

WJEC Entry Level/Level 1 Foundation Expressive Arts

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [General Foundation Qualifications Approval Criteria](#) which set out requirements for any new qualification Approved for first teaching from September 2025 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our General Foundation Qualifications are designed to inspire and support learners, offering a two-year programme that is accessible and engaging. These qualifications help learners build confidence, develop essential knowledge, understanding skills, and enjoy meaningful success.

A key feature of our General Foundation Qualifications is their unitised structure, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progression, reduces assessment pressure, and gives learners the opportunity to demonstrate achievement throughout the course.

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Rather than requiring uniform performance in every area, this approach allows high achievement in one unit to offset lower performance in another, promoting an inclusive and supportive assessment experience.

Our General Foundation Qualifications build on the conceptual understanding learners have developed through their Curriculum for Wales learning from ages 3-14, and relate to and support the four purposes and the principles of progression. Although very distinct from GCSEs, we have designed them to provide a broad basis for progression onto our related GCSEs by focussing on similar skills and understanding.

Whether learners continue in the subject or not, they will gain valuable knowledge, understanding and skills, and a sense of accomplishment that prepares them for life, learning, and work.

SUMMARY OF ASSESSMENT

Unit 1: Discovering the work of others Reflective tasks 25% of qualification Learners will reflect on and evaluate their chosen works Set and marked by WJEC	25 marks
This unit will be assessed via three tasks. Learners will: • explore two expressive art forms and select one piece from each art form • discuss the artistic choices made in each work • evaluate and reflect on the creative choices.	
Unit 2: Developing my own ideas Practical assessment and Reflective Log 25% of qualification Create and develop a piece of work and reflective log Set by WJEC, marked by the centre and moderated by WJEC	25 marks
This unit will be assessed through creating and developing an original piece and production of a reflective log.	
Unit 3: Showcasing my skills Practical assessment 50% of qualification Produce/perform two pieces Set by WJEC, marked by the centre and moderated by WJEC	40 marks
This unit will be assessed through practical assessment. Learners must produce or perform two pieces or products. These two pieces or products can be from the same or different art forms.	

This is a unitised qualification.

The qualification is not tiered.

The order of the units does not imply a prescribed teaching order.

Units 1 and 2 will be available from 2028. Unit 3 will be available from 2029.

The first award of the qualification will be 2029.

Qualification Approval Number: C00/5358/4

1 INTRODUCTION

1.1 Aims

The qualification supports learners to:

- explore the expressive arts created and performed by other people, and develop their own creative talents and artistic and performance skills
- develop an understanding and appreciation of cultures and societies in Wales and the world, in relation to the expressive arts
- develop creative skills to plan, devise and design effective performances, images and artefacts
- make connections within and between areas of the expressive arts
- reflect on and evaluate their own work.

These aims are set out in Qualifications Wales' Approval Criteria.

1.2 Curriculum for Wales

This WJEC Entry Level/Level 1 Foundation Expressive Arts qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and those specific skills and concepts outlined in the [Designing your Curriculum](#) section of the Expressive Arts Area of Learning and Experiences.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. [Appendix B](#) provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 16; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WJEC Entry Level/Level 1 Foundation Expressive Arts qualification supports the Curriculum for Wales by:

- supporting the statements of what matters:
 - learners can develop understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means
 - learners can develop their imagination and draw upon their own experiences, skills and talents
 - learners can explore Wales and its unique and diverse traditions, history and culture
 - learners can explore their own cultural heritage and that of other people
 - learners' resilience can be developed when they are encouraged the identity how they can improve their work.

- supporting the principles of progression by:
 - allowing learners to evaluate their own work
 - enabling learners to gain greater confidence by being able to explore, experience, interpret, create and respond through the expressive arts
 - enabling learners to become increasingly aware of the expressive arts' disciplines and their key features.

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a broad basis for progression onto GCSE qualifications in the Expressive Arts area and other related qualifications. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Guided Learning Hours and Total Qualification Time

WJEC Entry Level/Level 1 Foundation Expressive Arts has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH required for each unit.

