



## Specification

---

**Level 3 Certificate in  
Graded Examination in  
Dance: Grade 6 (Classical  
Ballet)**

**Level 3 Certificate in  
Graded Examination in  
Dance: Grade 7 (Classical  
Ballet)**

**Level 3 Certificate in  
Graded Examination in  
Dance: Grade 8 (Classical  
Ballet)**

**Level 3 Certificate in  
Vocational Graded  
Examination in Dance:  
Intermediate (Classical  
Ballet) (male and female  
candidates)**

---

**Level 3:  
Classical Ballet**

---

(Qualifications regulated in England and Wales)

This specification is valid from 1 August 2016 to 1 August 2019 (or until further notice)

\*bbodance is the new name for the British Ballet Organization which was set up in 1930 to improve standards of dance teaching. Our mission is to inspire excellence and promote the education, training and enjoyment of dance. We are an inclusive, innovative and dynamic organisation which supports its members through a lifelong partnership.

bbodance is accredited by the Council for Dance Education and Training (CDET) and offers examinations in Ballet, Tap, Jazz and Modern which are Regulated Qualifications Framework (RQF) by Ofqual and Qualifications Wales. These examinations are delivered both nationally and internationally

In addition to regulated qualifications, bbodance offers Performance Awards and Freestyle Dance Awards for candidates who do not wish to take formal examinations. Information on all qualifications and awards can be found on our website ([www.bbo.dance](http://www.bbo.dance)).

This Specification sets out the aims, objectives, assessment criteria and content for the named qualification/s. The document contains a summary of the examined dance content: a more detailed syllabus can be found on the website and downloaded for fuller reference.

bbodance is a trading name for The British Ballet Organization Ltd., a Charity registered in England (No. 277177) and a Company Limited by Guarantee (No. 1402656).

## Dance Qualifications at a Glance

### Regulated Qualifications (RQF 2016)

Examination	Genre/s	Level/Award
Grade 1	Ballet; Tap; Modern; Jazz; *Musical Theatre	Level 1 Award
Grade 2	Ballet; Tap; Modern; Jazz	Level 1 Award
Grade 3	Ballet; Tap; Modern; Jazz	Level 1 Award
Grade 4	Ballet; Tap; Modern; Jazz	Level 2 Award
Grade 5	Ballet; Tap; Modern; Jazz	Level 2 Award
Grade 6	Ballet; Tap; Modern; Jazz	Level 3 Certificate
Grade 7	Ballet; Tap; Modern; Jazz	Level 3 Certificate
Grade 8	Ballet; Tap; Modern	Level 3 Certificate
Intermediate Foundation	Ballet; Tap; Modern; Jazz	Level 2 Certificate
Intermediate	Ballet; Tap; Modern; Jazz	Level 3 Certificate
Advanced 1	Ballet; Tap; Modern; Jazz	Level 4 Certificate
Advanced 2	Ballet; Tap; Modern	Level 4 Diploma
L4 Diploma in Dance Teaching	Student's own choice	Level 4 Diploma
L5 Diploma in Dance Teaching	Student's own choice	Level 5 Diploma
L6 Diploma in Dance Teaching	Student's own choice	Level 6 Diploma
L6 Extended Diploma in Dance Teaching	Student's own choice	Level 6 Extended Diploma

\*available from September 2016

## Contents

1.	Summary, objectives, aims and philosophy.....	1
2	Learning outcomes and assessment criteria .....	7
3	Syllabus content.....	10
4	Duration of Examinations.....	
5	How marks are awarded.....	15
6	Marks and achievement descriptors .....	15
7	Total Qualification Time.....	17
8	UCAS Tariff Points.....	17

## **1) Summary, objectives, aims and philosophy**

### **a) Summary**

- i)** Grades 6, 7 and 8 are the final suite of bbdance Graded Examinations in Dance and are aligned with Level 3 of the Regulated Qualifications Framework (Ofqual 2016). Successful completion of these examinations leads to a Level 3 Certificate. The examinations are offered in a range of genres and are available to any student, with or without previous dance experience.
- ii)** Grades 6, 7 and 8 are conceived as a progression which covers an extended dance vocabulary at an achievable pace for the average student attending two or more dance class per week. Candidates are advised to complete each Graded Examination in succession.
- iii)** Intermediate is a Vocational Graded Examination in Dance aligned with Level 3 of the Regulated Qualifications Framework. Successful completion of this examination leads to a Level 3 Certificate.
- iv)** The Intermediate examination covers a more extensive range of dance vocabulary and requires more intensive study than Grades 6-8. This is reflected in the Total Qualification Time for each of the Level 3 qualifications (see Section 7).
- v)** All bbdance Level 3 qualifications carry UCAS points (see Section 8)

