



Qualification Verification Summary Report

NQ Verification 2018–19

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Section 1: Verification group information

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| Verification group name: | Dance |
| Verification event/visiting information | Event |
| Date published: | June 2019 |

National Courses/Units verified:

H22R 75 SCQF level 5 Dance: Technical Skills
H22S 75 SCQF level 5 Dance: Choreography
H22R 76 SCQF level 6 Dance: Technical Skills
H22S 76 SCQF level 6 Dance: Choreography

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Section 2: Comments on assessment

Assessment approaches

Most centres continue to use assessment approaches from the SQA unit assessment support packs from SQA's secure website, or approaches derived from these.

There are three Dance unit assessment support packs to complement a range of learning and teaching approaches (unit-by-unit, combined and portfolio approaches). Centres are reminded that, if revised or centre-created assessment tasks are used, it is strongly recommended that you make use of SQA's prior verification service to ensure approaches to assessment are valid.

Assessments that are submitted for prior verification must be internally quality-assured by centre staff. There is more information on [SQA's prior verification](#) web pages.

National 5 Dance: Technical Skills

Assessment standard 1.1 — Describing the technical skills and characteristics of the selected dance style

Centres presented workbooks which made good use of scaffolding to support candidates to demonstrate their knowledge for this assessment standard.

Assessment standard 2.1 — Demonstrating the technical skills and fundamental principles of two contrasting dance styles

An effective approach to this assessment standard should be demonstrated through structured classwork in a series of skill-specific exercises and not a range of skills amalgamated into a few short sequences. For jazz, examples of a clear approach would be style-specific skills presented through a warm-up exercise, stretching and conditioning, tendus and plies, arm exercise, isolations, kicks, jumps, travelling combinations and a cool down. However, short exercises focusing on single skills can be linked together to make longer exercises covering more skills, where appropriate. Exemplifying this assessment standard through two or three exercises does not show a wide enough range of technical skills to meet the requirements of this assessment.

Assessor checklists should be used to support the assessment judgements. If centres decide to use a checklist only without providing supplementary video evidence, this would have to include detailed assessor comments and be crossed-marked. A good approach to checklists includes assessment of technical and performance skills with detailed criteria to be assessed. Assessment judgements should be made on a pass or fail basis only and centres are reminded not to use the course assessment task (CAT) or allocate marks for unit assessment.

Assessment standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

Most centres provided evidence for contemporary and jazz dance styles. Candidates experienced appropriate challenge and choreography allowed for the development of performance skills.

An effective approach for this assessment standard would be to create an assessment checklist to assess technical and performance skills in relation to specific skills, supported by video evidence and/or detailed tutor comments. A number of centres have used terminology such as 'secure pass' 'pass' and 'fail' or 'good' 'satisfactory' and 'poor' to show how they have arrived at their assessment decisions. This is a good approach — centres should not be assigning marks when making assessment judgements as this is not appropriate for unit assessment. The course assessment marking sheets should not be used when assessing the unit assessments.

Higher Dance: Technical Skills

Assessment standard 1.2 — Analysing the social and cultural influences on one selected dance style

Most centres used workbook tasks with questions to prompt candidate responses. An example of good practice encouraged personalisation and choice allowing for candidates to present their work as a newspaper article.

Assessment standard 2.1 — Demonstrating refined technical skills and principles of two contrasting dance styles

An effective approach for this assessment standard would be to create an assessment checklist to assess elements such as posture and alignment, timing and musicality and the use of turnout/parallel in relation to skill-specific exercises, supported by video evidence and/or detailed tutor comments. A number of centres have used terminology such as 'secure pass' 'pass' and 'fail' or 'good' 'satisfactory' and 'poor' to show how they have arrived at their assessment decisions. This is a good approach — centres should not be assigning marks when making assessment judgements as this is not appropriate for unit assessment.

Some centres that presented candidates for both National 5 and Higher made use of the same technical exercises for both levels with slight changes such as performing on both sides or changing direction. Whilst this does increase the challenge, centres are reminded that the complexity of the skills should be of a higher level when working towards the Higher course to ensure an appropriate level of challenge and differentiation across courses. Please see the course support notes for further guidance on suitable skills for both levels of qualifications.

