

# **Graded Qualifications Alliance**

**Regulated Qualifications Framework Levels 1 - 3**

## **General Graded Examinations In Spanish Dance**

### **Specification**

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<b>Contents</b>	<b>Page No.</b>
1. Rationale	2
2. Specification Aims	3
3. Specification Objectives	3
4. Progression	3
5. Target Groups	4
6. Specification Overview	4
7. Subject Content of Dance Disciplines	4
8. Examination Components	5
9. Total Qualification Time	6
10. Availability of Examinations and Entry Details	6
11. Duration of Examinations	6
12. Scheme of Assessment	7
13. Level 1 (RQF) Assessment Criteria	8
14. Level 2 (RQF) Assessment Criteria	9
15. Level 3 (RQF) Assessment Criteria	10
16. Marking	11
17. Level Descriptions	11
18. National Standards	12
19. Candidates with Additional Needs	14
20. Examination Results	14
21. Awards of Pass, Pass with Merit or Pass with Distinction	14
22. Language and Bias	15
23. Statutory Requirements	15
24. Validity of Specification	15

## 1. Rationale

Spanish Dance is a vibrant, colourful art form. It integrates thousands of years of different customs and folklore, exhibiting unique musical instruments, differing footwear and folk costumes pertaining to different regions, all influencing the vast variety of dance techniques and styles as demonstrated in the Regional, Classical and Flamenco forms of Spanish Dance. Spanish Dance transforms images, ideas, and feelings into movement sequences that are emotionally and socially significant. An understanding and sensitivity to the different musical rhythms, instruments and songs encourages dramatic responses in presentation and self-expression. It provides a context for understanding the world and contributes to cultural and personal development in both applied and expressive contexts. Spanish Dance offers opportunities for the exploration, discovery and development of natural instincts for movement and offers many benefits for candidates by encouraging aesthetic and emotional development as well as enhancing motor skills. As an art form it engages people both physically and emotionally, enabling people to explore different facets of themselves in a safe environment.

GQAL is committed to ensuring access to all candidates who have the capacity to safely participate in its examinations. GQAL General Graded Examinations in Spanish Dance make a distinctive contribution to education and training in the expressive and performing arts. This is because they:

- encourage candidates to select pathways that provide for the development of expressive and/or applied abilities and interests;
- enable candidates to work towards qualifications that meet their aspirations for a range of careers (e.g. as performers, professional dancers, teachers, choreographers, directors);
- place an emphasis on performance;
- provide candidates with opportunities to experience, understand, and value the language and art of Spanish Dance enabling them to develop a broad base of skills and abilities in the different disciplines.

This specification offers candidates the scope to study the various techniques and styles of the Regional, Classical and Flamenco forms of Spanish Dance in order to make progress through performance, thereby developing their knowledge, skills and understanding of Spanish Dance. This encourages a broad and continuing interest and participation in Spanish Dance as an expressive medium and appropriate progression for those who aspire to careers as theatre dance professionals or in related occupations. The specification aims and objectives emphasise the breadth of study and the development of practical abilities. There is an explicit requirement and emphasis upon performance and an expectation that candidates will be able to demonstrate the critical and contextual knowledge necessary for an understanding, skill, and enjoyment of Spanish Dance.

The content of the specification, the structure of the examination, and the method of assessment place a clear emphasis on making progress through the performance of

the skills and artistry of Spanish Dance and its related disciplines. These include opportunities for the development of:

- creative expression;
- aesthetic perception;
- kinaesthetic sense;
- critical thinking and analytical skills;
- co-operation and teamwork;

- self-expression and self-esteem;
- organisation and problem solving;
- cultural literacy;
- communicating emotions through movement.

## **2. Specification Aims**

A course of study based on this specification aims to:

- promote the progression of performance of Spanish Dance as a medium for personal expression and enjoyment;
- encourage the acquisition and development of personal, social, emotional, creative and physical skills and abilities;
- provide opportunities for active and discriminating participation both as performer and as audience;
- encourage the acquisition of aesthetic and critical understanding and judgement;
- develop increasing awareness of the cultural contribution and rich diversity of Spanish Dance.