### **b) Objectives**

- i)** To provide access to nationally recognised examinations in dance which, at the higher level, are accepted by the industry as benchmarks of achievement and taken into account by universities and other Higher Education (HE) institutions offering degree courses and programmes in dance and dance teacher education. Graded and Vocational Graded examinations at Level 3 also aid progression to workplace opportunities such as: professional dancer, teacher, examiner, choreographer, notator, historian, lecturer and community practitioner.
- ii)** To contribute to the development of a wide range of competencies and life skills, such as motor control, health and safety awareness, self-expression, physical fitness and stamina, discipline, mental ability and confidence.
- iii)** To provide a sound platform in dance knowledge and skills for progression to the workplace and/or Vocational Graded Examinations at Level 4.

### **c) Aims**

i) The aims of Graded and Vocational Graded Examinations in Classical Ballet are to:

- promote the study of ballet as a leisure and/or vocational activity
- provide a means of measuring the acquisition of technical, musical and ballet performance skills
- promote and encourage enjoyment of ballet as a form of physical exercise
- provide all candidates, particularly children and young people, with an opportunity of experiencing ballet accompanied by live or recorded music
- encourage personal self-confidence and group awareness through the experience of dancing solo, with partners and in small groups
- aid the development of a general appreciation of music through dancing to various musical styles and rhythmic patterns
- motivate students by providing a series of clearly defined goals which have been structured to reflect the principles of safe dance practice
- provide teachers with a means by which to develop and monitor the individual progress of their students

d) Fitness for purpose

i) A qualification will only be fit for purpose if it secures the requirements of

- Validity
- Reliability
- Comparability
- Manageability
- Minimising bias

ii) bbodance aims to meet these requirements through a rigorous internal Quality Assurance Framework which includes:

- identifying and mitigating conflicts of interest in the delivery of dance examinations
- Adopting policies and procedures which encourage access to examinations, minimise or remove barriers, and treat all students and candidates without bias.
- providing initial examiner training which includes seminars, 'shadowing' existing examiners and a mentoring support scheme
- Providing on-going training for examiners and monitoring their work through annual seminars, moderation exercises and performance reviews
- Undertaking regular reviews of syllabus content, examination procedures and marking methodologies in order to meet regulatory requirements and the needs of examination 'users'
- Undertaking statistical analysis of marks and adjustment where appropriate

- Monitoring the use of Reasonable Adjustments and Special Considerations procedures and sharing best practice with other dance Awarding Organisations
- Maintaining an appropriately skilled, competent and dedicated team of staff to design, deliver and quality assure dance examinations

#### e) Entry Criteria

- No previous dance qualifications are necessary in order to enter for Graded or Vocational Graded Examinations.
- For the Intermediate examination, candidates must have gained Level 2 equivalent knowledge, understanding and skills.

### 2) Learning Outcomes, and Assessment Criteria

a) The learning outcomes and assessment criteria for Grades 6, 7, 8 and Intermediate are given below.

- Learning outcomes** describe what a student or learner should know, understand or be able to do on completion of a period of learning. These outcomes are defined in terms of knowledge, skills and competence. Each bbodance Graded Examination syllabus is underpinned by a set of learning outcomes which are appropriate for the level of the examination and award
- Assessment criteria** specify the standard a student or learner is expected to meet in order to demonstrate that the learning outcomes have been achieved. Each bbodance Graded Examination is marked according to a series of assessment criteria which reflect the level of the examination and award.

#### b) Level 3 Descriptor

- Candidates who have successfully completed a Level 3 qualification will have demonstrated an extensive range of dance vocabulary with a consistently secure technical foundation. They will be able to perform complex movements with a clear and sustained sense of co-ordination and alignment. Their musicality is sound and forms part of a clearly discernible sense of performance which includes some aspects of individuality.

