

Graded Qualifications Alliance

Regulated Qualifications Framework (RQF) Levels 3 – 5

Vocational Graded Examinations in Spanish Dance

Specification

Endorsed Spanish and Flamenco

**Graded Qualifications Alliance
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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 classical, regional and flamenco forms. 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; for many people it enables them 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 Graded Vocational Examinations in Spanish Dance make a distinctive contribution to education, training and employment in the expressive and performing arts. This is because it:

- encourages individual candidates to select vocational pathways that provide for the development of their expressive and/or applied abilities and interests;
- enables candidates to work towards qualifications that meet their aspirations for a range of careers (e.g. as performers, professional dancers, choreographers, teachers, directors, producers, Pilates and Yoga instructors);
- places an emphasis on performance, especially in vocationally oriented contexts;
- provides all 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 different disciplines.

This specification offers candidates the scope to study in depth the various techniques and styles of Spanish Dance (Regional, Classical and Flamenco) and Flamenco forms of Spanish Dance in order to make progress through performance thereby progressively 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 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 and acquiring transferable skills 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, i.e. communicating emotions and feelings through movement;
- kinaesthetic sense;
- cultural understanding;
- work related skills including co-operation and teamwork; self-expression and self-esteem; organisation and problem solving; critical thinking and analytical skills.

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 within a vocational context;
- encourage the acquisition and development of personal, social, emotional, creative and physical abilities, and work-related skills;
- provide opportunities for active and discriminating participation both as a performer and viewer within a vocational context;
- encourage the acquisition of aesthetic and critical understanding;
- 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 which provides opportunities for:

- interpretation and choice of styles within the Classical, Regional and Flamenco Spanish Dance disciplines within a coherent and structured context;
- developing the knowledge, skills and understanding of the disciplines and concepts of Spanish Dance in a vocational and professional context;
- demonstrating increasing levels of physical co-ordination, self-confidence, esteem and interpersonal skills;
- practical work based on sound principles that pay due regard to the health, safety and well-being of those involved;
- gaining knowledge and understanding of Spanish Dance as an art form in relation to different cultural and vocational contexts;
- acquiring knowledge and understanding of the demands and requirements placed upon dance professionals in vocational and professional contexts.

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

4. Progression

Progression is achieved through the Graded Examination structure, with each of the grades being progressively differentiated by content and shown through performance. Progression through the vocational grades may lead to dance teaching qualifications, higher education courses, or employment within the wider dance context, e.g. (i) performers within Spanish Dance or other companies, (ii) professionals as a director, choreographer, producer, or within promotion/marketing/advertising.

The opportunities for progression underline the contribution of this specification to the national provision 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 as outlined above.

5. Target Groups

The specification provides opportunities for students who are preparing for careers as professional dancers and in related occupations. The minimum requirement for starting this qualification is the General Graded Qualification in Spanish Dance at Grade 5 or equivalent. Because of the physical demands posed by the specification the typical age for starting this Vocational Graded Qualification is 14 years and a candidate completing all five grades could expect to do this in about 5 years. Many candidates will complete grades in both disciplines during this time.

Mature students who are considering following this specification are encouraged to contact GQAL for a list of teachers in their area who can advise on what programmes of study is appropriate for them.

Minimum Age for Taking the Examination	Grades	RQF Level
12	Intermediate Advanced Foundation	3
14	Advanced 1 Advanced 2	4
16	Professional Development in Spanish Dance	5

6. Specification Overview

The vocational grades in Spanish Dance progress through **Intermediate** (Level 3), **Advanced Foundation** (Level 3), **Advanced 1** (Level 4), **Advanced 2** (Level 4), and **Diploma in Professional Development** (Level 5) examinations. Progression through the Grades is provided through the **Programme of Study** based on this specification. Access to the programme of study is available through GQAL. Each grade requires the practical demonstration of the minimum levels of achievement set out in the **Level Descriptions**.

7. Subject Content

The programmes of study and examination allows for two pathways; hence students can be certificated for either Spanish Dance or Flamenco.