## **3. Specification Objectives**

The content is intended to enable the following objectives to be met through a course of study based on this specification, which provide opportunities for:

- an interpretation and choice of styles within the Regional, Classical and Flamenco Spanish Dance disciplines within a coherent and structured context;
- progressing through the disciplines, skills and concepts of Spanish Dance and demonstrating increasing levels of self confidence, physical co-ordination and inter-personal skills;
- practical work based on sound principles that pay due regard to the health, safety and well being of those involved;
- increasing spatial awareness and the capacity for an informed response to critical, creative and aesthetic judgements;
- developing the skills to improve excellence in presentation, execution and instruction.

The purpose may be summarised as fostering intuitive, aesthetic and imaginative thinking expressed through Spanish Dance and encouraging active and continuing participation in the performing arts.

## **4. Progression**

Progression is achieved through this constructive and authentic Graded Examination structure, with each of the eight grades being progressively differentiated by content and performance. Opportunities are available to further extend and develop individual abilities by courses leading to vocational, professional and teaching qualifications.

The opportunities for progression underline the contribution of the specification for Graded Examinations in Spanish Dance to national provisions of training and qualifications for Spanish Dancers in the theatre and allied professions. Candidates are able to select pathways that provide for the development of expressive and/or applied abilities and interests and to work towards qualifications that meet their aspirations for a range of careers (e.g. as performers, professional dancers, teachers, choreographers, directors).

## 5. Target Groups

This specification is designed to provide opportunities for candidates from six years of age and onwards, though are typically taken by the six to eighteen age range.

A typical candidate might be expected to take twelve years of study to progress from Grade 1 to Grade 8. Entry to the grades is not age related and is open to any prospective candidate who has the physical capability to safely undertake the study requirements. Special provision may be made for candidates with additional educational needs.

Continuing Education candidates include those returning to learn Spanish Dance as well as those starting to learn as mature candidates. No prior learning or ability is required but prospective candidates are expected to start at a grade appropriate to their physical capabilities. There are no age restrictions, the age of candidates being entered for these examinations include those who are 70+. Mature candidates who are considering learning Spanish Dance are encouraged to contact GQAL for a list of teachers in their area and for advice on what is appropriate to them.

Age or Description	Grades	RQF Level
6 – 13	1 – 5	Level 1 and Level 2
11 – 18+	6 – 8	Level 2 and Level 3
Continuing Education	Grades 1 – 8	All Levels

## 6. Specification Overview

Examinations at **Grades 1 – 8** are available in Spanish Dance. Progression through the Grades is provided through a **Programme of Study** based on this **Specification**. Each grade requires the practical demonstration of the minimum levels of achievement set out in the **Level and Grade Descriptors**. All the examinations require candidates to demonstrate achievement in the disciplines of

castanet practice, stylised arms, hands, leg and feet positions, coordinated movements, with the use of attire and a dance for each examination.

This specification provides opportunities for interpretation, choice of styles, and disciplines within a coherent and structured context. The intention is to provide a firm foundation of technique that can be progressively built on. The structure allows candidates to selectively develop and progress with their performance in their chosen disciplines and to use this as a basis for their education, vocational and professional training in Spanish Dance and related fields.

## 7. Subject Content of Dance Disciplines

The specification provides the following **Disciplines** for candidates in Spanish Dance. The Subject Content summary of this as given below should be read in conjunction with the **Scheme of Assessment**.

Spanish Dance places an emphasis on the mastery of intricate wrist, finger and footwork movements required for the different styles, including variations in carriage and control of the body while co-ordinating the arms and use of apparel and the castanet instrument where appropriate.

The **Regional** style is energetic and athletic and requires partnering skills, spatial awareness, stamina, and co-ordination.

The **Classical** form is a graceful romantic style requiring safe classical ballet technique, co-ordination and sensitivity while playing the castanets as a musical instrument and demonstrating dramatic presence with artistic expression.