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities. As General Foundation Qualifications are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language and diverse examples. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2 SUBJECT CONTENT

The WJEC Entry Level/Level 1 Foundation Expressive Arts qualification includes the following art forms:

- Art and Design
- Drama
- Dance
- Music
- Digital Media and Film.

2.1 How to read the amplification

The amplification provided in the right-hand column, titled 'Further Information' uses the following five stems:

- 'Learners should be aware of' is used when learners do not need to understand all aspects of the specified content in detail. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
- 'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding.
- 'Learners should understand' is used when learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar or unfamiliar contexts and analysis and evaluation of information for a given purpose.
- 'Learners should be able to' is used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.
- 'Learners are required to' is used to show the requirements of individual units.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Unit 1

Discovering the work of others

Reflective tasks

25% of qualification

25 marks

Set by WJEC, marked by WJEC

Overview of unit

The purpose of this unit is to:

- explore a range of expressive art forms
- reflect on and evaluate the work of others.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore a range of work created by others
- **responding and reflecting** – learners will be able to evaluate the work of others.

Learners will explore a range of expressive arts works from Wales and the wider world. By engaging with the work of others across two different art forms, learners will reflect on and analyse the creative decisions used to communicate meaning and mood.

Areas of content

1.1 Discovering the work of others	
In this unit learners will gain knowledge and understanding of: 1.1.1 Exploring the Expressive Arts 1.1.2 Use of techniques and artistic choices in selected works 1.1.3 Evaluating and reflecting on the selected works	
Content	Further information
1.1.1 Exploring the Expressive Arts	Learners should know the different expressive arts forms including: • Art and Design • Drama • Dance • Music • Digital Media and Film. Learners should be aware of what each expressive arts form entails for example: • Art and Design: the creation of visual work for personal expression or practical purpose. It includes drawing, painting, sculpture, photography, crafts, and design processes used to develop creative ideas and communicate visually.

	• Drama: telling stories through performance. It uses voice, movement, character, and staging to explore emotions, ideas, and situations. This includes performing and designing to create meaning and communicate to an audience. • Dance: expressing ideas and emotions through movement of the body. It uses actions, dynamics, space, and relationships to create meaning and communicate to an audience. • Music: creating and organising sounds. It uses elements such as rhythm, melody, harmony, and dynamics to express feelings, tell stories or communicate ideas. • Digital Media and Film: creating and editing content using digital technology, such as video, sound, graphics, animation, and photography. This area focuses on storytelling, storyboarding, visual communication, and technical production skills. Learners should know the style/genre of different works across at least two art forms. These works should include a range of different styles/genres and linked to different cultures and societies from Wales and the world. Learners should understand basic techniques of the selected art forms. <i>N.B Examples of styles/genres and basic techniques for the art form can be found in Appendix A.</i>
1.1.2 Use of techniques and artistic choices in selected works	Learners should know the style/genre of their selected works. Learners should be able to identify the basic techniques used in their selected works. Learners should understand why creators use basic techniques within the art form to communicate meaning and/or mood.
1.1.3 Evaluating and reflecting on the selected works	Learners should be able to evaluate and reflect on the creative choices within their selected works including: • what was the mood of the piece? • what they like? • what don't they like? • how does it make them feel? Learners should be able to justify their opinion using evidence from the expressive arts work. Learners should be able to use subject specific vocabulary when reflecting on creative choices.

Unit 2

Developing my own ideas

Practical assessment and Reflective Log

25% of qualification

25 marks

Set by WJEC, marked by the centre and moderated by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' creative skills
- develop learners' ability to respond to a stimulus
- develop learners' ability to reflect on the effectiveness of their own artistic choices.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore a range of expressive art forms
- **creating** – learners will develop their own original work in response to a chosen brief
- **reflecting** – learners will be able to evaluate their own creative ideas.