Spanish Dance - Classical Spanish Dance, or Escuela Bolera is an elegant style blending 18th-century European court ballet with traditional Spanish folk dances featuring graceful, flowing movements, precise footwork, formal attire and often performed with castanets. Each Spanish Region has its unique dances and costumes, reflecting local history, language and influences from the Celtic, Indian, Moorish, Greek and Romani settlers. The dances are rooted in local customs, festivals and community life passed down from generations. The musical accompaniment varies widely from guitars and castanets to bagpipes, drums, flutes and mandolins. The movements are often very energetic including high jumps and leg extensions especially in Aragon, Asturias, Castile, Galicia, and the Basque Country which also contains its famous solemn tributes. Sevillanas dances come from Seville in Andalusia which is the traditional home of Flamenco Dance as described under Flamenco Dance.

Flamenco Dance is deeply connected to some Andalusian cultures from the south. Its style is characterised by its rhythmic footwork, hand clapping and intricate arm and body movements that convey the strong emotions expressed in the songs and music which have been heavily influenced by some eastern cultures. Estilizada is an elegant flamenco-based dance style using castanets and mainly classical and popular Spanish music.

Throughout the specification subject content is comprised of three interrelated compulsory Examination Components (areas of study):

- Performance Skills and Technique.
- Choreography, Direction and Teaching.
- Cultural and Physiological Aspects of Dance.

Performance Skills and Technique is based upon the ability to:

- Show technique, physical strength, stamina, the ability to perform creatively and with expression and musicality.
- Recognise, reflect, and understand the attributes which contribute and enhance a personal performance.

Choreography is based upon how feelings and concepts are translated into movement in various styles, rhythms and patterns and the way these are applied creatively. Direction is about receiving and interpreting direction in a theatrical environment, whilst Teaching is about acquiring the ability to understand and teach the principles of sound technique in ways that are appropriate to task and ability.

Cultural and Physiological Aspects of Dance is understanding (i) that dance takes different forms in different cultures and that these result in different traditions, styles and purposes, (ii) the career opportunities available to dance professionals and what it is like to live and work as a dancer, (iii) the importance to dancers of developing and maintaining physical and mental well-being and safe working practices.

8. Examination Components

The three Examination Components are summarised in the table below:

Examination Components	Intermediate Level 3	Advanced Foundation Level 3	Advanced 1 Level 4	Advanced 2 Level 4	Professional Development Level 5
Performance Skills	Management of self Personal style Self-discipline Appearance Time keeping Responsibility	Working with others Accepting direction, criticism and responsibility Responding to others Working with rules	Exploring performance styles Adaptability Self-evaluation Motivation	Working as a Professional. Critical thought. Strengths and weaknesses.	Working as a professional Relationships Research Movement sequences - their purpose & contribution Preparing own programme
Technique (Exercises, Centre & Dance)	Content is determined by the repertoire set for each grade and discipline and is differentiated by demand and outcome. All candidates are expected to show evidence that they have achieved this repertoire in Exercises, Centre and Dance.				
Choreography	Investigate the meaning of choreography Study a choreographed piece	Investigate a chosen piece Discuss tempos and mood	Investigate and analyse performance structures	Investigate male and female roles Difference. Implementation	Prepared choreographed solo by candidate
Direction	Interpret instructions Technical direction Amalgamation set by examiner Take & respond	Interpret directions Technical direction Amalgamation set by examiner Take & respond	Interpret directions Technical direction Amalgamation set by examiner Recognise different time signatures Take & respond	Interpret directions Technical direction Amalgamation set by examiner Take & respond Recognise tempo change Improvisation	Differing creative interpretation. Ability to adapt from receiving to giving direction Following examiners instructions adapt a movement sequence (e.g. change of style & tempo)
Teaching	Understanding of basic technique and correct stance Development of technical skills	Investigate teaching of basic steps Breathing techniques	Constructing a sequence for a particular level of ability	Constructing a sequence for 2 different levels of ability	Teaching a sequence - building blocks, and explanations
Cultural	Investigate the origin of the Spanish Dance discipline	Investigate a major influence on the Spanish Dance discipline	Spanish Dance in other cultures	The role of the dance professional	Living and working as a dance professional
Physiological	Personal responsibility Emergency procedures	Health in performance Recording injury and accidents	Physiology for dancers	Health & Safety for dancers	Maintaining professional levels of fitness

9. Total Qualification Time

Each Graded Vocational Examination follows the same pattern and will require the following minimum amount of study hours.