The **Flamenco** form is dynamic and demands high levels of co-ordination, concentration, stamina, emotional expressiveness and requiring the hands and feet to be also used as percussive instruments.

## 8. Examination Components

There are no optional **Examination Components** (areas of study). The following summaries provide an overview of the Areas of Study for Grades 1 - 8 in **Exercises, Centre, and Dance**.

All the **Disciplines** follow a similar pattern comprised of the three **Examination Components** (Areas of Study) in each of the eight grades.

**Exercises:-** this studies the mechanics of wearing and playing Castanets using the Andalusian method, and coordinating the use of the body (Braceo, Zapateado) in the various styles of Regional, Classical, and Flamenco Spanish Dance. The candidate will aim to integrate the correct Spanish Dance stylised posture.

**Centre:-** this develops and integrates the transference of weight, balance, alignment and coordination skills, requiring a development of core stability and producing the possibility of enhanced proprioception. Spatial awareness and direction, fluency of movement, and mind-body coordination aims to progressively increase the development and skill for the candidate to confidently dance on their own and with a partner. Working while moving around in the centre enhances, develops, and requires progressive strength, athleticism and stamina allowing for an increased emphasis on the capacity to dance and present movements confidently with a combined expressiveness and sensitivity for the music of the Regional, Classical, and Flamenco styles of Spanish Dance.

**Dance:-** this through short dance sequences develops performance skills, and interpretation and self-expression through the amalgamation of steps and sequences. Spanish Dance utilises the space available to the dancer. Its purpose is to develop ownership of space, technique, and expression, together with qualities of enjoyment, presentation, self-confidence, mastery of Spanish Dance and interpretation of music. These qualities together with increasing physical awareness and ability find their realisation in a synthesis of music, dance, and self. There is a progressive development of this synthesis, together with increasing knowledge, skills and understanding.

Each Graded Examination from Grade 1 to Grade 8 follows the same pattern. This continuity ensures that both teachers and candidates have a clear understanding of what is to be assessed. In each discipline the level of ability, expression and performance become progressively more demanding as the candidate enters the next grade.

## 9 Total Qualification Time

Each course for General Graded Examinations from Grade 1 to Grade 8 follows the same pattern and will require the following minimum amount of study:

Grade	Guided Learning Hours	Other Learning Hours	Total Qualification Time (hours)	Current credit value
Grade 1	60	10	<b>70</b>	7
Grade 2	60	10	<b>70</b>	7
Grade 3	60	10	<b>70</b>	7
Grade 4	75	20	<b>95</b>	10
Grade 5	75	20	<b>95</b>	10
Grade 6	90	40	<b>130</b>	13
Grade 7	90	40	<b>130</b>	13
Grade 8	90	40	<b>130</b>	13

## 10. Availability of Examinations and Entry Details

These examinations are available to anyone who is capable of safely reaching the required standard. The entry requirements are intended to ensure that there are no barriers to restrict access and progression so that equal opportunities exist for all candidates. Centres and teachers are required to provide applicants with information and advice on the programme of study, the level of demand and associated physical requirements and the expectations of performance at the grade sought. GQAL reserves the right to decline entry to an examination where previous qualifications, experience and level of physical fitness give rise to concerns about the safety and well-being of the candidate during an examination performance. There are no prior entry requirements. No restrictions for entry are placed on candidates who are studying for other qualifications in Spanish Dance, whether this is with GQAL or other awarding organisations.

Examinations are available through the teacher with a minimum notice period of 8 weeks. Further details are available in the Entry Details Booklet.

## 11. Duration of Examinations

All examinations are performance based and are structured so that the duration of each examination provides opportunities for all candidates to demonstrate achievement in the chosen discipline whilst ensuring an appropriate level of demand across the disciplines at each grade. The duration of examinations at each grade is set out in the following table: (see over).

Grade	1	2	3	4	5	6	7	8
Maximum duration of the examination in minutes	19	20	25	28	34	39	42	42

At each level and between some grades there is an increase in the time required to ensure that candidates have adequate opportunities to demonstrate the necessary levels of performance.

