



**ROYTON  
& CROMPTON**

Honesty • Excellence • Aspiration

E-ACT ACADEMY



# Pathways 2024



Honesty • Excellence • Aspiration

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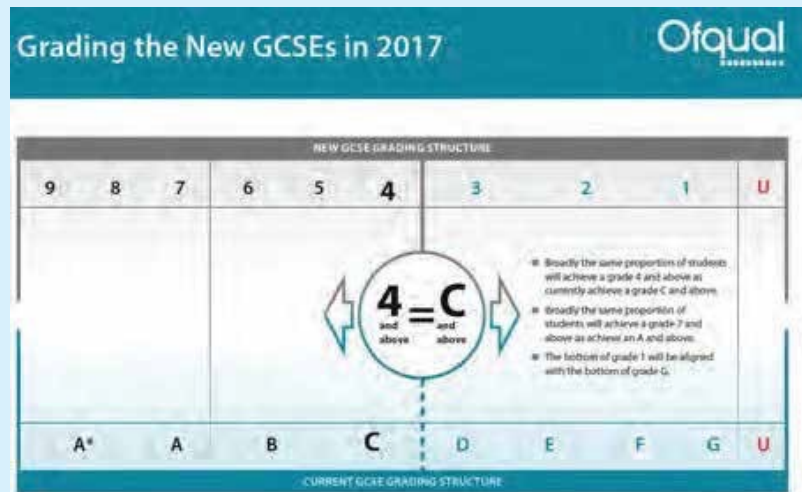
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# Updates

## GCSE Grading

In 2017, the previous A\*-G grading system was replaced with a 9 point scale - 1 being the lowest and 9 being the highest. This means the grading has moved from an 8 point system to a 9 point system, allowing greater stretch and challenge for gifted students. Below is an approximate conversion scale.



## The English Baccalaureate

The Pathway Programme at Royton and Crompton ensures that pupils follow a broad and balanced curriculum that gives pupils the opportunity to excel in further education and to obtain the English Baccalaureate.

The DfE website states:

“The subjects we (DfE) have included are designed to ensure that all pupils have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression ... for example, for pupils hoping to go to university.”

The English Baccalaureate consists of:

- English.
- Mathematics.
- Combined Sciences or Triple Science.
- Humanities – History or Geography.
- Languages – Spanish.



# Making your choice

During Key Stage 4 students will have a twenty-five period timetable. The core subjects of English, Mathematics, Science, PE, Religious Studies and Citizenship will take up sixteen hours each week. The remaining nine hours will be taken up by your three chosen option subjects, each having three hours per week.

The students who are most successful in their chosen GCSE subjects do well because they:

- Study a subject they enjoy.
- Believe that they will gain success in the subject.
- Understand that the subject will help them to achieve career goals.
- Have an excellent attitude to learning.
- Have made a commitment to the subjects chosen.
- Opt for a subject which best fits their ability and interest.

Do not make any decisions regarding your option subject choices until you have:

- Read all the information in this handbook.
- Talked to your Form Tutor.

Do not choose a subject because:

- You think it is easy.
- You like the teacher in that subject (you might be taught by a different teacher).
- Your best friend has chosen it (your friends may be in different teaching groups).

Remember:

- A balanced choice of subjects is the best approach.
- A balanced choice will give you a range of experiences.
- A balanced choice will be more helpful to you in the future.

Sometimes it is possible that a course will be withdrawn if only a small number of pupils choose it. Every effort will be made to provide you with your first three choices, but sometimes this is not possible. We will discuss this with you if it happens.



# Core subjects

## How the timetable is structured

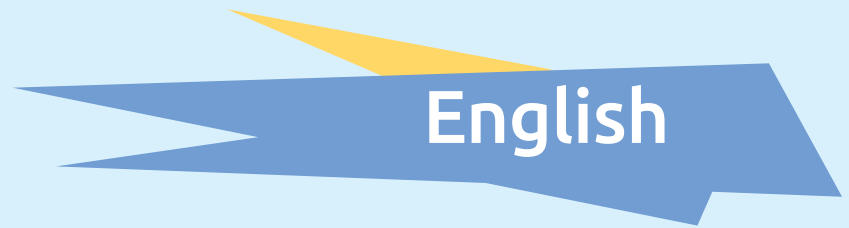
There are twenty-five lessons every week:

- Sixteen lessons are allocated to the Core subjects.
- Nine lessons are allocated to three chosen Option subjects.

