



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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

17. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.
18. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select, use and communicate detailed knowledge and thorough understanding of art works. They make perceptive analyses of art works, of the connections between them and of the cultural, historical, political and/or social contextual influences on their creation and presentation.</p> <p>They experiment and apply skills, processes and techniques of the chosen art forms with a high degree of precision and control to shape and structure ideas. They make perceptive selections, apply them in a refined and innovative way, and use all appropriate compositional elements effectively. They develop innovative and imaginative responses to the art works studied. They review, modify and refine work in an appropriate, perceptive and creative way, clearly defined by the need to realise intentions.</p> <p>Through chosen art forms, their practical work communicates to an audience with flair and imagination. They use a range of skills and techniques effectively to make skilful use of specific styles, conventions and traditions, demonstrating a high level of understanding of the chosen art forms and integrating them into a</p>

	<p>unified whole so that they complement and support each other.</p> <p>They demonstrate a perceptive critical appreciation in reflecting on, analysing and evaluating the effectiveness of their own work, their intentions and the intended audience at all stages.</p>
C	<p>Candidates recall, select, use and communicate sound knowledge and understanding of art works. They analyse art works, the connections between them and the cultural, historical, political and/or social contextual influences on their creation and presentation.</p> <p>They use this knowledge and understanding to develop imaginative responses to the art works studied. They experiment and apply some appropriate skills, processes and techniques of the chosen art forms, with some accuracy and control. They make appropriate selections and apply and use compositional elements effectively. They review and make some appropriate modifications determined by the need to realise intentions.</p> <p>Through chosen art forms, their practical work communicates successfully to an audience. They use appropriate skills and techniques to make use of specific styles, conventions and traditions, demonstrating understanding of the chosen art forms and integrating them into a unified whole so that they complement and support each other.</p> <p>They make and support some specific critical judgements about the effectiveness of their own work, their intentions and the intended audience.</p>

F	<p>Candidates recall, select, use and communicate basic knowledge and understanding of art works. They demonstrate some understanding of art works, recognise basic connections, the connections between them and some recognition of the cultural, historical, political and/or social contextual influences on their creation and presentation.</p> <p>They use this knowledge and understanding to develop their ideas. They experiment and apply some appropriate skills, processes and techniques of the chosen art forms, but with little control or expression. They make some modifications to move the work forward.</p> <p>Through chosen art forms, their practical work communicates simply to an audience. They use some of the skills and techniques of the chosen art forms and make basic connections between the art forms.</p> <p>They describe and comment upon the effectiveness of their own work and its relationship to the art works studied and the connections between them at a basic level.</p>
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