



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

GCSE subject criteria for expressive arts

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Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in expressive arts. They provide the framework within which an awarding body creates the detail of the specification.
2. Specifications must also meet the regulators' general requirements, including the common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293).
3. Subject criteria are intended to:
 - help ensure consistent and comparable standards in the same subject across the awarding bodies
 - ensure that the rigour of GCSE is maintained
 - ensure that specifications build on the knowledge, understanding and skills established by the national curricula for England, Northern Ireland and Wales, and facilitate progression to GCE and related level 3 vocational qualifications
 - help higher education institutions, employers and other stakeholders such as learners and parents/guardians know what has been studied and assessed.
4. Any GCSE specification that contains significant elements of the subject expressive arts must be consistent with the relevant parts of these criteria.

Aims and learning outcomes

5. GCSE specifications in expressive arts should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.
6. GCSE specifications in expressive arts must enable learners to:
 - actively engage in the processes of expressive arts to develop as effective and independent learners
 - develop their own interests and skills, extend their understanding of different art forms and explore relationships between them, and evaluate their own and others' work

- participate in arts from a variety of cultures, both independently and interdependently
- develop their creativity and imagination
- develop their cultural understanding of historical and contemporary contexts and societies and cultures across their chosen art forms
- work with a range of media, including new media and emerging technologies, where appropriate
- develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Subject content

7. The content of GCSE specifications in expressive arts must reflect the learning outcomes.
8. GCSE specifications in expressive arts must allow learners to develop the knowledge, skills and understanding specified below.
9. GCSE specifications must require learners to study at least two different art forms, from a range specified by the awarding body, in combination and in ways that are significantly different from studying them in isolation.
10. Through studying the chosen arts in combination, GCSE specifications in expressive arts must require learners to demonstrate knowledge and understanding of:
 - the creative processes that underpin the art forms
 - conventions, contexts and influences of art forms from past and contemporary cultures.
11. GCSE specifications in expressive arts must require learners to develop the ability to:
 - acquire the skills and techniques necessary to engage in the arts
 - work with new media and technologies, where appropriate
 - carry out relevant research and investigation
 - explore relationships and connections within and between art forms, and reflect on their application to their own work
 - explore, develop, shape, review, modify and refine ideas to realise creative intentions

- devise and produce realisations that communicate with their intended audience
- reflect on and evaluate their own and others' work.

Assessment objectives

12. All specifications must require candidates to demonstrate their ability:

Assessment objectives		% weighting
AO1	Recall, select, use and communicate their knowledge and understanding of the work of practitioners and the connections between their works, demonstrating an understanding of contextual influences	10–20
AO2	Apply skills, processes and techniques, and shape and structure ideas, reviewing, modifying and refining their work as it progresses	30–40
AO3	Communicate ideas through chosen art forms, applying knowledge and understanding of how art forms relate and interact with each other, using relevant skills, techniques and compositional elements	30–40
AO4	Analyse and evaluate the effectiveness of their work at all stages, in relation to the work of others, their intentions and the intended audience	10–20

13. The four assessment objectives are interrelated and connections must be made in the assessment components.

Scheme of assessment

14. GCSE specifications in expressive arts must allocate a weighting of 40% to external assessment and a weighting of 60% to controlled assessment in the overall scheme of assessment.

15. Question papers must be targeted at the full range of GCSE grades.
16. Each scheme of assessment must define how candidates are to be assessed when working in groups, during the production of an artefact or performance.

Grade descriptions

To be added later