

Analysis of Responses to our Consultation on Conditions and Guidance for GCSE, AS and A Level Dance



June 2015

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Contents

Executive summary	2
1. Introduction	3
2. Who responded?.....	4
3. Approach to analysis.....	5
Data presentation	5
4. Views expressed – consultation response outcomes.....	6
Other issues	10
Appendix A: List of organisational consultation respondents.....	11

Executive summary

Our consultation about the Conditions and guidance for GCSE, AS and A level dance took place between 5th February 2015 and 27th February 2015.

The consultation questions were available either to complete online or to download. A copy of the consultation is available at www.gov.uk/government/consultations/gcse-as-and-a-level-reform-regulations-for-dance.

There were five responses to the consultation – one from an individual and four from organisations. All responses were in a form that matched or broadly followed the layout of the online consultation.

Respondents largely commented on issues outside the scope of the consultation (such as the relative weighting of exams and non-exam assessment). Where respondents did comment on our proposals, they expressed support for our proposed rules and guidance.

1. Introduction

This report is a summary of the views expressed by those who responded to our consultation on the Conditions and guidance for GCSE, AS and A level dance which took place between 5th February 2015 and 27th February 2015.

Following earlier consultations, we have already taken decisions on:

- the general design of reformed GCSE, AS and A level qualifications;
- our policy and technical arrangements relating to those subjects that are due to be introduced for first teaching in 2015;¹ and
- the design of the reformed GCSE, AS and A level qualifications in dance that are to be introduced for first teaching in 2016.²

This consultation focused on more technical matters – that is, on the regulatory arrangements that we must put in place to make sure that exam boards design, deliver and award the new GCSE, AS and A level qualifications in dance in line with our policy decisions.

¹ Reformed GCSEs in English language, English literature and mathematics will be taught from September 2015. Reformed AS and A level qualifications in art and design, biology, business, chemistry, computer science, economics, English language, English language and literature, English literature, history, physics, psychology and sociology will be taught from September 2015.

² www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

2. Who responded?

We received a total of five responses to our consultation.³ One response was from an individual and four were from organisations (see Table 1 for a more detailed breakdown). All of the responses were from individuals or organisations based in England or Wales.

Table 1: Breakdown of consultation responses

Individual / Organisation response	Respondent type	Number
Individual	Teacher	1
Organisation response	Union	2
Organisation response	Exam board	1
Organisation response	Local authority	1

³ Where responses were received in hard copy we entered them into the online platform.

3. Approach to analysis

We published the consultation on our website. Respondents could choose to respond using an online form, by email or by posting their answers to the consultation questions to us. The consultation included nine questions.

This was a consultation on the views of those who wished to participate and while we made every effort to ensure that as many respondents as possible had the opportunity to reply, it cannot be considered as a representative sample of the general public or of any specific group.

Data presentation

We present the responses to the consultation questions in the order in which they were asked.

The consultation asked nine questions and each had a different focus. Respondents could choose to answer all or just some of the questions.

During the analysis phase we reviewed every response to each question.

4. Views expressed – consultation response outcomes

In this section we report the views, in broad terms, of those who responded to the consultation document. We have structured this around the questions covered in the consultation document and provide analysis of the data broken down by stakeholder.

A consultation is not the same as a survey and the responses only reflect the views of those who chose to respond. Typically these will be those with strong views and/or particular experience or interest in a topic. What follows is a fair reflection of the views expressed by respondents to the consultation.

A list of the organisations that responded to the consultation is included in Appendix A.

Question 1 – Do you have any comments on the draft Conditions for new GCSE dance?

Our draft Conditions stated that exam boards must ensure that they:

- comply with the Department for Education’s subject content requirements for new GCSEs in dance,⁴ and with our published assessment objectives;
- in line with our previous decisions, allocate 60 per cent of marks to non-exam assessment, with the remaining 40 per cent allocated to exams; and
- comply with any rules and guidance that we put in place around non-exam assessments (we asked a separate question about our proposed rules).

Three respondents (all organisations) did not comment on this question.

Of the two respondents (one individual, one organisation) who did comment, both commented on issues outside the scope of the consultation, which we have analysed under ‘Other issues’ below.