Grade	Guided Learning Hours	Other learning Hours: e.g. practice	<i>Total Qualification Time</i>	Current Credit Value
Intermediate	150	125	275	28
Advanced Foundation	150	125	275	28
Advanced 1	150	175	325	33
Advanced 2	150	225	375	38
Professional Development	150	230	380	38

10. Availability of Examinations and Entry Details

These examinations are available to anyone who:

- is 12 years of age or over at the time of examination for Intermediate and Advanced Foundation; 14 years of age or over for Advanced 1 and Advanced 2; and 16 years of age or over for the Professional Development level;
- has the physical capacity to safely reach the required standard;
- has GQAL General Graded Examination Grade 5 in Spanish Dance or its equivalent.

All candidates must enter at the Vocational Graded Examination Intermediate Grade in each discipline selected. Entry to the Advanced Foundation through to the Professional Development Grades requires the candidate to have obtained a Pass at the previous Grade in each discipline, before being entered for the next Grade in that discipline.

GQAL entry requirements are intended to ensure that there are no barriers to restrict access and progression and 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.

Examinations are available through the teacher with a minimum notice period, further details are available from GQAL.

There are no entry restrictions placed on candidates who are studying for other qualifications in Spanish Dance with other Awarding Organisations.

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 comparability of demand across the disciplines. The duration of examinations is set out in the following table.

	Intermediate	Advanced Foundation	Advanced 1 and 2	Professional Development
Maximum duration of the examination in minutes	70	90	90	90

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

12. Scheme of Assessment

Assessment is by external examination.

The marking scheme comprises a balanced and interrelated 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 to produce both a final score and a profile of achievement.

There are **three Examination Components**, (i) Performance Skills & Technique (PST) - Exercises, Centre, Dance, Performance Understanding, (ii) Choreography, Direction & Teaching (CDT) and (iii) Cultural & Physiological aspects of Dance (CPD).

The **six Assessment Categories** are, (i) Technique, (ii) Musicality, (iii) Appearance, (iv) Performance Skills, (v) Knowledge & Understanding (K & U), (vi) Professional Practice.

During the examination candidates will be assessed on their ability to demonstrate performance in the **six** Assessment Categories.

1. **Technique** that is correct, secure, safe and controlled.
2. **Musicality** that shows awareness of appropriate timing, speed, interpretation, feeling and expression.
3. **Appearance** that shows personal discipline and appropriate attire.
4. **Performance Skills** that are projected with flair and individuality.
5. **Knowledge and Understanding** by responding to the examiner's instructions with knowledge of the responses required and delivery that is confident and responsive.
6. **Professional Practice** shown through systematic preparation, understanding of professional requirements and delivery that is confident and responsive.

Candidates are required to produce a personal 'journal' or 'project' as a working document which captures their personal research, critical reflection, and their broad dance related curriculum. This will not be formally assessed but will contribute towards the discussions between them and the examiner that forms part of the 'Viva' or 'Questions' used to assess the candidate.

Candidates will be asked questions during any examination component and during time allocated as a 'Viva' within the time allocated for the examination. Marks are awarded for Professional Practice A~Preparation; B~Understanding; C~Delivery. Examples of questions and tasks for each grade are given in the Programme of Study.

WEIGHTINGS OF ASSESSMENT CATEGORIES							
		Tech %	Mus %	App %	P. Skills %	K&U %	Prof Practice %
L3	Intermediate. Advanced Foundation.	45	10	5	15	15	10
L4	Advanced 1. Advanced 2.	30	10	5	15	10	30
L5	Professional Practice.	15	10	5	15	5	50

The description of what is required at each Level for each Assessment Category 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 examiners as a means of ensuring common levels of understanding and expectation.

Mark Allocation Tables

Level 3 & 4 Examination Components and Assessment Categories ~ Intermediate / Advanced Foundation / Advanced 1 / Advanced 2 ~											
	Technique			Mus	App	Performance Skills		K & U	Professional Practice		
	Tech A	Tech B	Tech C			PS A	PS B		PP A	PP B	PP C
Exercises	5	5	5	5	5	5	5	5			
Centre	5	5	5	5			5	5			
Dance 1	5	5	5	5			5	5			
Dance 2	5	5	5	5			5	5			
Dance 3	5	5	5	5			5	5			
P Skills									5	5	5
CDT	5	5	5	5			5	5	5	5	5
CPD								5	5	5	

