GCSE

WJEC GCSE Dance

Approved by Qualifications Wales

Non-Examination Assessment Handbook

Unit 1: Choreography (3910QSL-1)
For assessment from 2028

Version 2 - November 2026



This Qualifications Wales regulated qualification is not available to centres in England.

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Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	The assessment release date has been updated from September to June.	1, 4

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About this pack: information for teachers

This handbook contains the assessment information for Unit 1: Choreography

Within this handbook, you will find:
- information for teachers on how to manage arrangements for assessment
- assessment details
- a **candidate pack** which includes:
  - overview of requirements
  - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
  - the mark scheme which must be used to assess candidate work

You must provide each candidate with a copy of the complete candidate pack. Candidates must also be provided with a copy of the NEA brief which will be released annually in June and made available on Portal.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements must be followed when managing and marking the assessment.

Research

Candidates can use research collected in non-supervised sessions.

Referencing

Candidates must reference any research brought into/developed during the NEA.
Candidates must follow the guidelines on 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14-16 Qualifications - Guide for Teachers'.

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Assessment conditions

There are three levels of Assessment conditions: high, medium and low. The conditions relevant for this unit are stated below.

Level	Assessment conditions
Low	Candidates complete work unsupervised – in a classroom setting, or outside the classroom (e.g. library or home) if specified in the Assessment Information, following these rules: • Communication is permitted • Teachers may provide general guidance on how to approach the task (e.g. explaining the structure of the task or helping candidates understand what they are being asked to do), but are not permitted to provide subject-specific advice, feedback, or corrections • Collaboration may be permitted – candidates may work in pre-defined groups, if specified in the Assessment Information.

Resources

Candidates must have access to the candidate pack, the NEA brief and any necessary resources, as specified in the detailed task tables within the candidate pack. There are three levels of resource conditions: none, specified and permitted. The relevant conditions for this unit are stated below.

Level	Resources
Permitted	• Candidates may access resources of their choice, including materials they have found independently • Internet access is permitted • Teachers may support candidates when locating resources (e.g. helping them search), but must not provide resources unless explicitly stated in the Assessment Information • Candidates must follow 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 when using resources found in 'Conducting Non-examination Assessments in National 14-16 Qualifications Guide for Teachers'.

Collaboration

Collaboration with dancers is allowed during the choreography process in Unit 1 for instructional purposes only. The final choreographed piece must be developed independently, without collaboration with others. No collaboration is permitted for the reflective log.

Supervision

The final performance element will be conducted under high control in front of the assessor and an audience.

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Monitoring and Guidance

- No formal supervision during the choreographic process:
  - There is no restriction on the amount of time learners spend on exploring, creating and developing their choreographed piece and reflective log.
  - Teachers may provide guidance and support to learners to ensure that they have a clear understanding of the requirements, including the stimuli, the reflective log and the assessment grid.
  - Once the creating and developing work is underway, feedback must be limited to general advice on what needs to be improved. Teachers must **not** provide specific guidance on how to achieve these improvements.
  - Teachers must see learners' ideas in progress **at least three times** at different stages during the process to be able to authenticate the work as the learner's own and complete the necessary authentication documentation.
  - Teachers must also see at least one draft of the reflective log but must not provide any written feedback before the final submission. Feedback must be limited to general advice and teachers must not provide specific guidance on how to improve the work. The teacher must sign the authentication document to authenticate the reflective log as the learner's own work.
  - Once the reflective log has been submitted to the teacher to assess, no further amendments may be made.

Authentication

Candidates can review and redraft evidence independently within the time controls for the assessment.

Assessors will be required to submit a Candidate Mark Record and Observation Sheet for each learner which **must** be signed by the teacher. This will contain sections to:

- include a breakdown of the marks awarded per task
- provide comments on the work submitted
- authenticate that evidence submitted for assessment was completed under the controlled conditions set out in this assessment.

Notes on the completion of the Candidate Declaration Form

Each learner will be required to submit a Candidate Declaration Form which require teacher and learner declarations and a Candidate Authentication Form. This will contain sections for learners to explain:

- their artistic intent for the choreography
- any non-original material they have included
- if the recording/performance accurately represents their choreographic intentions.

The form must be completed and securely attached to the Candidate's work and submitted to WJEC. The form can be completed electronically or manually. Electronic signatures will be accepted.

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Marking the assessment

The marking schemes for this assessment are included in the candidate pack.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in the assessment pack.
The assessor is responsible for ensuring that:

- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic, reliable and credible
- assessment decisions are accurately recorded
- judgements are only made against the mark band statements.

Stimulus Materials

Learners will create and develop an original choreography in response to a stimulus set by WJEC. The stimulus serves as the starting point for creative exploration and must inform the movement, structure and artistic intent of the piece.