English Language  
English Literature  
Mathematics  
Science  
Physical Education  
PSHCE



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## What we study?



### NAME OF COURSES:

AQA GCSE English Language (8700) AQA GCSE English Literature (8702)



### QUALIFICATION RECEIVED:

2 GCSEs



### ASSESSMENT:

100% examination

## CONTENT OVERVIEW:

All pupils will be preparing for their English Language and English Literature GCSEs. The programmes of study for both GCSEs are designed to embed the knowledge and skills necessary for success in the examinations at the end of the course.

Hard work, dedication and good attendance will be essential to ensure that pupils achieve their best possible GCSE grades. Wider reading, particularly of non-fiction texts, will benefit pupils in their English Language and English Literature GCSEs.



### CONTACT

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## Mathematics



### What we study?



#### NAME OF COURSES:

Edexcel Level 1/Level 2 GCSE Mathematics (1MA1)



#### QUALIFICATION RECEIVED:

GCSE



#### ASSESSMENT:

100% examination

### CONTENT OVERVIEW:

The new curriculum for GCSE Mathematics has undergone significant changes. The volume and difficulty of the content being covered has increased, along with more emphasis being placed on problem solving and mathematical reasoning. This means that the knowledge and skills required to achieve what is considered 'the benchmark' by the government is greater.

Whilst retaining the majority of the topics in the previous curriculum, the new curriculum now includes several new topics, many of which being brought down from the A level qualification.

An additional GCSE in Statistic may be available for selected students.



#### CONTACT

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# Pathways 2024



## What we study?



### NAME OF COURSES:

AQA GCSE Combined Science: Trilogy (8464) AQA GCSE Separate Sciences (8461, 8462 and 8463)



### QUALIFICATION RECEIVED:

2 GCSE grades for Combined Science and 3 GCSE grades for Separate Sciences



### ASSESSMENT:

Written papers 100%

## CONTENT OVERVIEW:

At Key Stage 4 the '10 Big Ideas' that pupils studied at Key Stage 3 are revisited, developed, explored and further extended upon in order to give pupils a powerful knowledge of Science. Students will develop an awareness of some of the best that has been thought and said within our discipline, but also the difficulties that Scientists have faced in getting their ideas heard, accepted and supported by empirical evidence.

Biology lessons will highlight the amazing complexity of life processes, through studying 'Cells and Organisation', 'Disease and Biogenetics', 'Biological Responses', 'Genetics' and 'Reproduction' and Ecology

Chemistry lessons will bring the world around us to life. Through the study of 'Atom, bonding and moles', 'Chemical reactions and energy changes', 'Rates equilibrium and organic chemistry' and 'Earth's resources', the nature of different substances in terms of their physical and chemical properties and how they interact with each other to build the world we live in, will be discovered.

Physics lesson will open our students' minds to the fundamental principles that govern all energy and matter in the universe, from the scale of sub-atomic particles to the inter-galactic scale of the universe. Lessons will focus on 'Energy and Energy Resources' 'Particles at work', 'Forces in action' and 'Waves and electromagnetism'



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# Pathways 2024



## What we study?



**NAME OF COURSES:**  
Physical Education – Core Practical



**QUALIFICATION RECEIVED:**  
N/A



**ASSESSMENT:**  
Students are assessed on an ongoing basis with a summative judgement being made at the end of a taught unit. Students are assessed in a variety of activity areas, with an overall average calculated across the breadth of the curriculum.

## CONTENT OVERVIEW:

The aim of the PE curriculum is to create a positive learning experience for all students whereby they are inspired to develop their understanding and awareness of the benefits of physical activity and sport. The curriculum intends to provide students with learning experiences which impart critical knowledge and fundamental skills in a varied, but sequential, pathway. Learning activities are carefully selected in line with National Curriculum requirements.