## 12. Scheme of Assessment

Assessment is by external examination.

During an examination candidates will be assessed on their ability to demonstrate performance of the following five **Assessment Categories**:

1. **Technique,**
2. **Musicality,**
3. **Appearance,**
4. **Performance Skills,**
5. **Knowledge and Understanding.**

Coverage of the Assessment Categories			
Assessment Categories	Examination Components		
	Exercises	Centre	Dance
1A Technique A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B Technique B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C Technique C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Musicality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Appearance	<input type="checkbox"/>		
4A Performance Skills A	<input type="checkbox"/>		
4B Performance Skills B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Knowledge and Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The marking scheme comprises a balanced structure of **Examination Components** and **Assessment Categories**. Taken together they form a matrix that enables the performance of each candidate to be systematically assessed and marked in order to produce both a final score and a profile of achievement.

The **Examination Components** i.e. Exercises, Centre, and Dance are of equal importance in terms of their assessment.

The five **Assessment Categories** i.e. Technique, Musicality, Appearance, Performance Skills, Knowledge & Understanding are weighted as follows:

Weightings for Assessment Categories				
Technique	Musicality	Appearance	Performance Skills	Knowledge and Understanding
45%	15%	5%	20%	15%

The **Assessment Categories** are explained below:

- *Technique* includes Tech A, Tech B and Tech C,
- *Musicality,*
- *Appearance,*
- *Performance Skills* includes: PS A and PS B,



- *Knowledge and Understanding.*

The description of what is required at each Grade for each Assessment Category/Strand is termed **Assessment Criteria**. Each **Assessment Criteria** is exemplified by reference to a list of terms that describe how it is to be understood and applied. These lists of terms are provided to guide and direct examiner as a means of ensuring common levels of understanding and expectation.

### 13. Level 1 (RQF) Assessment Criteria

**Level 1** (Grades 1 -3) Spanish Dance examinations provide evidence that candidates have demonstrated dance skills and artistry at a **basic** level of achievement under the Assessment Categories of Technique, Musicality, Appearance, Performance Skills, Knowledge & Understanding.

Differentiation between Grades 1, 2 and 3 is defined by the progressive requirements and expectations prescribed in the Programmes of Study for each Grade.

Level 1 Programmes of Study provide a framework for the teaching and learning of **basic** Spanish Dance skills and artistry, which are a foundation for those candidates who progress to the more demanding Level 2 Grades.

Level 1 Assessment Criteria		
Assessment Category		Assessment Requirements
Technique	<b>Tech A</b> <ul style="list-style-type: none"> <li>• dexterity</li> <li>• stance</li> <li>• vueltas</li> </ul>	Sufficient evidence of correct hand and finger movements. Body posture, leg and arm position is correct. Turns are demonstrated technically correctly.
	<b>Tech B</b> <ul style="list-style-type: none"> <li>• braceo</li> <li>• control</li> <li>• ritmos</li> </ul>	All positions and movements of wrists and hands are correct. Sufficient core strength and control of body and limbs in the required basic movements and combinations of steps. Timing and knowledge of rhythms and clarity of beats is correct.
	<b>Tech C</b> <ul style="list-style-type: none"> <li>• zapateado</li> <li>• alignments</li> <li>• attire</li> </ul>	Demonstrate correct movements and clarity and tone in simple footwork. Body, leg, and arm positions demonstrated with correct alignments and style. Correct use of attire and objects.
Musicality	<ul style="list-style-type: none"> <li>• timing</li> <li>• interpretation</li> <li>• feeling</li> </ul>	Work is demonstrated with correct timing and awareness of rhythm and phrasing. There is some expressive interpretation.
Appearance	<ul style="list-style-type: none"> <li>• as required in the programme of study</li> </ul>	Spanish Dancing appropriate attire.
Performance Skills	<b>PS A</b> <ul style="list-style-type: none"> <li>• personality</li> <li>• flair</li> <li>• projection</li> </ul>	Audience awareness and use of appropriate facial expression.
	<b>PS B</b> <ul style="list-style-type: none"> <li>• attitude</li> <li>• responsiveness</li> <li>• spatial awareness</li> </ul>	Awareness of the dance space, positive attitude to the examination and responsiveness to the examiner's instructions.
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• knowledge</li> </ul>	Knowledge of the Programme of Study is evident.