WJEC set stimuli will be released on WJEC's portal in June for assessment in the next academic year; for example, briefs will be available in June 2027 for submission in summer 2029. They will be relevant to that examination series only. WJEC will provide a selection of stimuli, ensuring learners have a diverse range of inspirations to engage with. Learners will select **one** stimulus to explore through movement, experimentation and refinement. The stimulus materials will typically consist of:

- a tactile object
- an auditory stimulus
- a kinaesthetic experience
- an ideational concept
- a visual stimulus.

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Assessment

Overview of requirements

Candidates are required to:
- Create, develop and refine an original piece of choreography in response to a stimulus set by WJEC. This can be a solo or for a group of between 2-5 dancers. Candidates must briefly outline their artistic intent on the Candidate Declaration Form.
- Produce a reflective log.

Time

The length of this piece of dance will depend on the number of dancers in the group and should be as follows:
- **Solo:** 1 minute 30 seconds – 2 minutes
- **Group (2–5 dancers):** 2–4 minutes

Assessment may be undertaken at any time during the qualification. However, centres **must** ensure that assessment is completed only when learners have undertaken the necessary teaching and learning and developed the required skills and knowledge.

The total mark for this unit is 96.

Work which falls under the time limit will not be penalised. However, centres and learners should note that work which is significantly short is unlikely to be awarded in the higher mark bands as there may not be enough evidence of development and/or engagement with the audience.

Work which exceeds the time limit will not be penalised. However, centres and learners should note that only work which falls within the maximum timings specified should be assessed. The assessor must not award marks for work viewed after the maximum performance time has been exceeded.

The moderator will stop watching a performance after the maximum time has been exceeded and will only consider work viewed up to this point.

Guidance for Assessment

The unit will be internally assessed and externally moderated by WJEC.

The assessment grids provide a structured framework for evaluating the choreographic work and reflective logs, ensuring valid, reliable and fair assessment.

Each assessment grid is structured around the relevant Assessment Objectives (AOs):
- **AO4** – Creating and developing ideas to communicate meaning
- **AO3** – Reflecting on, analysing and evaluating choreographic work

The appropriate band should be established by determining which performance descriptor best reflects the learner's response.

The appropriate mark within the band should then be decided by determining the extent to which the learner has met the criteria.

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Each column must be assessed separately, ensuring a balanced evaluation of choreographic development, refinement and structuring.

The total marks for all three columns may reflect different bands across the assessment objectives. For example, a learner may achieve Band 4 for Creativity but Band 3 for Movement Material.

Task 1 – Create and develop an original piece of choreography

Evidence for this task should come from the artistic intent as outlined in the Candidate Declaration form **and** the final performance. The artistic intent will help inform assessment of AO4 Creativity – creation of initial ideas and their development. Assessors will need to see this artistic intent before the final performance

Column 1 – Creativity (AO4):

- assess how effectively the learner has generated original and creative ideas in response to the stimulus.
- assess how the ideas provide opportunities for development and how well it informs the choreography.
- assess the clarity and strength of the learner's artistic intentions. Is the artistic intent well thought out and clearly connected to the initial ideas and response to the stimulus?
- assess how well the learner develops and explores their ideas.

Column 2 – Movement Material (AO4):

- assess the learner's understanding and application of key components of choreography (RADS) to create the choreographed piece.
- assess whether learners demonstrate a clear knowledge and application of choreographic devices, structural devices and choreographic structures to create the choreographed piece.
- consider how effectively the learner applies these components to create, develop and refine movement material. Assess whether the application is purposeful and enhances artistic intent.
- assess how well the learner organises their work. Determine if the choreography demonstrates a cohesive, well-considered structure to communicate meaning.

Column 3 – Outcome (AO4)

- assess how effectively the final choreography communicates the intended artistic intent, ensuring that the overall performance aligns with the choreographic intent.
- assess whether the structures and devices applied enhance meaning, demonstrating a sophisticated understanding of dance. Consider how well devices, for example contrast, canon and unison, contribute to artistic intent.
- assess how well the choreographer maintains a clear sense of purpose throughout the piece, with ideas being thoughtfully explored, extended and consistently aligned with the artistic intention inspired by the stimulus material.

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Task 2 – Reflective Log (AO3)

The Reflective Log is a supporting, working document designed to help learners analyse and evaluate their choreographic decisions rather than acting as a separate task.

