GCSE

# WJEC GCSE Dance

Approved by Qualifications Wales

## Sample Assessment Materials

Unit 2: Performance

Teaching from 2026
For award from 2028

Version 2 - April 2026



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

Made for Wales.
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 | To clarify that this document is a sample and not to be used with live assessment:<br>• A watermark has been added<br>• The further information section has been updated. | Throughout<br>5 |

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# About this pack: information for teachers

This pack contains the assessment materials for Unit 2: Performance

Within this pack, you will find:
- information for teachers on how to manage arrangements for assessment
- assessment details
- Candidate Mark Record and Observation Sheet
- a **candidate pack** which includes:
  - details of the assignment
  - assessment information: a detailed breakdown of each task the evidence and additional instruction, the assessment conditions (controls) under which the task is to be completed, timing and resources
  - 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
  - a Candidate Declaration Form.

**You must provide each candidate with a copy of the complete candidate assessment pack.**

## Managing the assessment

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

### Resources

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

### 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.

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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:<br><br>• Communication is permitted<br>• 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<br>• Collaboration may be permitted – candidates may work in pre-defined groups, if specified in the Assessment Information. |

## Supervision

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

## Monitoring and Guidance

- No formal supervision.
  - There is no restriction on the amount of time learners spend on exploring, creating and developing their performance from a piece choreographed by a professional practitioner. A professional practitioner can be a professional dancer, dance teacher or choreographer.
  - Teachers may provide guidance and support to learners to ensure that they have a clear understanding of the requirements for example 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' work 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.

### Collaboration

Collaboration is permitted for Unit 2.

### Research

Candidates can use research collected in non-supervised sessions.

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## 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'.

## Resources

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<br>• Internet access is permitted<br>• Teachers may support candidates when locating resources (e.g. helping them search), but must not provide resources unless explicitly stated in the Assessment Information<br>• 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' |

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

## Performing and Recording

Learners may perform at any time during the GCSE course. However, it is recommended that assessment is completed in the second year of study to ensure that learners have undertaken the necessary teaching and learning and developed the required skills and knowledge. Learners do not have to perform all pieces on the same day.

The assessor **must** be present for the recording of all performances, so that the work can be authenticated and is therefore deemed to be an audience member for each performance.
Each performance piece may be performed on different occasions during the GCSE course or, alternatively, they may all be performed on one occasion.
Each piece **must** be recorded separately in **one unedited attempt**. Panning and zooming are permitted.

The recording **must not** be edited after the performance.
All performances must be kept securely by the centre.

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**Authentication**

Candidates **must** sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.
Assessors **must** sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

## Assessment

Candidates are required to:
- perform **two** pieces of repertoire.

These pieces **must** be from different styles/genres and choreographed by a professional practitioner or a teacher. A professional practitioner can be a professional dancer, dance teacher or choreographer.

Candidates will have choice and flexibility in the selection of their performance pieces for this unit, however they must **not** perform an extract from the set works for Unit 3.

One performance **must** be a solo and the second performance can be solo **or** group.

Centres must ensure that assessment is completed only when learners have undertaken the necessary teaching and learning and developed the required skills and knowledge. This unit will be submitted in May of the final year of study.

The total mark for this unit is 72.
Learners must perform **two** pieces, which are individually marked out of 36.

If the learner only submits one piece, the second, missing piece is awarded 0 marks.

Work which falls under the time limit will not be penalised. However, centres and learners should note that work which is significantly shorter 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 once the maximum performance time has passed.

The moderator will stop watching a performance after the maximum time has been exceeded and will only consider work viewed up to this point.
The unit will be internally assessed and externally moderated by WJEC.

For each performance:
- the appropriate band for each column should be established by determining which performance descriptor best reflects the learner's performance
- the appropriate mark within the band should then be established by determining the extent to which the learner has met the criteria within the relevant band – completely met (upper part of band), mostly met (middle of band), partially met (lower part of band)
- the total marks for each performance may reflect different bands across the assessment criteria, for example, a learner may achieve band 4 in column 1, band 4 in column 2 and band 3 in column 3.

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It should be noted that the bands have been designed to assist the marking process by identifying individual levels of achievement and they do not correlate with grade boundaries.

**Guidance for Assessment**

There are criteria for assessment of solo and group dance performances. Centres should use the appropriate criteria to assess each performance. It is important to recognise which criteria should be applied to each performance, so the following guidance will aid teachers in making that judgement.

**Solo Performance**

If there is only **one** live performer, this is a solo. In a solo performance, the learner is required to perform a solo between 1 minute 30 seconds – 2 minutes. The learner must actively perform in front of a live audience for a minimum of 1 minute 30 seconds. The timing of the performance will start with the first movement.