Using stimuli set by WJEC as inspiration, learners will explore expressive arts forms to develop and create their own work. Learners will produce a Reflective Log in which they consider their response to the stimulus, their use of basic techniques, and how effectively their artistic intent is communicated.

Areas of content

2.1 Developing my own ideas	
In this unit learners will gain knowledge and understanding of: 2.1.1 Exploration of genres, styles and techniques 2.1.2 Creating and developing their own work 2.1.3 Reflecting on their own work	
Content	Further information
2.1.1 Exploration of genres, styles and techniques	Learners should be able to (following exploration of a range of genres, styles and basic techniques in their chosen art form) generate ideas to realise artistic intentions. Learners are required to select one stimulus from a range set by WJEC. The chosen stimulus must be in a different art form to their original piece. <i>N.B Examples of styles/genres and basic techniques for the art form can be found in Appendix A.</i>

2.1.2 Creating and developing their own work	Learners should be able to create and develop an original piece in response to their chosen stimulus. Learners should be able to apply basic techniques to communicate their artistic intentions and in response to the stimulus.
2.1.3 Reflecting on their own work	Learners should be able to reflect on and evaluate their own work including: • response to the stimulus, for example: • how creative were their ideas? • what were they hoping to achieve? • use of basic techniques for their art form, for example: • were they appropriate? • how well did they apply them? • communication of artistic intentions, for example: • did they achieve what they were hoping to achieve? • what went well? • what could they improve?

Unit 3

Showcasing my skills

Practical assessment

50% of qualification

40 marks

Set by WJEC, marked by the centre and moderated by WJEC

Overview of unit

The purpose of this unit is to:

- provide opportunities for learners to develop their practical skills individually and/or as part of a group
- provide opportunities for learners to showcase their practical skills in a final product, piece or performance
- provide an opportunity for learners to develop personal skills of resilience, determination and confidence.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore a range of expressive art forms
- **creating** – learners will have the opportunity to develop their practical/performance skills.

Learners will explore the work of others to inform and showcase their practical skills in one or more expressive arts forms of their choosing.

Areas of content

3.1 Showcasing my skills	
In this unit learners will gain knowledge and understanding of: 3.1.1 Explore and select existing work 3.1.2 Application of practical skills	
Content	Further information
3.1.1 Explore and select existing work	Learners should be able to explore existing bodies of work across the range of expressive art forms. Following exploration, learners should understand the skills and techniques used from a range of different styles/genres across their chosen art form(s). Learners should be able to identify the artistic intentions of their chosen work. Learners should understand the basic skills and techniques used in their chosen work. <i>N.B Examples of styles/genres and basic techniques for the art form can be found in <u>Appendix A</u>.</i>

3.1.2
Application of practical
skills

Learners should be able to develop and apply their skills to perform/create two pieces of work from the same or from different expressive arts forms.

Learners should be able to apply skills and techniques appropriate to the selected expressive art form and chosen work.

Learners should be able to communicate the creator's artistic intentions for example:

- to educate
- to entertain
- to evoke an emotion
- depict something.

Opportunities for integration of learning experiences

The WJEC Entry Level/Level 1 Expressive Arts generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- opportunities to experience professional performance(s) or works, workshops, visits either in person or on-screen
- develop confidence in giving and receiving feedback, promoting independent thinking, originality and creative resilience
- opportunities to investigate, take risks and overcome creative challenges.

Further amplification of the opportunities to develop cross-cutting themes, cross-curricular skills and integral skills can be found in [Appendix B](#). The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into delivery.