The Reflective Log assesses how well learners reflect on their creative choices, refinement process and final choreographed piece by:

- assessing the depth of initial reflections on the chosen stimulus. How well does the learner consider their creative response and justify movement choices?
- assessing how effectively the learner evaluates their creative decisions. How well do they analyse choreographic development, including the use of choreographic devices, structural devices and choreographic structures?
- assessing the depth of reflection by the learner on how effectively the final choreography communicates artistic intent, identifying strengths and areas for further refinement.

Learners will be expected to demonstrate an understanding of core components of choreography as well as a range of choreographic devices, structural devices and choreographic structures. These elements should be considered throughout the creative development process, ensuring that movement material effectively communicates meaning in response to the stimulus. Learners should be encouraged to experiment, refine and justify their choices using choreographic vocabulary, ensuring a structured and meaningful creative process.

Further information

You should refer to the WJEC Applied Qualifications (including Alternative Academic Qualifications): Assessment Guide / JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE/Applied Qualifications.

You should also refer to WJEC Conducting Non-examination Assessments in National 14-16 Qualifications - Guide for Teachers.

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WJEC GCSE Dance

Candidate Pack

Unit 1: Choreography (3910QSL-1)

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About this pack: information and instructions for candidates

This candidate pack is for candidates completing Unit 1: Choreography.

Within this pack, you will find:
- overview of requirements
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work

Your teacher is allowed to help you to understand the assessment requirements and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently to create the choreographed piece and reflective log. The work produced should be your own unaided work. Collaboration with the performers is permitted when choreographing a group. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

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Tasks

You are required to:

- Create, develop and refine an original piece of choreography in response to a stimulus set by WJEC. This can be a solo or for a group of between 2-5 dancers. You must briefly outline your artistic intent on the Candidate Declaration Form.
- Produce a reflective log.

Time

The length of this piece of dance will depend on the number of dancers in the group and should be as follows:

- **Solo:** 1 minute 30 seconds – 2 minutes
- **Group (2–5 dancers):** 2–4 minutes

As a choreographer you are not required to perform your own choreographed dance but may do so if you wish. You must demonstrate an ability to bring your vision to life by applying choreographic devices, structural devices and choreographic structures effectively and ensure that the artistic intent is clearly communicated through movement choices. You may select your own music.

Reflective Log

The Reflective Log is a supporting working document designed to aid development and refinement, rather than being a separate standalone task. You should develop your reflections throughout the choreographic process and include an evaluation of the final performance. Teachers must also see at least one draft of the reflective log but must not provide any written feedback before the final submission.

The log should include:

- A brief response to the chosen stimulus, outlining your initial ideas.
- Key creative decisions, focusing on creative choices including choreographic devices, structural devices and choreographic structures.
- A reflection on how effectively your choreography communicates your artistic intentions.

There is no prescribed format regarding the presentation of the reflective log. You can choose to submit the task in any of the formats noted below (or any other suitable format):

- Written prose
- Audio presentation
- Audio-Visual Presentation
- PowerPoint Presentation

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	Task	Evidence	Controls
1.	Create, develop and refine an original piece of choreography in response to a stimulus set by WJEC.	Candidate Declaration Form which includes outline of artistic intent. Video footage of performance in front of a live audience.	Assessment conditions: Low Resources: Permitted
2.	Produce a reflective log.	Reflective log submitted in non-prescribed format.	
Permitted resources: Learners can access any information gathered from sources or notes made in preparation for the choreography. These could include clips, images and feedback from others.			

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Information for candidates

The following information has been taken from the JCQ Information for candidates – non-examination assessments and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher, who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and passing them off as your own. It is a form of cheating which is taken very seriously. There are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, you will be referred to the Malpractice panel who might impose a penalty.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

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Assessment Criteria

Creating and developing an original choreography

Creating and developing an original choreography (AO4)			
Band	**Creativity** Creation of initial ideas and their development	**Movement Material** Use of devices and structures	**Outcome** Communicating artistic intentions
5	**20-24 marks** • Highly creative and original ideas offering many opportunities for development. • Very clear artistic intentions based on creative ideas and response to the stimulus. • Ideas have been developed and explored with sophistication.	**25-30 marks** • Excellent understanding and application of core components including relationship, action, dynamics and space. • Excellent understanding and application of choreographic devices, structural devices and choreographic structures is evident throughout the piece. • A variety of choreographic devices, structural devices and choreographic structures are used skilfully to develop and extend ideas. • A well-structured and cohesive piece with a highly successful presentation of dance ideas.	**25-30 marks** • The outcome is a highly effective response to communicate artistic intentions. • Devices and structures effectively enhance meaning, demonstrating a sophisticated understanding of dance. • Strong sense of purpose, with ideas effectively extended throughout the piece.