Level 5 Examination Components and Assessment Categories ~ Professional Development ~										
		Tech	Mus	P Skill	K & U	App	Professional Practice			
							A	B	C	
Exercises	B1	5	5	5	5	5				
	B2	5	5	5	5		5	5	5	
	B3	5	5	5	5					
Centre	C1	5	5	5	5					
	C2	5	5	5	5		5	5	5	
	C3	5	5	5	5					
Dance	D1	5	5	5	5					
	D2	5	5	5	5		5	5	5	
	D3	5	5	5	5					
PS							5	5	5	
CDT	Own Solo	5	5	5	5		5	5	5	
	Direction						5	5	5	
	Teaching						5	5	5	
CPD	Cultural						5	5	5	
	Physical						5	5	5	

13. Level 3 (RQF) Assessment Criteria

Level 3 Vocational Spanish Dance examinations provide evidence that Spanish Dance students have an increasing awareness of the demands of the dance profession and demonstrate SOUND AND ESTABLISHED Spanish Dance skills, understanding and artistry in the Assessment Criteria. Differentiation between Intermediate and Advanced Foundation is defined by the progressive requirements, and expectations prescribed in the Practical and Professional Practice Programmes of Study for each grade. These Programmes of Study provide a framework for the teaching and learning of the vocabulary and SOUND AND ESTABLISHED skills, understanding, artistry and professional development.

LEVEL 3 ASSESSMENT CRITERIA		
Assessment Category	Assessment Criteria	
Technique	Tech A <ul style="list-style-type: none"> dexterity stance vueltas 	The ability to use appropriate hand and finger movements correctly with fluidity (e.g. including when using Castanets) is established . The appropriate body posture, leg and arm positions are established. Turns with technical accuracy and precision are established .
	Tech B <ul style="list-style-type: none"> braceo control ritmos 	All arm positions and movements of wrists and hands are demonstrated with correct style . Core strength and control of the body and limbs is demonstrated with assurance in response to the demands of the required sequences and combinations. Timing and knowledge of rhythms and clarity and tone of beats is secure and established .
	Tech C <ul style="list-style-type: none"> zapateado alignments attire 	Precise foot/ankle placement within more intricate movements, and increased clarity and complex variations of tone is demonstrated. Body leg and arm positions with correct alignments in the various styles are fully coordinated and established . Confident use of attire and a skilful use of a combination of objects is established .
Musicality	Musicality <ul style="list-style-type: none"> timing interpretation feeling 	Work is demonstrated with correct timing and an ability to interpret a range of musical expression and styles .
Appearance	Appearance <ul style="list-style-type: none"> as required in the POS 	Spanish Dancing:- appropriate attire.
Performance Skills	PS A <ul style="list-style-type: none"> flair projection 	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 .
	PS B <ul style="list-style-type: none"> attitude responsiveness spatial awareness 	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 .
Knowledge and Understanding	K & U <ul style="list-style-type: none"> knowledge understanding 	Thorough knowledge and understanding of the movement vocabulary and requirements of the programme of study.
Professional Practice	PP A <ul style="list-style-type: none"> preparation 	The candidate must be able to discuss, reflect and show evidence of preparation and research .
	PP B <ul style="list-style-type: none"> understanding 	Candidates must show, and be able to communicate , their knowledge and understanding of the requirements.
	PP C <ul style="list-style-type: none"> delivery 	Confident and articulate responses required.

14. Level 4 (RQF) Assessment Criteria

Level 4 Vocational Spanish Dance examinations provide evidence that Spanish Dance students have a clear and focussed awareness of the demands of the dance profession and demonstrate HIGHLY DEVELOPED Spanish Dance skills, understanding and artistry in the Assessment Criteria. Differentiation between Advanced 1 and Advanced 2 is defined by the progressive requirements, and expectations prescribed in the Practical and Professional Practice Programmes of Study for each grade. These Programmes of Study provide a framework for the teaching and learning of the vocabulary and HIGHLY DEVELOPED skills, understanding, artistry and professional development.