Assessment standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

An effective approach for this assessment standard would be to create an assessment checklist to assess technical and performance skills in relation to specific skills, supported by video evidence and/or detailed tutor comments. A number of centres have used terminology such as 'secure pass' 'pass' and 'fail' or 'good' 'satisfactory' and 'poor' to show how they have arrived at their assessment decisions. This is a good approach — centres should not be assigning marks when making assessment judgements as this is not appropriate for unit assessment. The course assessment marking sheets should not be used when assessing the unit assessments.

Assessment standard 2.3 — Applying knowledge of safe dance practice when demonstrating technical dance skills

This assessment standard should be demonstrated through practical work to show candidates applying their knowledge. Some centres demonstrated good practice by making use of worksheets that further supported and developed the candidates' knowledge and understanding.

Assessment standard 2.4 — Analysing and evaluating technical dance skills in own and another's work

Some centres have presented candidate work which makes use of observation schedules to analyse and evaluate performance. This is a good approach although the centre should ensure candidates are given the opportunity to analyse this data to make informed and detailed evaluations about their own and another's work. A good approach would be to complete observation schedules and follow this up with a task sheet which prompts candidates to make detailed evaluative responses in relation to the results, clearly identifying strengths and/or areas for improvement.

Assessment judgements

National 5: Technical Skills

Assessment standard 1.1 — Describing the technical skills and characteristics of the selected dance style

Where candidates described characteristics this at times lacked detail and consisted of identifying characteristics in the form of a list as opposed to descriptions.

Assessment standard 1.2 — Explaining the development of the selected dance style

Where pupils made use of ICT to present their work it was clear at times that they did not present their own work. Some candidates discussed jazz 'music' as opposed to music for jazz 'dance'. Centres should ensure candidates are accessing the correct information and ensure that this is demonstrated in their work in order to meet this assessment standard.

Assessment standard 2.1 — Demonstrating the technical skills and fundamental principles of two contrasting dance styles

Assessment standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

When making assessment judgements for both assessment standards some centres showed inconsistent judgements within their checklists. The overall assessment judgements were valid, however the finer details within the assessment checklists including assessor comments did not always reflect the candidate's ability. The use of assessment checklists is a good approach to providing candidates with feedback on their performance therefore assessors should ensure that this feedback is accurate. Making assessment judgements using marks is not appropriate for unit assessment and centres should be making a pass/fail judgement only.

Higher Dance: Technical Skills

Assessment standard 2.1 — Demonstrating the technical skills and fundamental principles of two contrasting dance styles

Assessment standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

When making assessment judgements for both assessment standards some centres showed inconsistent judgements within their checklists. The overall assessment judgements were valid, however the finer details within the assessment checklists including assessor comments did not always reflect the candidate's ability. The use of assessment checklists is a good approach to providing candidates with feedback on their performance therefore assessors should ensure that this feedback is accurate. Making assessment judgements using marks is not appropriate for unit assessment and centres should be making a pass/fail judgement only.

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Section 3: General comments

Candidate assessment records should be included and indicate clearly the assessment judgement (pass or fail) made by the centre for each assessment standard submitted. Assessor comments should also reference how the candidate has or has not met the assessment standard(s) relating to the candidate evidence provided. For verification purposes it is possible to submit interim evidence for a unit which candidates have not fully completed, however the centre must still indicate pass or fail judgements with supplementary comments which detail what the candidate requires to do to meet the assessment standard(s). For more information please refer to our [Guide to Interim Evidence](#).

When submitting video evidence please ensure all candidates are clearly identified. This could be done through introductions, candidate numbers or floorplans. Please also ensure all videos are clearly labelled with the name of the exercise or task.

For technical exercises, solos and choreography workshops, centres should provide video evidence to show how they have arrived at their assessment decisions. If a centre decides not to use video evidence then checklists with detailed assessor comments should be provided.

For all assessment standards submitted for verification, the centre should ensure that evidence is clearly labelled with the assessment standard(s) it relates to. Centres are encouraged to make use of SQA unit assessment support packs and refer to the judging evidence tables — this contextualises the assessment task and gives advice on what a successful response would look like to meet the competency for each assessment standard.