GCSE

WJEC GCSE Dance

Approved by Qualifications Wales

Non-Examination Assessment Handbook

Unit 2: Performance (3910QSL-2)
For assessment from 2028



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.

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About this pack: information for teachers

This handbook contains the assessment information for Unit 2: Performance

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.

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'.

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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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 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 is permitted for Unit 2.

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 rehearsal process.
  - 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.

Authentication

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.

- 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.

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

Overview of requirements

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

One performance **must** be a solo, and the second performance can be solo **or** group of between 2 – 5 dancers.

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.

Learners must actively perform in front of a live audience.
Please note, *actively performing* is being directly involved and contributing to the performance.

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 (candidates must actively perform in front of a live audience for a minimum of 1 minute 30 seconds).
- **Group (2–5 dancers):** 2–4 minutes (when performing in a group, each candidate must actively perform for a minimum of 1 minute 30 seconds).

The timing of the performance will start with the first movement.

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. 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 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.

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Guidance for Assessment

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

There are criteria for the assessment of solo and group dance performances. Centres should use the appropriate criteria to assess each performance.

The assessment grids provide a structured framework for evaluating the performances, ensuring valid, reliable and fair assessment.

Each assessment grid is structured around the relevant Assessment Objectives (AOs):

- **AO2** - Develop and apply technical and performance skills

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.

Each column must be assessed separately, ensuring a balanced evaluation of physical, technical and expressive skills.

The total marks for all three columns may reflect different bands across the assessment objective. For example, a learner may achieve Band 4 for Technical but Band 3 for Expression.

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 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:
- 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.

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.

Tasks

You are required to:
- Perform **two** pieces of repertoire

One performance **must** be a solo, and the second performance can be solo **or** group of between 2-5 dancers. You must develop and apply the physical, technical and expressive skills required for your chosen dance style/genre within a live performance.

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.

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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Task		Evidence	Controls
1(a)	Perform a solo dance in front of a live audience.	Video footage of performance in front of a live audience.	Assessment conditions: Low Resources: Permitted
1(b)	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: 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.			

End of tasks

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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 trying to pass 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

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

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

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

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1	**1-3 marks** The learner demonstrated limited application of the required **physical skills** for their chosen dance piece: • demonstrating limited strength, balance and/or flexibility • demonstrating limited agility and/or control of some actions • demonstrating limited spatial awareness • demonstrating limited stamina, performing some of the piece with little energy and/or commitment.	**1-3 marks** The learner demonstrated limited application of the required **technical skills** for their chosen dance piece: • demonstrating limited posture and alignment which is rarely in keeping with for the required dance style/genre • demonstrating limited coordination, with frequent errors in footwork and arm placement, which is rarely in keeping with for the required dance style/genre • demonstrating limited musicality, timing and/or rhythm for parts of the performance. Number of errors evident in performance.	**1-3 marks** The learner demonstrated limited application of the required **expressive skills** for their chosen dance piece: • demonstrating limited facial expression and/or focus for some of the performance • demonstrating limited dynamics and projection of energy for some of the performance • demonstrating limited interpretation of the choreographer's intention • demonstrating very little engagement with the audience for some of the performance • performing with limited confidence.
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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Group			
AO2 Develop and apply technical and performance skills			
Band	**Physical**	**Technical**	**Expression**
4	**10-12 marks** The learner demonstrated excellent application of the required **physical skills** for their chosen dance piece: • demonstrating excellent strength, balance and flexibility • demonstrating excellent agility and control of all actions • demonstrating excellent awareness of space and others • demonstrating excellent stamina, performing the piece with sustained energy and commitment from start to finish.	**10-12 marks** The learner demonstrated excellent application of the required **technical skills** for their chosen dance piece: • demonstrating excellent and accurate posture and alignment for the required dance style/genre • demonstrating excellent and accurate coordination, footwork and arm placement for the required dance style/genre • demonstrating excellent musicality, timing and rhythm throughout the performance.	**10-12 marks** The learner demonstrated excellent application of the required **expressive skills** for their chosen dance piece: • demonstrating excellent facial expression and focus throughout the whole performance • demonstrating excellent dynamics and projection of energy throughout the whole performance • demonstrating excellent interpretation of the choreographer's intention • demonstrating excellent engagement with the audience and other dancers throughout the whole performance • performing with confidence and flair.

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

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

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1	**1-3 marks** The learner demonstrated limited application of the required **physical skills** for their chosen dance piece: • demonstrating limited strength, balance and/or flexibility • demonstrating limited agility and/or control of some actions • demonstrating limited awareness of space and others • demonstrating limited stamina, performing some of the piece with little energy and/or commitment.	**1-3 marks** • The learner demonstrated limited application of the required **technical skills f**or their chosen dance piece: • demonstrating limited posture and alignment which is rarely in keeping with for the required dance style/genre • demonstrating limited coordination, with frequent errors in footwork and arm placement, which is rarely in keeping with for the required dance style/genre • demonstrating limited musicality, timing and/or rhythm for parts of the performance. Number of errors evident in performance.	**1-3 marks** The learner demonstrated limited application of the required **expressive skills** for their chosen dance piece: • demonstrating limited facial expression and/or focus for some of the performance • demonstrating limited dynamics and projection of energy for some of the performance • demonstrating limited interpretation of the choreographer's intention • demonstrating very little engagement with the audience and other dancers for some of the performance • performing with limited confidence.
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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