#### c) Grade 6 Examination (Classical Ballet)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> <li>• Develop detailed knowledge and understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>• Perform complex movement phrases and sequences with</li> </ul>

classical ballet vocabulary and technical principles	secure use of classical ballet technique <ul style="list-style-type: none"> <li>perform longer movement sequences with accuracy</li> </ul>
<ul style="list-style-type: none"> <li>Understand the complex relationship between music and ballet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a clear understanding of a range of musical rhythms, and styles</li> <li>Demonstrate a sensitive interpretation of musical quality, phrasing and narrative</li> </ul>
<ul style="list-style-type: none"> <li>Use an appropriate range of technique and performance skills in an extended ballet enchainment or variation</li> </ul>	<ul style="list-style-type: none"> <li>Present a technically sound and assured ballet performance which engages with an audience</li> </ul>

**d) Grade 7 Examination (Classical Ballet)**

<b>Learning Outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
<ul style="list-style-type: none"> <li>Develop in-depth knowledge and understanding of ballet, including, but not limited to, the classical ballet lexicon</li> </ul>	<ul style="list-style-type: none"> <li>Perform complex movement sequences, using a wide ballet-based vocabulary</li> <li>Perform with technical security and an element of confidence</li> </ul>
<ul style="list-style-type: none"> <li>Develop a secure understanding of musicality in ballet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a confident and personal interpretation of musical accompaniment</li> <li>Perform to a range of musical rhythms, dynamics and styles</li> </ul>
<ul style="list-style-type: none"> <li>Integrate a range of knowledge and skills in order to present an informed and assured ballet performance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure sense of ballet performance and artistry with an appropriate sense of style</li> </ul>

**e) Grade 8 Examination (Classical Ballet)**

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<ul style="list-style-type: none"> <li>Develop an assured range and depth of knowledge and understanding in ballet, including complex nuances in style</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a broad range of ballet vocabulary across choreographic styles</li> <li>Demonstrate sustained technical accuracy</li> <li>Perform ballet sequences set by the Examiner</li> <li>Answer theory questions on technical issues in ballet</li> </ul>
<ul style="list-style-type: none"> <li>Consolidate the range and nuance of their musicality</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a consolidated sense of musicality with some detailed nuances of phrasing</li> </ul>
<ul style="list-style-type: none"> <li>Synthesise practical and theoretical learning to perform complex and extended ballet sequences with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate confidence as a performer with a clear sense of style</li> <li>Demonstrate confidence in performing alone and with others</li> </ul>

**f) Intermediate Examination (Classical Ballet)**

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<ul style="list-style-type: none"> <li>Develop an assured range and depth of knowledge and understanding in the ballet genre</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an extensive range of ballet vocabulary</li> <li>Demonstrate sustained technical accuracy with confidence</li> <li>Demonstrate a secure basis for pointe work</li> <li>Perform complex and previously unseen ballet sequences set by the Examiner</li> </ul>
<ul style="list-style-type: none"> <li>Consolidate the range and nuance of their musicality</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate musicality and secure musical phrasing in both learned and 'unseen' ballet sequences</li> <li>Demonstrate contrasting</li> </ul>

	musical and movement dynamics
<ul style="list-style-type: none"> <li>• Synthesise practical and theoretical learning to perform complex and extended ballet sequences with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a clear sense of performance and artistic style</li> <li>• Perform alone and with others with equal confidence</li> <li>• Perform with an element of individual interpretation and artistry</li> </ul>

**g)** In the examination candidates will be assessed on their ability to

- i)** Perform a series of prepared ballet exercises which require the ability to demonstrate secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values
- ii)** Dance, throughout the examination with secure musical phrasing and interpretation
- iii)** dance, throughout the examination, with expression and confidence, integrating all aspects of performance

**iv)** respond to theory questions asked by the examiner

**h)** For Level 3 qualifications, candidates are expected to demonstrate an increasing vocabulary of ballet steps, and an increasing awareness and mastery of ballet technique. Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. In-depth understanding of ballet technique is reflected in the ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement (i.e. precision and control), within the range of the candidates' physical capacity.

**i)** Candidates are required to communicate an increasing confidence in performance. They should be able to interpret music and display a developing sensitivity to musical content and style. Candidates' performances should communicate spatial awareness, an ability to work with others, and responsiveness to an audience.

### **3) Syllabus content**

#### **a) General**

**i)** Grades 6, 7, 8 and Intermediate in Classical Ballet are examinations leading to qualifications that are regulated in England and Wales.

