

AS/A2 PHYSICAL EDUCATION

ASSESSMENT CRITERIA

DANCE ACTIVITIES: FOLK DANCING

National Governing Body:

The Welsh Folk Dancing Society (Cymdeithas Dawns Werin Cymru)

STANDARDISATION

The Activity will be standardised by an experienced assessor and adjudicator of Folk Dancing.

The standardisation process will be carried out and overlooked by the PE Advanced Level Co-ordinator. The Co-ordinator together with other members of the department will compare the standards in Folk Dancing to those in other activities, so that consistency in assessment may be established.

AS (2564)

The candidate is assessed on their ability to choreograph and perform a solo dance with the use of music as a sound stimulus lasting between two and three minutes.

The formal solo dance **must** contain the following technical elements:

- Stepping
- Movement
- Rhythm

Candidates must produce a written programme prior to assessment. This programme must be available at moderation.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Balanced Footwork
 - Equal aptitude of right and left feet
 - Use of variety of moods – light and heavy stepping
 - Adaptability of different rhythms
 - Intricacy of stepping
- Patterns
 - Use of traditional patterns
 - Variety of patterns
- Aesthetic Quality
 - Continuity flow of sequence
 - Creativity
 - The quality of the individual elements and the overall timing and special awareness
- Communication
 - Awareness of response to audience
 - Awareness of accompaniment
 - Control

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situation. The candidate is assessed out a maximum of 30 marks.

Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate has introduced appropriate strategies and demonstrated an understanding of composition and choreography. Performances in the conditioned competitive situations have been excellent and progress has allowed them to achieve their performance-based targets.
19 – 24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduce a range of successful compositional and choreographic strategies. Performances in the conditioned competitive situations have been very good and improvement has been such as to allow a high standard of learning and understanding.
13 – 18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. Performances in the conditioned competitive situations have been good and improvement reflects satisfactory learning and understanding.
7 – 12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the conditioned competitive situations have become more consistent and progress has allowed some learning and understanding.
0 -6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

A2 (2567)

The candidate is assessed on their ability to choreograph and perform a formal solo dance with the use of music as a sound stimulus lasting a maximum of four minutes. The following regulations apply:

- No floor size requirement
- Choreograph and performance of a solo dance sequence of a maximum of 4 minutes
- Use of music or sound system
- The candidate will produce a written programme prior to assessment and moderation.

The formal solo dance **must** contain the following technical elements:

- Stepping
- Movement
- Rhythm
- Build up and progression
- Variety of tempo and moods.

Assessment is based on performance in a fully choreographed solo dance where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- **Balanced Footwork**
Equal aptitude of right and left feet
Use of variety of moods – light and heavy stepping
Adaptability of different rhythms
Intricacy of stepping
- **Patterns**
Use of traditional patterns
Variety of patterns
- **Aesthetic Quality**
Continuity flow of sequence
Creativity
The quality of the individual elements and the overall timing and special awareness
- **Communication**
Awareness of response to audience
Awareness of accompaniment
Control

These assessment phases are used in conjunction with the following assessment criteria for the formal choreographed solo dance.

Marks	Description
25 – 30	<p>Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite performance pressures. The candidate has introduced strategies at a high level and demonstrated an understanding of sequence composition and choreography. Performances in the formal performance situations have been excellent and progress has allowed them to achieve their performance based targets.</p> <p>An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</p>
19 – 24	<p>Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the dance. Under performance pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduce a range of successful sequence compositional and choreographic strategies. Performances in the formal performance situations have been very good and improvement has been such as to allow a high standard of learning and understanding.</p> <p>A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</p>
13 – 18	<p>Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the dance. There is a sound level of success in the selection and application of advanced techniques in the dance and under performance pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements. Performances in the formal performance situations have been good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</p>
7 – 12	<p>Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the dance. There is an attempt to select and apply advanced techniques in the dance and under performance pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use a satisfactory compositional and choreographic strategies. Performances in the formal performance situations have become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</p>
0 -6	<p>Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the formal performance situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate dances occasionally in a team.</p>