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4	**15-19 marks** • Ideas are original and generally convincing, offering potential for further development. • Clear artistic intentions based on creative ideas and response to the stimulus. • Ideas are developed and explored competently.	**19-24 marks** • Good understanding and application of core components including relationship, action, dynamics and space. • Good understanding and application of choreographic devices, structural devices and choreographic structures is evident throughout the piece. • A variety of choreographic devices, structural devices and choreographic structures are used to develop and extend ideas. • A well-structured and cohesive piece with a successful presentation of dance ideas.	**19-24 marks** • The outcome is a good response to communicate artistic intentions. • Devices and structures enhance meaning, demonstrating a good understanding of dance. • Good sense of purpose, with ideas extended throughout the piece.
3	**10-14 marks** • Some original ideas that offer some potential for further development. • Satisfactory artistic intentions based on creative ideas and response to the stimulus. • Some development and exploration of ideas evident.	**13-18 marks** • Satisfactory understanding and application of core components including relationship, action, dynamics and space. • Some choreographic devices, structural devices and choreographic structures are evident in the piece. • Some choreographic devices, structural devices and choreographic structures are used to develop and extend ideas. • A mostly well-structured and cohesive piece with satisfactory presentation of dance ideas.	**13-18 marks** • The outcome is a satisfactory response to communicate artistic intentions. • Some devices and/or structures enhance meaning, demonstrating a satisfactory understanding of dance. • Satisfactory sense of purpose, with some ideas extended throughout the piece.

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2	**5-9 marks** • Basic ideas that offer little potential for further development. • Basic artistic intentions based on creative ideas and response to the stimulus. • Basic development and/or exploration of some ideas.	**7-12 marks** • Basic understanding and simple application of some of the core components of choreography. • Few choreographic devices, structural devices and choreographic structures are evident in the piece. • Some choreographic devices, structural devices and choreographic structures are used to develop ideas but at times are inconsistent. • Some parts of the piece are structured with basic presentation of dance ideas.	**7-12 marks** • The outcome is a basic response to communicate artistic intentions. • Some devices and/or structures enhance meaning, demonstrating a basic understanding of dance. • Basic sense of purpose, with some ideas extended during parts of the piece.
1	**1-4 marks** • Limited ideas that offer very little potential for further development. • Limited artistic intentions based on creative ideas and response to the stimulus. • Ideas show limited evidence of development or exploration.	**1-6 marks** • Limited understanding and application of some of the core components of choreography. • Very little choreographic devices, structural devices or choreographic structures are evident in the piece. • Limited use of choreographic devices, structural devices and choreographic structures to develop ideas. • Little attempt to structure the piece with limited presentation of dance ideas.	**1-6 marks** • The outcome is a limited response to communicate artistic intentions. • The use of devices and/or structures shows little understanding of dance. • Limited sense of purpose with many inconsistencies.
0	**0 marks** Response was not credit worthy or not attempted	**0 marks** Response was not credit worthy or not attempted.	**0 marks** Response was not credit worthy or not attempted

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Reflective Log

Reflect on, analyse, and evaluate their own work (AO3)	
Band	**Reflective Log**
4	**10-12 marks** • Excellent response to the stimulus, outlining creative initial ideas linked to artistic intentions. • Excellent evaluation of key creative decisions, demonstrating a sophisticated understanding of choreographic development, including the use of core components of choreography, choreographic devices, structural devices and choreographic structures. • Detailed and critical reflection of how effectively the final choreography communicates artistic intent, identifying strengths and areas for further refinement. • Excellent use of choreographic vocabulary to reflect on, analyse and evaluate their own work.
3	**7-9 marks** • Competent response to the stimulus, outlining creative initial ideas generally linked to artistic intentions. • Good evaluation of key creative decisions, demonstrating a good understanding of choreographic development, including the use of core components of choreography, choreographic devices, structural devices and choreographic structures. • Competent reflection of how effectively the final choreography communicates artistic intent, identifying strengths and areas for further refinement. • Good use of choreographic vocabulary to reflect on, analyse and evaluate their own work.
2	**4-6 marks** • Basic response to the stimulus, outlining ideas generally linked to artistic intentions. • Basic evaluation of some key creative decisions, demonstrating a some understanding of choreographic development, including the use of core components of choreography, choreographic devices, structural devices or choreographic structures. • Some reflection of how effectively the final choreography communicates artistic intent, identifying some strengths or areas for further refinement. • Some use of choreographic vocabulary to reflect on, analyse and evaluate their own work.

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1	**1-3 marks** • Limited response to the stimulus, outlining some ideas. • Limited evaluation of some key creative decisions, with very limited understanding of choreographic development. • Limited reflection identifying some strengths or areas for further refinement. • Limited use of choreographic vocabulary.
0	**0 marks** • No meaningful reflection submitted.

End of Candidate Pack

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