dance?**

Yes                       No

**If yes, please provide them here:**

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**Question 7**

**We have not identified any ways in which the proposed requirements for reformed GCSEs or GCEs in dance would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified? If so, what are they?**

Yes                       No

**If yes, please provide them here:**

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**Question 8**

**Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.**

Yes                       No

**If yes, please provide them here:**

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**Question 9**

**Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?**

**Yes**

**No**

**If yes, please provide them here:**

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## Appendix A: Regulatory tools

### Comparability and innovation

Awarding organisations operate in a market. They can design and deliver their qualifications in different ways, within the parameters we set. This provides some choice to schools or colleges, which is one of the benefits of a qualifications market. Awarding organisations must, however, make sure that the levels of attainment indicated by their qualifications are comparable to those of other awarding organisations' versions of the qualifications. The awarding organisations cooperate in a range of ways to make sure that the standards of their respective qualifications are comparable. To make sure standards are maintained and comparability is secured, we review GCSE, A level and AS qualifications before they can be made available, by applying an accreditation requirement to the qualifications, and we oversee the awarding of GCSE, A level and AS qualifications.

We do not wish to close down opportunities for awarding organisations to design and deliver their qualifications in different ways. Indeed, we have a statutory duty to have regard to the desirability of facilitating innovation in connection with the provision of regulated qualifications and a statutory objective with regard to the efficiency with which the qualifications market works. If we adopt a regulatory approach in which all aspects of a qualification are very tightly defined, we could effectively remove scope for awarding organisations to distinguish their qualifications from others and stop choice for schools or colleges. On the other hand, if awarding organisations have too much scope to vary their approach their qualifications might not be comparable.

In striking a balance, we use a range of tools to regulate qualifications and the awarding organisations that provide them. The main regulatory tools we use for the qualifications in this consultation are explained below.

### Conditions of Recognition

Awarding organisations must comply at all times with our Conditions of Recognition. These are the main regulatory rules that we use. We can take regulatory action against an awarding organisation that breaches or is likely to breach a Condition.

There are three sets of Conditions that will apply to new GCSEs:

- (i) the published *General Conditions of Recognition*<sup>15</sup> that apply to all regulated qualifications;

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<sup>15</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

- (ii) GCSE (1 to 9) Qualification Level Conditions and Requirements<sup>16</sup> that apply to all new GCSEs;
- (iii) GCSE Subject Level Conditions that apply to a new GCSE in a specific subject – we are consulting now on draft GCSE Subject Level Conditions for dance.

There are three sets of Conditions that will apply to new A level and AS qualifications:

- (i) the published *General Conditions of Recognition*<sup>17</sup> that apply to all regulated qualifications;
- (ii) *GCE Qualification Level Conditions and Requirements*<sup>18</sup> that apply to all new A level and AS qualifications;
- (iii) GCE Subject Level Conditions that apply to a new A level and AS qualifications in a specific subject – we are consulting now on draft GCE Subject Level Conditions for dance.

## Regulatory documents

In some Conditions we refer to published regulatory requirements. We publish these in regulatory documents. The Conditions require awarding organisations to comply with such documents.

We are proposing to introduce regulatory documents for GCSEs, A levels and AS qualifications in dance covering the assessment requirements for the subject. The requirements will have effect as if they were part of a Condition. The requirements are in a stand-alone section of the Conditions document, simply because they are technical and detailed so they sit better as separate to, rather than within, the Condition itself.

## Statutory guidance

We publish Guidance to help awarding organisations identify the types of behaviour or practices they could use to meet a Condition. Awarding organisations must have regard to such guidance, but they do not have to follow this Guidance in the same way that they must comply with the Conditions; they are free to meet the outcomes of the Conditions in their own ways. An awarding organisation that decides to take a

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<sup>16</sup> [www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions](http://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions)

<sup>17</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

<sup>18</sup> [www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements](http://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements)

different approach to that set out in Guidance must still be able to show that it is meeting the Condition or Conditions to which the Guidance relates.

We are consulting now on draft Guidance for GCSEs, A levels and AS qualifications in dance.

## Appendix B: Ofqual’s role, objectives and duties

Our statutory objectives include the qualifications standards objective, which is to secure that the qualifications we regulate:

- (a) give a reliable indication of knowledge, skills and understanding; and
- (b) indicate:
  - (i) a consistent level of attainment (including over time) between comparable regulated qualifications; and
  - (ii) a consistent level of attainment (but not over time) between qualifications we regulate and comparable qualifications (including those awarded outside of the UK) that we do not regulate.

We must therefore regulate so that qualifications properly differentiate between students who have demonstrated that they have the knowledge, skills and understanding required to attain the qualification and those who have not.

We also have a duty under the Apprenticeship, Skills, Children and Learning Act 2009 to have regard to the reasonable requirements of relevant students, including those with special educational needs and disabilities, of employers and of the higher education sector, and to aspects of government policy when so directed by the Secretary of State.

As a public body, we are subject to the public sector equality duty.<sup>19</sup> This duty requires us to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The exam boards that design, deliver and award GCSE, A level and AS qualifications are required by the Equality Act, among other things, to make reasonable adjustments for disabled people taking their qualifications, except where we have specified that such adjustments should not be made.

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<sup>19</sup> Equality Act 2010, section 149.

When we decide whether such adjustments should not be made, we must have regard to:

- (a) the need to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities;
- (b) the need to secure that the qualification gives a reliable indication of the knowledge, skills and understanding of a person upon whom it is conferred;
- (c) the need to maintain public confidence in the qualification.

Legislation therefore sets out a framework within which we must operate. We are subject to a number of duties and we must aim to achieve a number of objectives. These different duties and objectives can, from time to time, conflict with each other. For example, if we regulate to secure that a qualification gives a reliable indication of a student's knowledge, skills and understanding, a student who has not been able to demonstrate the required knowledge, skills and/or understanding will not be awarded the qualification. A person may find it more difficult, or impossible, to demonstrate the required knowledge, skills and/or understanding because they have a protected characteristic. This could put them at a disadvantage relative to others who have been awarded the qualification. It is not always possible for us to regulate so that we can both secure that qualifications give a reliable indication of knowledge, skills and understanding and advance equality between people who share a protected characteristic and those who do not. We must review all the available evidence and actively consider all the available options before coming to a final, rational decision.

Qualifications cannot be used to mitigate inequalities or unfairness in the education system or in society more widely than might affect, for example, students' preparedness to take the qualification and the assessments within it. While a wide range of factors can have an impact on a student's ability to achieve a particular mark in an assessment, our influence is limited to the way the qualification is designed and assessed.

We require the exam boards to design qualifications to give a reliable indication of the knowledge, skills and understanding of those on whom they are conferred. We also require the exam boards to avoid, where possible, features of a qualification that could, without justification, make a qualification more difficult for a student to achieve because they have a particular protected characteristic. We require exam boards to monitor whether any features of their qualifications have this effect.

In setting the overall framework within which exam boards will design, assess and award the reformed GCSE, A level and AS qualifications, we want to understand the possible impacts of the proposals on persons who share a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnerships;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

It should be noted that with respect to the public sector equality duty under section 149 of the 2010 Act, we are not required to have due regard to impacts on those who are married or in a civil partnership.



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