- ii) Detailed descriptions of the syllabus work for each examination are published online and available for download free of charge.
- iii) For Grades 6, 7 and 8, male and female candidates follow the same syllabus and are examined together. For Intermediate, the training requirements in ballet differ and a separate syllabus is available for male and female candidates. Learning outcomes and assessment criteria remain the same for male and female candidates. bbodance recognises the candidate's right to be examined in her/his preferred identity.

**b) Graded and Vocational Graded Examinations**

- i) Candidates will be examined through the performance of the prescribed examination content. All Barre and Centre work should be prepared, and dances chosen from the options available for the grade, as shown in the following tables.

**c) Grade 6 Content (Classical Ballet)**

Barre Work
<ul style="list-style-type: none"> <li>1. Plié</li> <li>2. Battement Tendu</li> <li>3. Battement Glissé</li> <li>4. Rond de Jambe à Terre</li> <li>5. Rond de Jambe en L'air</li> <li>6. Fondu and Retiré</li> <li>7. Battement Frappé</li> <li>8. Preparation for Fouetté Rond de Jambe</li> <li>9. Grand Battement</li> <li>10. Développé and Ballotté</li> <li>11. Foot Exercise</li> <li>12. Grand Battement en Clôche</li> </ul>
Centre Work
<ul style="list-style-type: none"> <li>13. Battement Tendu</li> <li>14. 1<sup>st</sup> Port de Bras</li> <li>15. 2<sup>nd</sup> Port de Bras</li> <li>16. Temps Lié</li> <li>17. 1<sup>st</sup> Pirouette en dehors</li> <li>18. 2<sup>nd</sup> Pirouette en dehors</li> <li>19. Pirouette en dedans</li> <li>20. Preparatory Exercise for Posé Turn (diagonal)</li> <li>21. 1<sup>st</sup> Adage</li> <li>22. Petit Allegro Warm Up</li> <li>23. Petit Sauté</li> </ul>

<ul style="list-style-type: none"> <li>24. Preparatory Exercise for Petit Allegro</li> <li>25. Petit Allegro 2</li> <li>26. Pas de Basque Enchaînement</li> <li>27. Petit Batterie Warm-Up</li> <li>28. Petit Batterie Enchaînement 2</li> <li>29. Grand Allegro 2</li> </ul>
<b>Demi-Pointe Work</b>
<p>Barre</p> <ul style="list-style-type: none"> <li>30. Demi-Plié and Rise</li> <li>31. Relevé in 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup></li> <li>32. Echappé to 2<sup>nd</sup>. Relevé in 5<sup>th</sup> and Retiré</li> <li>33. Posé Piqué and Bourrée</li> </ul>
<p>Centre</p> <ul style="list-style-type: none"> <li>34. Relevé in 2<sup>nd</sup></li> <li>35. Temps Lié and Emboité</li> <li>36. Pas Couru</li> </ul>

**d) Grade 7 Content (Classical Ballet)**

<b>Barre Work</b>
<ul style="list-style-type: none"> <li>1. Plié</li> <li>2. Battement Tendu</li> <li>3. Battement Glissé</li> <li>4. Rond de Jambe à Terre</li> <li>5. Fondu</li> <li>6. Battement Frappé</li> <li>7. Fouetté Rond de Jambe en Tournant</li> <li>8. Grand Battement</li> <li>9. Développé and Grand Rond de Jambe</li> <li>10. Floor Exercise</li> <li>11. Grand Battement en Clôche</li> </ul>
<b>Centre Work</b>
<ul style="list-style-type: none"> <li>12. Battement Tendu</li> <li>13. 1st Port de Bras</li> <li>14. Temps Lié</li> <li>15. Pirouette en dehors</li> <li>16. Pirouette en dedans</li> </ul>

- 17. 2nd Adage
- 18. Sauté
- 19. Petit Allegro 1
- 20. Petit Allegro 2
- 21. Pas de Basque Enchaînement
- 22. Preparatory Exercise for Brisé
- 23. Batterie Enchaînement 1
- 24. Petit Jeté and Emboîté en Tournant
- 25. Grand Allegro

### **Demi-Pointe Work**

#### **Barre**

- 26. Rise and Relevé
- 27. Echappé and Relevé Passé
- 28. Fouetté Raccourci, Ballonné and Pas de Bourrée Piqué
- 29. Adage
- 30. Grand Battement
- 31. Echappé en Croix and Sissone