## 14. Level 2 (RQF) Assessment Criteria

**Level 2** (Grades 4 - 5) Spanish Dance examinations provide evidence that candidates have demonstrated an **increasing consolidation** of dance skills and artistry under the Assessment Categories of Technique, Musicality, Appearance, Performance Skills, Knowledge & Understanding.

Differentiation between Grades 4 and 5 is defined by the progressive requirements and expectations prescribed in the Programmes of Study for each Grade.

Level 2 Programmes of Study provide a framework for the teaching and learning of an **increasing consolidation** of Spanish Dance skills and artistry in preparation for the demands of Level 3 Grades.

<b>Level 2 Assessment Criteria</b>		
<b>Assessment Category</b>		<b>Assessment Requirements</b>
<b>Technique</b>	<b>Tech A</b> <ul style="list-style-type: none"> <li>• dexterity</li> <li>• stance</li> <li>• vueltas</li> </ul>	Able to execute correct hand and finger movements at increased speed. Appropriate body posture, leg and arm positions are secure. Turns are demonstrated technically securely and accurately.
	<b>Tech B</b> <ul style="list-style-type: none"> <li>• braceo</li> <li>• control</li> <li>• ritmos</li> </ul>	All arm positions and movements of wrists and hands are secure. Core strength and control of body and limbs is demonstrated in the required more complex movements and combinations of steps showing increasing precision. Timing and knowledge of rhythms and clarity of beats is secure.
	<b>Tech C</b> <ul style="list-style-type: none"> <li>• zapateado</li> <li>• alignments</li> <li>• attire</li> </ul>	Demonstrate correct movements, clarity and appropriate tone in more intricate footwork. Body, leg, and arm positions and alignments are secure. Confident use of attire and skilful use of objects.
<b>Musicality</b>	<b>Musicality</b> <ul style="list-style-type: none"> <li>• timing</li> <li>• interpretation</li> <li>• feeling</li> </ul>	Work is demonstrated with correct timing and an ability to interpret and display sensitivity to the expressive content.
<b>Appearance</b>	<b>Appearance</b> <ul style="list-style-type: none"> <li>• as required in the programme of study</li> </ul>	Spanish Dancing appropriate attire
<b>Performance Skills</b>	<b>PS A</b> <ul style="list-style-type: none"> <li>• personality</li> <li>• flair</li> <li>• projection</li> </ul>	Awareness of communicating to an audience with expression and some individuality.
	<b>PS B</b> <ul style="list-style-type: none"> <li>• attitude</li> <li>• responsiveness</li> <li>• spatial awareness</li> </ul>	Appropriate use of the dance space, positive attitude to the examination and responsiveness to the examiner's instructions demonstrated.
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• knowledge</li> </ul>	Secure knowledge of the programme of study

## 15. Level 3 (RQF) Assessment Criteria

**Level 3** (Grades 6 - 8) Spanish Dance examinations provide evidence that candidates have demonstrated **sound and established** dance skills, understanding and artistry under the Assessment Categories of Technique, Musicality, Appearance, Performance Skills, Knowledge & Understanding.

Differentiation between Grades 6, 7 and 8 is defined by the progressive requirements and expectations prescribed in the Programmes of Study for each Grade.

Level 3 Programmes of Study provide a framework for the teaching and learning of the vocabulary and the **sound and established** skills, understanding and artistry required for further training and study in the performance or teaching of Spanish Dance.