3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment Objectives and Weightings

Below are the assessment objectives for this specification. Learners must:

AO1

Create and develop ideas

AO2

Apply practical skills

AO3

Reflect on and evaluate their own work and the work of others

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	Total
Unit 1	-	-	25%	25%
Unit 2	20%	-	5%	25%
Unit 3	-	50%	-	50%
Overall weighting	20%	50%	30%	100%

3.2 Assessment Overview

Unit 1: Discovering the work of others

Learners are required to:

- select two expressive art forms
- select one piece from each art form. **One** piece must be created in or inspired by Wales and **one** outside of Wales.
- discuss the artistic choices made in each work
- evaluate and reflect on the creative choices.
- There is no prescribed format for this work. Formats could include:
 - written prose
 - audio presentation
 - audio-visual presentation
 - PowerPoint presentation
 - annotated photos, images, screenshots or videos
 - blog or vlog.
- The assessment contributes to 25% of the overall qualification and has a maximum time of 6 hours to complete the work.
- The unit will be marked out of 25 marks.
- The unit will be set and marked by WJEC. The first assessment will be in Summer 2028.

Unit 2: Developing my own ideas

Learners are required to:

- create and develop an original piece, performance or product in response to stimulus set by WJEC
- produce a reflective log.
- Learners must select a stimulus from a different art form to that of their original piece/performance/product.
- There is no prescribed format for the reflective log. Formats could include:
 - written prose
 - audio presentation
 - audio-visual presentation
 - PowerPoint presentation.
- WJEC set stimuli will be released on WJEC's portal in the June of the first year of study; for example, stimulus will be first available in June 2027 for submission in summer 2029. New stimuli will be released every two years.
- The assessment contributes to 25% of the overall qualification.
- The unit will be marked out of 25 marks.
- The unit will be marked by the centre and moderated by WJEC. The first assessment will be in Summer 2028.

Unit 3: Showcasing my skills

Learners are required to:

- Produce or perform **two** pieces or products. These two pieces or products can be from the same **or** different art forms.
- The assessment contributes to 50% of the overall qualification.
- The unit will be marked out of 40 marks.
- The unit will be marked by the centre and moderated by WJEC. The first assessment will be in Summer 2029.

3.3 Managing the assessment

All units of this qualification are assessed through non-examination assessment. Non-examination assessment is structured across three key stages: task setting, task taking and task marking.

All non-examined assessment (NEA) must adhere to the instructions included in JCQ's *Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by controls in five areas: time, resources, supervision, authentication and collaboration.

- Time: Each assessment pack specifies the total time available or will state that there is no time restriction; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate.
- Resources: Any specific resource requirements will be outlined in the assessment pack.
- Supervision and authentication: Learners should normally be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced.
- Collaboration: Group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

Task Marking for internally assessed non-examination assessment (Unit 2 and Unit 3)

All marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (e.g. dance) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- both learners and teachers sign declarations confirming the authenticity of submitted work
- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4 Resubmission of internally assessed non-examination assessments

Where the work is assessed by the centre (Units 2 and 3), teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking before the final marks are submitted for moderation. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

Please note – For Unit 1, which is assessed by WJEC, teachers **must not** allow a learner an additional opportunity to improve their evidence before the work is submitted to WJEC for marking. **Teachers must follow the instructions included in the assessment pack.**

4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for WJEC Entry Level/Level 1 Expressive Arts.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

5 TECHNICAL INFORMATION

5.1 Making entries

This is a unitised qualification. Candidates are entered for each unit separately.

Assessment opportunities will be available in the summer series until the end of the life of this specification.

Unit 1 and Unit 2 will be available in Summer 2028 (and every Summer thereafter). Unit 3 will be available in Summer 2029 (and every Summer thereafter).

Entry for individual units must be made by submitting the relevant unit shown below:

		Entry Codes	
		English medium	Welsh medium
Unit 1		6660U1	6660N1
Unit 2		6660U2	6660N2
Unit 3		6660U3	6660N3

5.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code	6660Q0	6660C0

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

5.3 Grading, awarding and reporting

WJEC Entry Level/Level 1 Foundation Expressive Arts is reported on a 4-point scale: Entry 1 Pass, Entry 2 Pass, Entry 3 Pass and Level 1 Pass (where Level 1 Pass is the highest grade). Candidates who do not achieve the uniform marks required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	MAX.	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
Unit 1	25	25%	50	40	30	20	10
Unit 2	25	25%	50	40	30	20	10
Unit 3	40	50%	100	80	60	40	20