LEVEL 4 ASSESSMENT CRITERIA		
Assessment Category	Assessment Criteria	
Technique	Tech A <ul style="list-style-type: none"> dexterity stance vueltas 	Consistent ability to use appropriate hand and finger movements correctly with fluidity and sensitivity (e.g. including when using Castanets) is established . The correct appropriate body posture, leg and arm positions are established and consistently sustained . Turns are consistently demonstrated with established accuracy and precision.
	Tech B <ul style="list-style-type: none"> braceo control ritmos 	All arm positions and wrist and hand movements are fully coordinated, and correct style is sustained throughout the delivery. Core strength and control of the body and limbs is consistently sustained and demonstrated with assurance in response to the demands of the required sequences and combinations. Demonstration of rhythms with clarity and tone of beats is secure, established and consistently sustained .
	Tech C <ul style="list-style-type: none"> zapateado alignment attire 	Precise foot/ankle placement within increasingly intricate movements and increased clarity and varieties of tone is consistently demonstrated and established . Body leg and arm positions with correct alignments in the various styles with full coordination are consistently sustained and established . Confident use of attire and skilful use of a combination of objects is consistently established and demonstrated .
Musicality	Musicality <ul style="list-style-type: none"> timing interpretation feeling 	Consistently demonstrate understanding and musical interpretation of the mood and style of the musical phrasing and dynamics.
Appearance	Appearance <ul style="list-style-type: none"> as required in the POS 	Spanish Dancing:- appropriate attire.
Performance Skills	PS A <ul style="list-style-type: none"> flair projection 	The performer shows flair and individuality and effectively engages with the audience . The communication of emotion and expression is fully integrated .
	PS B <ul style="list-style-type: none"> attitude responsiveness spatial awareness 	The dance space is fully utilised as a part of dance expression. A positive and confident attitude is consistently demonstrated in response to the examiner.
Knowledge and Understanding	K & U <ul style="list-style-type: none"> knowledge understanding 	Thorough knowledge and understanding of the movement vocabulary and requirements of the programme of study.
Professional Practice	PP A <ul style="list-style-type: none"> preparation 	The candidate must show evidence of research and preparation , be able to discuss and reflect .
	PP B <ul style="list-style-type: none"> understanding 	Candidates must show and be able to communicate a thorough knowledge and understanding of the requirements
	PP C <ul style="list-style-type: none"> delivery 	The delivery should be articulate, clear and confident with an ability to demonstrate purposefully the subject matter with a positive attitude .

15. Level 5 (RQF) Assessment Criteria

Level 5 Vocational Spanish Dance examinations provides evidence that the Spanish Dance student can INDEPENDENTLY APPLY their knowledge, skills and the techniques required both in theory and in practice. That they understand the demands made on a working dance professional and are able to maintain the personal levels of health, fitness and stamina that this requires. That they show a CREATIVE AND INDIVIDUAL APPROACH to their choreography, direction and teaching and the enthusiasm to communicate this with others in order to motivate and encourage them, and they project the performance skills necessary to dance with the FLAIR, CONFIDENCE AND INDIVIDUALITY needed to ENGAGE AN AUDIENCE.

LEVEL 5 ASSESSMENT CRITERIA		
Assessment Category	Assessment Criteria	
Technique		
Set	TECHNIQUE ~ dexterity, stance vueltas braceo control zapateado ritmos alignments attire	Technique is established and sustained with technical accuracy and precision (e.g. including when using Castanets)
Candidate		Technique is established and sustaining showing the appropriate relationship between the chosen steps and the music .
Examiner		Technique is established and sustained with technical accuracy and precision .
Musicality		
Set	MUSICALITY ~ timing, interpretation, feeling	Correct timing showing musical interpretation, understanding of musical phrasing and dynamics . Awareness of different time signatures.
Candidate		Demonstrate artistic quality using a mixed range of musical choices to enhance the interpretation of the appropriate content.
Examiner		Demonstrate an understanding and ability to interpret the music provided showing the appropriate artistic quality .
Appearance	APPEARANCE ~ as required in the programme of study	Spanish Dancing:- appropriate attire.
Performance Skills	PERFORMANCE SKILLS ~ flair, projection, attitude, responsiveness, spatial awareness.	Projection of performance skill necessary to dance with flair and individuality . The ability to reflect and evaluate choices made in self-initiated work The dance space is fully utilised as a part of dance expression. A positive and confident attitude is consistently demonstrated in response to the examiner.
Knowledge and Understanding		
Set	K & U ~ knowledge, understanding.	Competent knowledge and understanding of the Programme of Study requirements.
Candidate		Sound knowledge and understanding of the chosen movement vocabulary and appropriate use of both time signatures and musical expression.
Examiner		Competent knowledge and understanding of the requested movement vocabulary .
Professional Practice		
	PP A ~ preparation	The candidate must show evidence of research and preparation and be able to discuss and reflect .
	PP B ~ understanding	Candidates must show and be able to communicate a thorough knowledge and understanding of the requirements.
	PP C ~ delivery	The delivery should be articulate, clear and confident with an ability to demonstrate purposefully the subject matter with a positive attitude and approach.