Students within the curriculum will learn about how to develop their techniques and skills in a number of activities such as Rugby and Football. They will explore how tactics and strategies can be used in both individual and team activities, such as Athletics and Handball. They will develop their awareness of movement patterns within Gymnastics and Dance. Students will be encouraged to solve problems throughout the curriculum and will consistently work on developing their team building skills.

The curriculum is designed for pupils to develop and progress within two key concept areas which underpin the very essence of the subject: Physical Skills and Leadership Skills. Structuring the curriculum via two key concepts enables students to progress in a number of ways. These key concepts progress each year allowing previously acquired knowledge to be developed and built upon.



### CONTACT

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# Pathways 2024



## PSHCE (Life skills)

Life Skills covers many aspects but at its core is the social, moral, spiritual, cultural and aspirational development of our students. We aim to enable students to leave Royton and Crompton Academy with the skills, knowledge and confidence needed to be well-rounded global citizens. During year 10 and 11, students will continue to develop on their knowledge and skills from KS3, with one session of Life Skills a week that is delivered by their form tutor. All students complete age-appropriate topics on a variety of issues, which are carefully chosen to engage, inspire and meet the needs of our students as individuals and conform to national guidelines. As well as improving their knowledge, students will be able to share their views and opinions, debate with fellow students and develop valuable skills including decision-making, self-awareness, confidence and problem-solving.

Lessons delivered as part of our KS4 Life Skills curriculum will include:

### **CITIZENSHIP**

What being an active citizen means. How to cope with peer pressure.  
Money management and budgeting.

### **HEALTH & WELLBEING**

Understanding the importance of wellbeing and self-esteem. The effect of drugs on the mind and body.  
Drugs and the law.

### **SEX & RELATIONSHIPS**

Why commitment is important in relationships.  
Understand consent and its importance within relationships. Identifying different types of contraception.

### **CAREERS**

Action Planning – This focuses on student's current strengths, skills and qualities and set targets to develop these further both inside and outside of school.  
Create CVs, personal statements and complete application forms for further education. As part of their ongoing careers curriculum, our careers advisor Andy Lord will also meet with students to discuss and support pupils in their next steps. As part of our students' PSHCE/SMSC entitlement, all students in school take part in our E-Act Passport Program where students are given the opportunity to complete activities throughout the year as part of drop-down days. The aim of Passport is to raise aspirations and give all our students the chance to develop key skills and visit or take part in new experiences.



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# The KS4 Curriculum

The National Curriculum is made up of the Core and Option subjects.

Every pupil must study each of the Core subjects, but choose a selection of option subjects which they wish to study.

**English Language**  
**English Literature**  
**Mathematics**  
**Science**  
**Physical Education**  
**PSHCE**

**Core subjects**

**Option subjects**

**Child Care**  
**Dance**  
**Drama**  
**Fine Art**  
**Food and Nutrition**  
**Geography**

**History**  
**Music**  
**Photography**  
**3D Design**  
**Performing Arts**  
**Religious Studies**  
**Travel and Tourism**  
**Textile Design**  
**Separate Sciences**  
**Spanish**  
**Sports Studies**



# Pathways 2024



## Child Development and Care



## What we study?



### NAME OF COURSES:

NCFE Level 2 Child Development and Care



### QUALIFICATION RECEIVED:

NCFE Level 2 Award



### ASSESSMENT:

This qualification consists of 9 different units which you will study until January of Year 11. You will then undertake a class based NEA within a set period of time. The NEA consists of a variety of independent written tasks based on the content that you have already learnt. This is 50% of your overall grade. The other 50% of your grade is from the external examination sat in the Summer term of Year 11.

## CONTENT OVERVIEW:

The childcare qualification provides a basic introduction to the sector. You will learn about how children develop and how to meet their changing needs at each stage of development. You will look at how to observe children and how to plan activities which will extend and enrich their learning. The content also includes gaining an understanding of how to treat children fairly and how to respond to the needs of children who require additional support such as those who have a condition or learning difficulty.