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	MAX.	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
Subject Award	90	100%	200	160	120	80	40

5.4 Resitting assessments

Candidates may resit Unit 1, the WJEC marked assessment, twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit Unit 2 and Unit 3, the centre marked assessment, once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

5.5 Retaking the qualification

If a candidate enters Unit 1, the WJEC marked assessment, for a fourth time or Unit 2 and Unit 3 the centre marked assessment, for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at Unit 1, the WJEC marked assessment, and up to two attempts at Unit 2 and Unit 3, the centre marked assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Examples of styles/genres and basic techniques for all art forms

Art and Design

- style/genre of the work for example:
 - realism
 - abstract
 - digital
 - contemporary.
- basic techniques of the work for example:
 - use of colour
 - line
 - shape
 - texture
 - form
 - composition.

Dance

- style/genre of the work for example:
 - contemporary
 - jazz
 - street
 - ballet.
- basic techniques of the work for example:
 - use of movement
 - space
 - dynamics
 - timing
 - relationships.

Drama (performance)

- style/genre of the work for example:
 - realism
 - musical theatre
 - naturalism
 - physical theatre
 - comedy.
- basic techniques of the work, for example:
 - use of vocal skills
 - physical skills
 - movement
 - characterisation
 - staging.

Drama (Lighting design)

- style/genre of the work for example:
 - realism
 - musical theatre
 - naturalism
 - physical theatre
 - comedy.
- basic techniques of the work, for example:
 - intensity
 - blackout
 - fade
 - spotlight
 - flood light.

Drama (Sound design)

- style/genre of the work for example:
 - realism
 - musical theatre
 - naturalism
 - physical theatre
 - comedy.
- basic techniques of the work, for example:
 - music
 - sound effects
 - live sounds
 - recorded sounds
 - volume
 - reverb/echo.

Drama (Set design)

- style/genre of the work for example:
 - realism
 - musical theatre
 - naturalism
 - physical theatre
 - comedy.
- basic techniques of the work, for example:
 - entrances/exits
 - sight lines
 - stage left/stage right
 - backdrop
 - props
 - furniture.

Drama (Costume design – including hair and make-up)

- style/genre of the work for example:
 - realism
 - musical theatre
 - naturalism
 - physical theatre
 - comedy.
- basic techniques of the work, for example:
 - accessories
 - garments
 - hairstyles
 - contouring
 - period style.

Music

- style/genre of the work for example:
 - classical
 - pop
 - film music.
- basic techniques of the work for example:
 - pitch
 - rhythm
 - tempo
 - texture
 - dynamics.

Digital Media and Film

- style/genre of the work for example:
 - horror
 - documentary
 - reality
 - comedy
 - fantasy
 - trailer.
- basic techniques of the work for example:
 - camera angles
 - shot types
 - editing
 - sound choices.

Appendix B: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-cutting Themes			
Local, National & International Contexts	✓	✓	✓
Sustainability aspect of Local, National & International Contexts	✓	✓	✓
Relationships and Sexuality Education	✓	✓	✓
Diversity	✓	✓	✓
Human Rights Education	✓	✓	✓
Careers and Work-Related Experiences		✓	✓
Cross-curricular Skills - Literacy			
Listening	✓	✓	✓
Reading	✓	✓	✓
Speaking	✓	✓	✓

Writing	✓	✓	✓
Cross-curricular Skills - Numeracy			
Developing Mathematical Proficiency		✓	
Understanding the number system helps us to represent and compare relationships between numbers and quantities			✓
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		✓	✓
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions			
Digital Competence			
Citizenship	✓		
Interacting and Collaborating		✓	✓
Producing		✓	
Data and Computational Thinking			

Integral Skills			
Creativity and Innovation		✓	✓
Critical Thinking and Problem Solving	✓	✓	✓
Planning and Organisation	✓	✓	✓
Personal Effectiveness	✓	✓	✓



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