**Group dance performance**

In a group performance, the learner is required to perform in a group of between **two** and **five** dancers. When performing in a group, each dancer must actively perform for a minimum of 1 minute 30 seconds. The timing of the performance will start with the first movement.

Please note, *actively performing* is being directly involved and contributing to the performance.

The pieces must be choreographed by a professional practitioner. A professional practitioner can be a professional dancer, dance teacher or choreographer.

**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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# Candidate Mark Record and Observation Sheet Unit 2: Performing

| | | | |
|---|---|---|---|
| **Centre No:** | | **Centre Name:** | |
| **Candidate No:** | | **Candidate Name:** | |

| **Task 1a: Solo Performance** | **Marks Awarded** | | |
|---|---|---|---|
| **Title and Choreographer:** | **Physical** | **Technical** | **Expression** |
| **Style/genre:** | **/12** | **/12** | **/12** |
| **Assessor Comments** | | | |

| **Task 1b: Group or Solo Performance** | **Marks Awarded** | | |
|---|---|---|---|
| **Solo/Group:** | **Physical** | **Technical** | **Expression** |
| **Title and Choreographer:** | **/12** | **/12** | **/12** |
| **Style/genre:** | | | |
| **Assessor Comments** | | | |
| **Total Marks:** | **/72** | | |

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# WJEC GCSE Dance

# Candidate Assessment Pack

# Unit 2: Performance

# 3910QSL-2

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## About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 2: Performance.

Within this pack, you will find:

- your assignment
- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- assessment information: a detailed breakdown of each task, the evidence requirements and the conditions (controls) under which the task is to be completed
- 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
- a Declaration Form.

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.

Collaboration is permitted for Unit 2 if performing as a group. You and your teacher will be required to sign a declaration that all work presented is your own work.

## 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.

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## Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; 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, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

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

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## Tasks

| | Task | Evidence | Controls |
|---|---|---|---|
| **1a** | Perform a solo dance in front of a live audience. | Video footage of performance in front of a live audience. | Assessment conditions: Low<br><br>Resources: Permitted |
| **1b** | Perform a group dance or second solo in front of a live audience. | Video footage of a group dance performance **or** a second solo performance in front of a live audience. | |
| Resources permitted:<br>Learners can access any information gathered from sources or notes made in preparation for the performance. These could include clips, images and feedback from others. | | | |

You are required to:

- perform **two** pieces of repertoire.

These pieces **must** be from different styles/genres and choreographed by a professional practitioner or a teacher. A professional practitioner can be a professional dancer, dance teacher or choreographer.

You will have choice and flexibility in the selection of your performance pieces for this unit, however you must **not** perform an extract from the set works for Unit 3.

One performance **must** be a solo and the second performance can be solo **or** group. You must develop and apply the physical, technical and expressive skills required for your chosen dance style/genre within a live performance.

**Time**

The performance time is as follows:

- Solo: 1 minute 30 seconds – 2 minutes (you must actively perform in front of a live audience for a minimum of 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 1 minute 30 seconds).

Please note, *actively performing* is being directly involved and contributing to the performance.

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**End of tasks**



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| Solo | | | |
|---|---|---|---|
| **AO2 Develop and apply technical and performance skills** | | | |
| **Band** | **Physical** | **Technical** | **Expression** |
| **4** | **10-12 marks**<br>The learner demonstrated excellent application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating excellent strength, balance and flexibility<br>• demonstrating excellent agility and control of all actions<br>• demonstrating excellent spatial awareness<br>• demonstrating excellent stamina, performing the piece with sustained energy and commitment from start to finish. | **10-12 marks**<br>The learner demonstrated excellent application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating excellent and accurate posture and alignment for the required dance style/genre<br>• demonstrating excellent and accurate coordination, footwork and arm placement for the required dance style/genre<br>• demonstrating excellent musicality, timing and rhythm throughout the performance. | **10-12 marks**<br>The learner demonstrated excellent application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating excellent facial expression and focus throughout the whole performance<br>• demonstrating excellent dynamics and projection of energy throughout the whole performance<br>• demonstrating excellent interpretation of the choreographer's intention<br>• demonstrating excellent engagement with the audience throughout the whole performance<br>• performing with confidence and flair. |

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| | | | |
|---|---|---|---|
| **3** | **7-9 marks**<br>The learner demonstrated good application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating good strength, balance and flexibility<br>• demonstrating good agility and control of most actions<br>• demonstrating good spatial awareness<br>• demonstrating good stamina, performing the piece with a consistent level of energy and commitment from start to finish. | **7-9 marks**<br>The learner demonstrated good application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating good and generally accurate posture and alignment for the required dance style/genre<br>• demonstrating good and generally accurate coordination, footwork and arm placement for the required dance style/genre<br>• demonstrating good musicality, timing and rhythm throughout the performance. | **7-9 marks**<br>The learner demonstrated good application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating good facial expression and focus throughout most of the performance<br>• demonstrating good dynamics and projection of energy throughout most of the performance<br>• demonstrating good interpretation of the choreographer's intention<br>• demonstrating good engagement with the audience throughout most of the performance<br>• performing with confidence. |