#### **Centre**

- 32. Echappé and Demi-detourné
- 33. Echappé and Relevé Passé
- 34. Posé Turn and Petit Pas de Basque en Tournant

## **e) Grade 8 Content (Classical Ballet)**

### **Barre Work**

- 1. Mobility Exercise with Plié
- 2. Battement Tendu – Rond de Jambe à Terre & Glissé
- 3. Tendu with Fondu and Ballotté
- 4. Rond de Jambe & Fondu
- 5. Battement Frappé & Grand Battement
- 6. Foot Exercise
- 7. Preparation for Fouetté
- 8. Adagio & Stretch
- 9. Polonaise & Pas de Valse – Barre to Centre

## Centre Work

### f) Intermediate Content (Classical Ballet) (female candidates)

#### Barre

- 1) Plié
- 2) Battement Tendu
- 3) Battement Glissé
- 4) Rond de Jambe à Terre
- 5) Fondu
- 6) Rond de Jambe en l'air
- 7) Battement Frappé
- 8) Petit Battement
- 9) Grand Battement
- 10) Fouetté Rond de Jambe en Tournant
- 11) Développé and Grand Rond de Jambe
- 12) Foot Exercise
- 13) Grand Battement en Clôche

#### Centre

- 14) Battement Tendu
- 15) Battement Tendu (Reverse)
- 16) 1st Port de Bras
- 17) 2nd Port de Bras
- 18) Temps Lié
- 19) Pirouette en dehors
- 20) Pirouette en dedans
- 21) 1st Adage
- 22) 2nd Adage
- 23) Pas de Bourrée
- 24) Sauté
- 25) Petit Allegro 1
- 26) Petit Allegro 2
- 27) Pas de Basque Enchaînement
- 28) Waltz Enchaînement
- 29) Batterie Enchaînement 1
- 30) Preparatory Exercise for Brisé
- 31) Fouetté Relevé and Fouetté Sauté
- 32) Batterie Enchaînement 2
- 33) Petit Jeté and Pas de Bourrée Piqué en

<p>Tournant</p> <p>34) Grand Allegro 1</p> <p>35) Grand Allegro 2</p>
<p><b>Pointe Work</b></p>
<p>Barre</p> <p>36) Rise and Relevé</p> <p>37) Echappé and Relevé Passé</p> <p>38) Fouetté Raccourci, Ballonné and</p> <p>39) Pas de Bourrée Piqué</p> <p>40) Adage</p> <p>41) Grand Battement</p>
<p>Centre</p> <p>1) Echappé en Croix and Relevé Porté</p> <p>2) Echappé and Demi-detourné</p> <p>3) Echappé and Relevé Passé</p> <p>4) Posé Turn and Petit Pas de Basque en Tournant</p>
<p><b>Révérence</b></p>
<p>5) Révérence</p>

**g) Intermediate Examination Content (Male candidates)**

<p><b>Barre</b></p>
<p>1) Plié</p> <p>2) Battement Tendu</p> <p>3) Battement Glissé</p> <p>4) Rond de Jambe à Terre</p> <p>5) Fondu</p> <p>6) Rond de Jambe en l'air</p> <p>7) Battement Frappé</p> <p>8) Petit Battement</p> <p>9) Grand Battement</p> <p>10) Fouetté Rond de Jambe en Tournant</p> <p>11) Développé and Grand Rond de Jambe</p> <p>12) Foot Exercise</p> <p>13) Grand Battement en Clôche</p>

## Centre

- 1) Battement Tendu
- 2) Port de Bras
- 3) Temps Lié
- 4) 1<sup>st</sup> Pirouette en dehors
- 5) 2<sup>nd</sup> Pirouette en dehors
- 6) Pirouette en dedans
- 7) Adage
- 8) Sauté
- 9) Allegro 1
- 10) Allegro 2
- 11) Pas de Basque Enchaînement
- 12) Batterie Warm Up
- 13) Brisé
- 14) Batterie Enchaînement
- 15) Tour en L'air and Saut de Basque
- 16) Grand Allegro
- 17) Révérence

#### 4) Duration of examinations

- a) The timing of examinations for Grades 6-8 in Classical Ballet is shown in the following table:

Grades 6-8	Number of Candidates	Timing (in minutes)
	1	60 minutes
	2	60 minutes
	3	75 minutes
	4	75 minutes

- b) The timing for examinations for Intermediate in Classical Ballet (male and female candidates) is shown in the following table:

Intermediate	Number of Candidates	Timing (in minutes)
	1	75 minutes
	2	75 minutes
	3	90 minutes
	4	90 minutes

#### 5) How marks are awarded

**a) Overview of the mark scheme**

- i) The learning outcomes and assessment criteria detailed in Section 2 above are differentiated across the examination via three related assessment areas – technique, music and performance
- ii) Technique, music and performance are assessed using a mark scheme which comprises a total of 100 marks, applied to the various elements as shown in the box below.