16. Marking

Marks are awarded for the extent to which the performance of a candidate matches each of the six **Assessment Categories and Criteria** for the **Examination Components** as shown in the **Mark Allocation** Tables (See Section 12 Scheme of Assessment).

For each of the **Assessment Criteria** within 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
<i>Required standard not demonstrated</i>	<i>Required standard demonstrated in a very limited way</i>	<i>Required standard demonstrated in a way that is sometimes limited and sometimes partial</i>	<i>Required standard demonstrated in a way that is sometimes partial and sometimes of the required standard</i>	<i>Required standard demonstrated</i>	<i>Required standard exceeded</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**.

The total number of marks awarded for each Level is given below:

Level	Mark
Level 3	235
Level 4	235
Level 5	340

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 been demonstrated by a candidate 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.

Level 3 Assessment Criteria (see section 13) cover the **Intermediate and Advanced Foundation** grades.

Level 4 Assessment Criteria (see section 14) cover the **Advanced 1** and **Advanced 2** grades.

Level 5 Assessment Criteria (see section 15) cover the **Professional Development** grades.

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

Comparability across different dance awarding organisations against national level descriptors were established as set out in the table below.

The awarding organisations developed a national set of level descriptors for Graded Examinations in Dance for the original accreditation of these qualifications. The recognised awarding organisations for dance qualifications under the auspices of the Council for Dance Education and Training (CDET), now known as CDMT, came together to collectively review the original set of descriptors. The resulting descriptors aim to deliver two functions (i) to provide a set of benchmarks to which future graded dance qualifications will be developed and (ii) to provide benchmarks which will provide a basis for ongoing comparability and maintenance of standards within and between awarding organisations. On reviewing the original set of descriptors, the awarding organisations feel that these remain an accurate reflection of level for any new qualifications developed.

Level Descriptors for Vocational Graded Examinations in Dance		
General Descriptor	Knowledge Statement (the holder ...)	Skills Statement (the holder can....)
<p>Achievement at Level 3 reflects the ways in which candidates make the transition from expressive and personal motivation for dance to a disciplined attitude necessary for aspiring to work as a dance professional. Candidates 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.</p> <p>In addition, an increasing understanding of professional contexts will be demonstrated and applied in performance and practice.</p>	<p>Demonstrates a sound and established knowledge and understanding of the technique and vocabulary required within the chosen dance genre.</p> <p>Will be able to apply a broad knowledge and understanding of their genre to their own work and demonstrate knowledge of the role of a dance professional and the need for safe and healthy working practices and the professional context for dance.</p>	<p>Demonstrate consolidated technical skills through:</p> <ul style="list-style-type: none"> • The fluent use of the dance movement vocabulary • the acquisition of an increased range of movements in sequences of increased length and complexity • an ability to sustain an appropriate sense of style throughout more complex sequences • those additional elements of movement vocabulary and/or technique required for progression to professional work <p>Demonstrate enhanced musical and artistic qualities through:</p> <ul style="list-style-type: none"> • greater understanding of mood, dynamics and rhythm • a sensitive personal interpretation of musical mood <p>Demonstrate performance through:</p> <ul style="list-style-type: none"> • the execution of appropriately demanding pre-set steps, movements and sequences • expression and fluidity of movement involving dynamics and use of space • the confidence and ability to individually interpret directions within their chosen dance discipline/genre and use the performance skills necessary to engage an audience.
General Descriptor	Knowledge Statement (the holder ...)	Skills Statement (the holder can....)
<p>Achievement at Level 4 reflects the ways in which candidates build upon a range of skills, knowledge and understanding to demonstrate the</p>	<p>Demonstrates a comprehensive knowledge of the repertoire and vocabulary of their chosen dance genre.</p>	<p>Demonstrate evidence of personal style and technical mastery through:</p> <ul style="list-style-type: none"> • a wide range of movements performed with stamina and safely developed technical strength • the use of an extensive dance movement vocabulary