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| | | | |
|---|---|---|---|
| **2** | **4-6 marks**<br>The learner demonstrated basic application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating some strength, balance and flexibility<br>• demonstrating some agility and/or control of some actions<br>• demonstrating basic spatial awareness.<br>• demonstrating some stamina, performing most of the piece with some energy and commitment. | **4-6 marks**<br>The learner demonstrated basic application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating basic posture and alignment which is sometimes in keeping with for the required dance style/genre<br>• demonstrating basic coordination, footwork and arm placement, which is sometimes in keeping with for the required dance style/genre. Some errors evident in performance<br>• demonstrating some musicality, timing and rhythm for most of the performance. Some errors evident in performance. | **4-6 marks**<br>The learner demonstrated basic application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating basic some facial expression and focus for parts of the performance<br>• demonstrating basic dynamics and projection of energy for parts of the performance<br>• demonstrating basic interpretation of the choreographer's intention<br>• demonstrating basic engagement with the audience for parts of the performance<br>• performing with some confidence. |

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| | | | |
|---|---|---|---|
| **1** | **1-3 marks**<br>The learner demonstrated limited application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating limited strength, balance and/or flexibility<br>• demonstrating limited agility and/or control of some actions<br>• demonstrating limited spatial awareness<br>• demonstrating limited stamina, performing some of the piece with little energy and/or commitment. | **1-3 marks**<br>The learner demonstrated limited application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating limited posture and alignment which is rarely in keeping with for the required dance style/genre<br>• demonstrating limited coordination, with frequent errors in footwork and arm placement, which is rarely in keeping with for the required dance style/genre<br>• demonstrating limited musicality, timing and/or rhythm for parts of the performance. Number of errors evident in performance. | **1-3 marks**<br>The learner demonstrated limited application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating limited facial expression and/or focus for some of the performance<br>• demonstrating limited dynamics and projection of energy for some of the performance<br>• demonstrating limited interpretation of the choreographer's intention<br>• demonstrating very little engagement with the audience for some of the performance<br>• performing with limited confidence. |
| **0** | **0 marks**<br>• Response was not credit worthy or not attempted | **0 marks**<br>• Response was not credit worthy or not attempted | **0 marks**<br>• Response was not credit worthy or not attempted |

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| Group | | | |
|---|---|---|---|
| **AO2 Develop and apply technical and performance skills** | | | |
| **Band** | **Physical** | **Technical** | **Expression** |
| **4** | **10-12 marks**<br>The learner demonstrated excellent application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating excellent strength, balance and flexibility<br>• demonstrating excellent agility and control of all actions<br>• demonstrating excellent awareness of space and others<br>• demonstrating excellent stamina, performing the piece with sustained energy and commitment from start to finish. | **10-12 marks**<br>The learner demonstrated excellent application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating excellent and accurate posture and alignment for the required dance style/genre<br>• demonstrating excellent and accurate coordination, footwork and arm placement for the required dance style/genre<br>• demonstrating excellent musicality, timing and rhythm throughout the performance. | **10-12 marks**<br>The learner demonstrated excellent application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating excellent facial expression and focus throughout the whole performance<br>• demonstrating excellent dynamics and projection of energy throughout the whole performance<br>• demonstrating excellent interpretation of the choreographer's intention<br>• demonstrating excellent engagement with the audience and other dancers throughout the whole performance<br>• performing with confidence and flair. |

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| | | | |
|---|---|---|---|
| **3** | **7-9 marks**<br>The learner demonstrated good application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating good strength, balance and flexibility<br>• demonstrating good agility and control of most actions<br>• demonstrating good awareness of space and others<br>• demonstrating good stamina, performing the piece with a consistent level of energy and commitment from start to finish. | **7-9 marks**<br>The learner demonstrated application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating good and generally accurate posture and alignment for the required dance style/genre<br>• demonstrating good and generally accurate coordination, footwork and arm placement for the required dance style/genre<br>• demonstrating good musicality, timing and rhythm throughout the performance. | **7-9 marks**<br>The learner demonstrated good application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating good facial expression and focus throughout most of the performance<br>• demonstrating good dynamics and projection of energy throughout most of the performance<br>• demonstrating good interpretation of the choreographer's intention<br>• demonstrating good engagement with the audience and other dancers throughout most of the performance<br>• performing with confidence. |