Level 3 Assessment Criteria		
Assessment Category		Assessment Requirements
<b>Technique</b>	<b>Tech A</b> <ul style="list-style-type: none"> <li>dexterity</li> <li>stance</li> <li>vueltas</li> </ul>	Consistent ability to execute more complex hand and finger movements. The appropriate body posture, leg and arm positions are established. More complex turns are demonstrated with technical accuracy.
	<b>Tech B</b> <ul style="list-style-type: none"> <li>braceo</li> <li>control</li> <li>ritmos</li> </ul>	All arm positions and movements of wrists and hands are demonstrated with correct style. Core strength, technical accuracy and control of the body and limbs are demonstrated with assurance in response to the demands of required sequences and combinations. Timing and knowledge of rhythms and clarity and tone of beats is established.
	<b>Tech C</b> <ul style="list-style-type: none"> <li>zapateado</li> <li>alignments</li> <li>attire</li> </ul>	Demonstrate increasing clarity and complex varieties in tone during more intricate footwork. Body leg and arm positions with correct alignments in the various styles are established. Confident and skilful use of attire is established.
<b>Musicality</b>	<b>Musicality</b> <ul style="list-style-type: none"> <li>timing</li> <li>interpretation</li> <li>feeling</li> </ul>	Work is demonstrated with correct timing and an ability to interpret to interpret and display sensitivity to the expressive content.
<b>Appearance</b>	<b>Appearance</b> <ul style="list-style-type: none"> <li>as required in the programme of study</li> </ul>	Spanish Dancing appropriate attire
<b>Performance Skills</b>	<b>PS A</b> <ul style="list-style-type: none"> <li>personality</li> <li>flair</li> <li>projection</li> </ul>	The communication of emotion/expression to an audience is fully integrated into the performance. Flair and individuality and an understanding of the relationship between performer and an audience is evident.
	<b>PS B</b> <ul style="list-style-type: none"> <li>attitude</li> <li>responsiveness</li> <li>spatial awareness</li> </ul>	The dance space is fully utilised as a part of dance expression. A positive and confident attitude and responsiveness to the examiner is evident throughout.
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>knowledge</li> <li>understanding</li> </ul>	Thorough knowledge and understanding of the movement vocabulary and requirements of the programme of study.

## 16. Marking

Marks are awarded for the extent to which the performance of a candidate matches each of the five **Assessment Categories** in each of the three **Examination Components** as shown in the **Mark Allocation** table below.

MARK ALLOCATION									
Examination Components	Assessment Categories								
	Technique			Musicality	Appearance	Performance Skills		Knowledge and Understanding	
	Tech A	Tech B	Tech C			PS A	PS B		
Exercises	5	5	5	5	5	5	5	5	
Centre	5	5	5	5			5	5	5
Dance	5	5	5	5			5	5	5

For each **Assessment Category**, a mark between 0 and 5 will be awarded indicating the degree to which the candidate has met the **Required Standard** as defined in the **Marking Grid** below.

MARKING GRID						
	0	1	2	3	4	5
Mark Definition	<i>Required standard <b>not</b> demonstrated</i>	<i>Required standard demonstrated in a very <b>limited</b> way</i>	<i>Required standard demonstrated in a way that is sometimes <b>limited</b> and sometimes <b>partial</b></i>	<i>Required standard demonstrated in a way that is sometimes <b>partial</b> and sometimes of the <b>required</b> standard</i>	<i><b>Required</b> standard demonstrated</i>	<i>Required standard <b>exceeded</b></i>

The descriptions in the **Assessment Criteria** are to be used in conjunction with the requirements of the **Programme of Study** for each Grade. The judgement is made by the examiner in relation to the appropriate **Level Description**.

## 17. Level Descriptions

Level Descriptions provide a guide to the qualities and extent of the level of performance that candidates achieving a particular grade are expected to demonstrate. Strength in one area of performance may compensate for weakness in another. The overall achievement necessary to match these descriptions will have to be demonstrated by a candidate to be awarded a Pass. Candidates achieving a Pass with Merit, or a Pass with Distinction, will have matched and exceeded the qualities of performance described. The Level Descriptions form a context for the examiner judgement and when taken as a whole, are indicative of expectations; they are assessed through the Assessment Components and Assessment Criteria.