disciplined attitude necessary for aspiring to work as a dance professional. Candidates will demonstrate an increasingly sophisticated vocabulary of movement and artistry showing confidence, assurance and professional awareness in application. In addition, a thorough understanding of professional contexts will be demonstrated and applied in performance and practice.	<p>Demonstrates the ability to comment critically on others' work with reference to the broader context of dance provision.</p> <p>Demonstrates knowledge of the world of dance and its relationship to the aspects of choreography and direction that underpin professional development as a dancer and the ability to relate this to working in professional contexts.</p>	<p>Demonstrate assured musicality and artistry through:</p> <ul style="list-style-type: none"> • a highly developed understanding of mood, dynamics and rhythm • an increasingly mature interpretation of the music <p>Demonstrate a performance as a coherent entity in a confident and assured manner through:</p> <ul style="list-style-type: none"> • the ability to integrate personal knowledge and experience with the repertoire required in their chosen dance discipline/genre, using this as the basis for improvisation in their work. • subtleties of performance • evidence of more varied and challenging work being undertaken • the ability to communicate subtleties of interpretation effectively (both solo and/or ensemble) • the ability to interpret the repertoire for their chosen dance discipline/genre with a developing sense of individuality and style • an adaptable, self-confident approach to performance skills.
General Descriptor	Knowledge Statement (the holder ...)	Skills Statement (the holder can....)
Achievement at Level 5 shows practical and theoretical knowledge and understanding of the discipline or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.	<p>Demonstrate a high level of knowledge and understanding in the chosen dance genre including:</p> <ul style="list-style-type: none"> • Detailed knowledge of the repertoire • Detailed understanding of the repertoire <p>Perform complex movement sequences showing:</p> <ul style="list-style-type: none"> • A high level of technical skill • Appropriate physical awareness, strength and stamina • A high level of understanding of musical interpretation and complex rhythmical sounds, accents and timings • The ability to engage with an audience and an understanding of the subtleties of performance <p>Choreograph a performance piece which demonstrates a high level of knowledge and understanding of the chosen dance genre and an appropriate range of technical and creative skills</p> <p>Adapt and improvise movement sequences and performances in response to direction and independently as appropriate</p> <p>Demonstrate an informed and in depth understanding of the requirements of living and working as a dance professional</p> <p>Demonstrate an understanding of and the ability to maintain professional levels of fitness</p>

19. Candidates with Additional Needs

Information on assessment, examination and entry requirements for candidates with additional needs are published on the GQAL website and are also provided in the Teachers Handbook. In addition, contact GQAL Head Office.

20. Examination Results

Results and certificates will normally be issued within 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	To achieve the award of a Pass the performance of a candidate must reach or partially reach the required standard of 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. A defining characteristic of the overall performance of a candidate awarded a Pass is that it reaches or partially reaches the required standard of dance skills indicated in the Level Descriptions, and the repertoire defined in the Programme of Study.	44%
Merit	To achieve the award of a Pass with Merit the performance of a candidate must reach the required standard of 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. 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 dance skills indicated in the Level Descriptions, and the repertoire defined in the Programme of Study.	59%
Distinction	To achieve the award of a Pass with Distinction the performance of a candidate must reach and exceed the required standard of 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. A defining characteristic of the overall performance of a candidate awarded a Pass with Distinction is that it consistently exceeds the required standard of dance skills indicated in the Level Descriptions, and the repertoire defined in the Programme of Study.	77%

22. Repeats of Examinations

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination at that Grade is permitted. All examination components must be completed on re-examination. Marks from examination components may not be carried forward or credited.

23. 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 and level descriptions and examination requirements make appropriate demands on candidates both in terms of their physical safety, wellbeing, and expectations of physical and cognitive performance in relation to their age and level of ability.

24. Statutory Requirements

It is a requirement that all centres, teachers of this qualification and examiners make themselves aware of and comply with relevant current legislation, including relating to Safeguarding, Health and Safety, Data Protection and Diversity.

25. Validity of Specification

This specification is valid from the 1 January 2026 – 31 December 2031