**b) Grades 6, 7, 8 and Intermediate: Mark Scheme**

<b>Examination Content</b>	<b>Marks</b>
<b>Technique</b>	
Posture and Alignment	10
Turnout	10
Footwork/pointework	10
Co-ordination	10
Elevation	10
Spatial Awareness	10
Turns	10
<b>Music</b>	
Musical Phrasing	10
Musical Dynamics	10
<b>Performance</b>	
Performance Quality	10

**6) Marks and Achievement Descriptors**

### a) Mark Descriptors

Mark	Descriptor
0	The candidate did not attend the examination or did not show the work required
1	Indicates an extremely limited ability to achieve
2	Indicates a very limited ability to achieve
3	Indicates a limited ability to achieve
4	Indicates an acceptable ability to achieve
5	Indicates a good ability to achieve
6	Indicates a very good ability to achieve
7	Indicates an excellent ability to achieve
8-10	Indicates an outstanding ability to achieve

### b) Achievement Categories

Category of Achievement	Overall Mark
Standard Not Yet Achieved (SNYA)	0 – 39
Pass (P)	40 – 54
Merit (M)	55 – 69
Distinction (D)	70 - 100

### c) Achievement Descriptors

#### i) Distinction

Excellent in most aspects of technique with consistency across barre and centre work. The quality of performance and musicality is also well developed with demonstration of a range of dynamics. At the upper end of the mark range for Distinction, the candidate demonstrates an outstanding or exceptional overall achievement.

#### ii) Merit

Good in most aspects of technique with some very good areas of ability. Some aspects of performance quality and musicality are well developed but may lack consistency. At the upper end of the mark range for Merit is work which is very good overall.

#### iii) Pass

Acceptable or adequate in the control of technique with some inconsistency across the full range of examined work. Some musical awareness and sense of performance is demonstrated but not fully

developed. Some areas of the work examined show limited ability but overall the learning outcomes for the level have been met.

#### **iv) Standard Not Yet Achieved**

Limited technical ability with insufficient strength or control. Musical awareness is not clearly demonstrated and there is a lack of performance style. Whilst there may be some potential ability, the learning outcomes have not been met, further study is required.

### **7) Total Qualification Time (TQT)**

- a) TQT is a measure of the time taken for an average learner to complete a qualification. This figure is for guidance only and does not mean that all learners must undertake a specified number of hours before undertaking examination. The introduction of TQT follows the Raising the Participation Age (RPA) legislation which will require all young people to prove that they are in full-time education until they are 18.
- b) The TQT for Grades 6, 7 and 8 is 130 hours (each). This figure comprises 90 Guided Learning Hours (GLH) and 40 hours of 'Other Learning'.
- c) The TQT for Intermediate is 275 hours. This figure comprises 150 Guided Learning Hours (GLH) and 125 hours of 'Other Learning'.
- d) Guided Learning Hours are the time set aside for teaching or supervising learners, including weekly lessons, additional coaching and rehearsals.
- e) Other Learning includes a diverse range of activities which support or extend the learning in class. These activities might include 'homework' tasks such as online research on dance, reading books on dance technique, seeing a live dance performance or viewing a filmed extract online.
- f) Following consultation with Awarding Organisations the figures for TQT were approved by the Council for Dance Education and Training (April 2016).

### **8) UCAS Tariff Points**

All bbodance Level 3 Graded and Vocational Graded Examinations carry UCAS points as follows:

<b>Examination (all genres)</b>	<b>Award</b>	<b>UCAS Points</b>
Intermediate	Distinction	20
Intermediate	Merit	14
Intermediate	Pass	8

Grade 8	Distinction	20
Grade 8	Merit	18
Grade 8	Pass	16
Grade 7	Distinction	16
Grade 7	Merit	14
Grade 7	Pass	12
Grade 6	Distinction	12
Grade 6	Merit	10
Grade 6	Pass	8