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| | | | |
|---|---|---|---|
| **2** | **4-6 marks**<br>The learner demonstrated basic application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating some strength, balance and flexibility<br>• demonstrating some agility and/or control of some actions<br>• demonstrating basic awareness of space and others<br>• demonstrating some stamina, performing most of the piece with some energy and commitment. | **4-6 marks**<br>The learner demonstrated basic application of the required **technical skills** for their chosen dance piece:<br><br>• demonstrating basic posture and alignment which is sometimes in keeping with for the required dance style/genre<br>• demonstrating basic coordination, footwork and arm placement, which is sometimes in keeping with for the required dance style/genre. Some errors evident in performance<br>• demonstrating some musicality, timing and rhythm for most of the performance. Some errors evident in performance. | **4-6 marks**<br>The learner demonstrated basic application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating basic some facial expression and focus for parts of the performance<br>• demonstrating basic dynamics and projection of energy for parts of the performance<br>• demonstrating basic interpretation of the choreographer's intention<br>• demonstrating basic engagement with the audience and other dancers for parts of the performance<br>• performing with some confidence. |

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| | | | |
|---|---|---|---|
| **1** | **1-3 marks**<br>The learner demonstrated limited application of the required **physical skills** for their chosen dance piece:<br><br>• demonstrating limited strength, balance and/or flexibility<br>• demonstrating limited agility and/or control of some actions<br>• demonstrating limited awareness of space and others<br>• demonstrating limited stamina, performing some of the piece with little energy and/or commitment. | **1-3 marks**<br>• The learner demonstrated limited application of the required **technical skills f**or their chosen dance piece:<br><br>• demonstrating limited posture and alignment which is rarely in keeping with for the required dance style/genre<br>• demonstrating limited coordination, with frequent errors in footwork and arm placement, which is rarely in keeping with for the required dance style/genre<br>• demonstrating limited musicality, timing and/or rhythm for parts of the performance. Number of errors evident in performance. | **1-3 marks**<br>The learner demonstrated limited application of the required **expressive skills** for their chosen dance piece:<br><br>• demonstrating limited facial expression and/or focus for some of the performance<br>• demonstrating limited dynamics and projection of energy for some of the performance<br>• demonstrating limited interpretation of the choreographer's intention<br>• demonstrating very little engagement with the audience and other dancers for some of the performance<br>• performing with limited confidence. |
| **0** | **0 marks**<br>• Response was not credit worthy or not attempted. | **0 marks**<br>• Response was not credit worthy or not attempted. | **0 marks**<br>• Response was not credit worthy or not attempted. |

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# Unit 2: Performance – Candidate Declaration Form

**You must complete Part A and Part B of this form**

| | | | |
|---|---|---|---|
| **Centre No:** | | **Centre Name:** | |
| **Candidate No:** | | **Candidate Name:** | |

**Part A: Authentication**

**Candidate Authentication Declaration**

| **References:** Give details of the exact source of any non-original material used in the assignment. | **List of software packages/AI tools/chatbots[1]:** Give brief details of how these have been used in the assignment. |
|---|---|
| | |

**Authentication Declaration**

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

| **Candidate Signature:** | **Date:** |
|---|---|

**Teacher Authentication Declaration**

I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice. Signed candidate declarations for the entire cohort will be kept on file.

| **Teacher Signature:** | **Date:** |
|---|---|

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[1] Where you have used AI tools as a source of information, you must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2023. You must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with your work, so your teacher/assessor is able to review the work, the AI-generated content and how it has been used.



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**Part B: GDPR Consent**

- WJEC may select your work for use at teacher training events and subsequently upload it onto WJEC's secure website (accessible only to teachers via a secure login). Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- WJEC may select your work for use in teaching and learning resources published on the WJEC public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request[2].
- For further details about how we process your data please read WJEC's privacy notice.

If you consent to your work being used in this way, please sign below

| **Candidate Signature:** | **Date:** |
|---|---|

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[2] You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on qualifications@wjec.co.uk. Please include the title of the work, the year of assessment, centre name and number, candidate name and the unit title in the communication. The work will then be removed from Portal.



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## Unit 2: Performance – Unassessed Participant Declaration

**Unassessed participants (dancers) to complete**

I am over 13 and I give permission for my film / photographic image to be used according to the points detailed below and in line with the consent of the candidate (Section B).

| Name of participant (printed) | Participant Signature | Date |
|---|---|---|
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If any participant has declined permission, please tick here: ☐

**Section B GDPR Consent**

- WJEC may select your work for use at teacher training events and subsequently upload it onto WJEC's secure website (accessible only to teachers via a secure login). Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- WJEC may select your work for use in teaching and learning resources published on the WJEC / Eduqas public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request[3].
- For further details about how we process your data please read WJEC's privacy notice.

Sample not for use with live assessments

**End of Candidate Assessment Pack**

[3] You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on qualifications@wjec.co.uk. Please include the title of the work, the year of assessment, centre name and number, candidate name and the unit title in the communication. The work will then be removed from Portal.



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