**Foundation Level 1** Assessment Criteria cover **Grades 1, 2, 3.**

**Middle Level 2** Assessment Criteria cover **Grades 4, 5.**

**Higher Level 3** Assessment Criteria cover **Grades 6, 7, 8.**

The candidate's performance of the progressively challenging programmes of study within each level description determines the grade within that level range.

## 18. National Standards

The following Level Descriptors and Grade Benchmark Statements are based on the work done by the UK Council for Dance, Drama and Musical Theatre. The UK awarding organisations have come together to collectively review the original set of descriptors against the original generic descriptors. The resulting descriptors aim to deliver two functions:

- To provide a set of benchmarks to which future Graded Examinations in Dance qualifications will be developed
- To provide benchmarks which will provide a basis for on-going comparability and maintenance of standards within and between awarding organisations.

General descriptor	Knowledge statement (the holder....)	Skills statement (the holder can....)
<b>Achievement at Level 1</b> ... reflects the ability to understand and use and apply relevant knowledge, understanding and skills in relation to an increasing vocabulary of movement and artistic awareness	Demonstrates knowledge and understanding of technique, music or stimulus and performance, which is reflected in the ability to co-ordinate simple movements to produce combinations of steps with appropriate precision and control or through discussion with examiners.	Demonstrate basic techniques through using an increasing vocabulary of movement in their chosen dance discipline, genre.  Demonstrate the ability to interpret music or stimulus with a sense of appropriate timing and rhythm for their chosen dance discipline, genre.  Demonstrate performance with an increasing confidence and responsiveness to an audience.
At <b>Grade 1</b> candidates demonstrate the fundamental basic knowledge of the vocabulary and technical skills for their chosen genre. They are able to perform a simple repertoire with a sense of timing and rhythm and respond to music or stimulus.		
At <b>Grade 2</b> candidates demonstrate a developing knowledge of the basic vocabulary and technical skills through the performance of basic repertoire showing timing and rhythm and responsiveness to music or stimulus.		
At <b>Grade 3</b> candidates demonstrate an increasing knowledge of the vocabulary and technical skills for their chosen genre. They show a more consistent sense of timing and rhythm and responsiveness to music or stimulus through the performance of a developing repertoire of movements.		

General descriptor	Knowledge statement (the holder....)	Skills statement (the holder can....)
<b>Achievement at Level 2</b> ...reflects the ability to build upon skills, knowledge and understanding in relation to an increasing vocabulary of movement and artistic understanding showing an increased confidence and assurance in application.	Demonstrates a clear knowledge and understanding of technique, music or stimulus and performance which is reflected in the ability to co-ordinate more complex movements to produce combinations of steps with increasing precision and control or through discussion with examiners.	Demonstrate an increasing consolidation of technical skills in their chosen dance discipline, genre.  Demonstrate an increased ability to interpret music and display sensitivity to musical content and style appropriate to the dance discipline, genre.

		<p>Demonstrate an increased range of movements in sequences of greater length and complexity and the ability to sustain an appropriate sense of style of the dance discipline, genre.</p> <p>Demonstrate confidence in performing the movement sequences required.</p>
<p>At <b>Grade 4</b>, candidates demonstrate a more secure knowledge of the vocabulary and technical skills through performance of a more complex repertoire. They show a developing understanding of a range of rhythmical sounds or stimulus, accents and timings and an understanding of interpretation and use of expression.</p>		
<p>At <b>Grade 5</b> candidates demonstrate sound and secure technique knowledge of the vocabulary and technical skills through performance of a increasingly complex repertoire. They show an increasing understanding of a range of musical sounds or stimulus, accents and timings, an understanding of interpretation and a secure use of expression.</p>		