Question 2 – Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new GCSE dance?

⁴ www.gov.uk/government/publications/gcse-dance

This question referred to our draft assessment rules, which specified the nature, structure and conduct of non-exam assessments for reformed GCSEs in dance.

Two respondents (one individual, one organisation) did not comment on this question.

The respondents who did comment broadly supported our proposals, while recognising the challenge of balancing theoretical and practical aspects of the curriculum.

Question 3 – Do you have any comments on the draft guidance on assessment objectives for new GCSE dance?

This question referred to the draft guidance on assessment objectives which outlines how we expect exam boards to interpret the assessment objectives in terms of discrete ‘strands’ and ‘elements’ within each assessment objective, coverage expectations and key areas of emphasis in each assessment objective.

Three respondents (all organisations) did not comment on this question.

Of the two respondents who did comment, one expressed support for our proposed guidance, and one commented on issues outside the scope of the consultation, which we have analysed under ‘Other issues’ below.

Question 4 – Do you have any comments on the draft Conditions for new A level and AS dance?

Our draft Conditions stated that exam boards must ensure that they:

- comply with the Department for Education’s subject content requirements for new A levels and AS qualifications in dance,⁵ and with our published assessment objectives;
- in line with our previous decisions, allocate 50 per cent of marks to non-exam assessment, with the remaining 50 per cent allocated to exams; and
- comply with any rules and guidance that we put in place around non-exam assessments (we asked a separate question about our proposed rules).

Four respondents (one individual, three organisations) did not comment on this question.

⁵ www.gov.uk/government/publications/gce-as-and-a-level-dance

The other respondent commented on issues outside the scope of the consultation, which we have analysed under ‘Other issues’ below.

Question 5 – Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new A level and AS dance?

This question referred to our draft assessment rules, which specified the nature, structure and conduct of non-exam assessments for reformed AS and A level qualifications in dance.

Two respondents (one individual, one organisation) did not comment on this question.

One respondent (an organisation) commented that the small number of candidates in some schools may make it difficult for all A level students to perform as part of a quartet.

One (an organisation) supported our proposal for the external marking of non-exam assessment.

Two (both organisations) commented on issues outside the scope of the consultation, which we have analysed under ‘Other issues’ below.

Question 6 – Do you have any comments on the draft guidance on assessment objectives for new A level and AS dance?

This question referred to the draft guidance on assessment objectives which outlines how we expect exam boards to interpret the assessment objectives in terms of discrete ‘strands’ and ‘elements’ within each assessment objective, coverage expectations and key areas of emphasis in each assessment objective.

Four respondents (one individual, three organisations) did not comment on this question.

Question 7 – We have not identified any ways in which the proposed requirements for reformed GCSEs and GCEs in dance would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified? If so what are they?

Four respondents (all organisations) did not comment on this question.

The other respondent commented on issues outside the scope of the consultation, which we have analysed under ‘Other issues’ below.

*Analysis of Responses to our Consultation on Conditions and Guidance for GCSE,
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Question 8 – Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.

Four respondents (all organisations) did not comment on this question.

The other respondent commented on issues outside the scope of the consultation, which we have analysed under ‘Other issues’ below.

Question 9 – Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?

No respondents commented on this question.

Other issues

Respondents also commented on two issues that were outside the scope of the consultation. These were the weighting of assessment objectives at A level and the relative weighting of exams and non-exam assessment.

Respondents felt that a higher weighting for non-exam assessment would be more appropriate for this subject. One commented that the increased weighting of examinations could have a negative impact on students with special educational needs such as autism.

We have already considered all the issues raised, when taking decisions following our earlier consultation on assessment arrangements for the subject.⁶ None of the responses to this consultation raised any new issues that would cause us to revisit our earlier decisions.

⁶ www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

Appendix A: List of organisational consultation respondents

When completing the questionnaire, respondents were asked to indicate whether they were responding as an individual or on behalf of an organisation.

Below we list those organisations that submitted a response to the consultation. We have not included in the list the individual respondent, however, all responses were given equal status in the analysis.

AQA

ASCL

Buckinghamshire County Council

Voice

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