General descriptor	Knowledge statement (the holder....)	Skills statement (the holder can....)
<p><b>Achievement at Level 3</b> ...reflects the ability to build upon a range of skills, knowledge and understanding in relation to an increasingly refined vocabulary of movement and artistic interpretation showing an increased confidence, assurance and sensitivity in application.</p>	<p>Demonstrates a sound and established knowledge and understanding of the technique and music or stimulus of a particular dance discipline, genre.</p> <p>Demonstrates an increased awareness of performance and an increased understanding of the relationship between performer and audience.</p>	<p>Demonstrate a wide range of movements performed consistently and confidently with technical accuracy and control.</p> <p>Demonstrate an increased sensitivity to a range of content and style appropriate to the dance discipline, genre.</p> <p>Demonstrate dynamics and fluidity of movement incorporating the use of space and a maturity and individuality in interpretation and expression.</p>
<p>At <b>Grade 6</b> candidates demonstrate secure and confident knowledge of the vocabulary, technical skills and performance of complex repertoire in their chosen genre. They show a clear understanding of a range of musical sounds or stimulus, accents and timings, a sensitive interpretation and begin to show a personal sense of style and confidence in performance.</p>		
<p>At <b>Grade 7</b> candidates demonstrate detailed and thorough knowledge of the vocabulary, technical skills and performance of complex repertoire in their chosen genre. They show a secure understanding of a range of complex rhythmical sounds or stimulus, accents and timings, a confident and sensitive interpretation and a developing and increasingly assured personal sense of style and confidence in performance.</p>		
<p>At <b>Grade 8</b> candidates demonstrate a consolidated knowledge of the vocabulary, technical skills and performance of complex repertoire in their chosen genre. They show a consolidated understanding of a range of complex rhythmical sounds or stimulus, accents and timings, a confident, sensitive and varied interpretation and a developing and an assured personal sense of style and confidence in performance.</p>		

## 19. Candidates with Additional Needs

Information on assessment, examination and entry requirements for candidates with additional needs are published in the leaflet 'Advice for Candidates with Additional Needs'. Copies of this are available from GQAL and are also provided in the Teachers Handbook.

## 20. Examination Results

Results and certificates will normally be issued six weeks after the date of the examination. This time is necessary to ensure that all results are properly standardised and checked by GQAL.

## 21. Awards of Pass, Pass with Merit, or Pass with Distinction

Depending on the level of performance demonstrated during the examination a candidate may be awarded either a Pass, or a Pass with Merit, or a Pass with Distinction. Each award broadly corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award.

Award	Description of Achievement	Mark Boundary
Pass	<p>To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard of Spanish Dance skills in most but not necessarily all of the assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another.</p> <p>A defining characteristic of the overall performance of a candidate awarded a Pass is that it reaches or partially reaches the required standard of Spanish Dance skills indicated in the Level Descriptions, and the Grade Descriptions.</p>	44%
Merit	<p>To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard of Spanish Dance skills in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another.</p> <p>A defining characteristic of the overall performance of a candidate awarded a Pass with Merit is that it consistently matches and occasionally may exceed the required standard of Spanish Dance skills indicated in the Level Descriptions, and the Grade Descriptions.</p>	59%
Distinction	<p>To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard of Spanish Dance skills in the majority of assessment criteria. The performance of some candidates may have exceeded the required standard by a considerable margin in one or more aspects of the examination and this reflects the fact that strength in one aspect may compensate for weakness in another.</p> <p>A defining characteristic of the overall performance of a candidate awarded a Pass with Distinction is that it consistently exceeds the required standard of Spanish Dance skills indicated in the Level Descriptions and the Grade Descriptions.</p>	77%

## **22. Language and Bias**

Every effort has been made to ensure that this specification and associated mark schemes, procedures and materials are free from any form of bias, and have no hidden requirements for entry or assessment. Care has been taken to ensure that the specification, grade descriptions and examination requirements make appropriate demands on candidates both in terms of their physical safety, well being, and expectations of physical and cognitive performance in relation to their age and level of ability.

## **23. Statutory Requirements**

It is a requirement that all centres, teachers of this qualification and examiners make themselves aware of and comply with the relevant current legislation, including safeguarding, health and safety, equalities, and data protection.

## **24. Validity of Specification**

This specification is valid from 01/09/2023 until 31/08/2028