### CONTACT

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# Pathways 2024



## Food Preparation and Nutrition



### What we study?



**NAME OF COURSES:**  
EDUCAS Food Preparation and Nutrition



**QUALIFICATION RECEIVED:**  
GCSE



### ASSESSMENT:

Component 1: Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification: Component 2: Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated Assessment 1: 8 hours Assessment 2: 12 hours 50% of qualification.

### CONTENT OVERVIEW:

Component 1: This component will consist of two sections both containing compulsory questions and will assess the six areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Assessment 1: The Food Investigation Assessment

You will carry out a scientific food investigation which will be written up and form part of your assessment. This piece of work will be marked by your teacher.

Assessment 2: The Food Preparation Assessment

You will need to prepare, cook and present a menu which assesses the knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.



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# Pathways 2024



## What we study?



### NAME OF COURSES:

BTEC Performing Arts - Dance approach



### QUALIFICATION RECEIVED:

BTEC Level 1 / Level 2



### ASSESSMENT:

Component 1: Exploring the Performing Arts (30%)  
Component 2: Developing Skills and Techniques (30%)  
Component 3: Performing to a Brief (40%)

## CONTENT OVERVIEW:

The three components focus on the assessment of knowledge, skills and practices. Learners will be assessed through performance-based tasks and assignments. Learners will have the opportunity to study a wide range of dance styles and will develop an understanding about the interrelationships between dance and performance. This course is designed to allow learners to embed and develop on knowledge learnt throughout the course.

### SKILLS DEVELOPED:

Learners will develop a range of skills during this course; they will learn to communicate and cooperate with others through choreography and performance. They will also work on time management, confidence, creativity and so much more.



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## Fine Art



### What we study?



#### NAME OF COURSES:

AQA Art and Design Fine Art (8202/C 8202/X)



#### QUALIFICATION RECEIVED:

GCSE



#### ASSESSMENT:

Portfolio of Work, Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions for example, a final outcome and a selection of further work undertaken during the student's course of study. Set and marked by school and moderated by AQA. 96 marks, 60%.

Externally set assignment, Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The outcome completed over 10 hours of controlled exam conditions, set and marked by school and moderated by AQA. 96 marks, 40%.

### CONTENT OVERVIEW:

Activities include drawing, painting, photography, print, textiles and computer editing. All parts of the course will refer to the work of artists, designers and/or different cultures. Students will build skills through year 10 before creating a response to the independent project. Students will be given freedom to explore their chosen theme, researching artists and working with the media of their choosing. Home-work is an important part of the personal development for each project and so there is an expectation for students to take their sketchbooks home to further develop their artwork.



#### CONTACT

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# Pathways 202



## Geography



### What we study?



**NAME OF COURSES:**  
AQA Geography



**QUALIFICATION RECEIVED:**  
GCSE



#### ASSESSMENT:

3 papers externally examined.

Paper 1 – Living with the physical Environment (35%)

The challenge of Natural Hazards – Tectonic Hazards, Weather Hazards, Climate Change The Living

World – Ecosystems, Tropical Rainforests, Hot Deserts

Physical Landscapes in the UK – Coasts, Rivers

Paper 2 – Challenges in the Human Environment (35%) Urban Issues and Challenges

The Changing Economic World

The Challenge of Resource Management – Water

Paper 3 – Geographical Applications (30%) Issue Evaluation

Fieldwork this is compulsory and will have human and physical elements. Geographical Skills

#### CONTENT OVERVIEW:

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.



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# Pathways 2024



## History



### What we study?



**NAME OF COURSES:**  
EDEXCEL History



**QUALIFICATION RECEIVED:**  
GCSE



#### ASSESSMENT:

You will undertake three externally assessed examinations in June of Year 11. Paper 1- Crime and Punishment c1000- present, 1 hour 15 minutes.  
Paper 2- Elizabethan England, 1558-1588 and American West 1835-1895, 1 hour 45 minutes.  
Paper 3- USA 1955-75, 1 hour 20 minutes.

### CONTENT OVERVIEW:

Whilst completing their GCSE, students will study the development of Crime and Punishment in Britain from 1000 to the present day, answering questions such as why was the death penalty abolished in the 1960s? Why was witchcraft a crime in the sixteenth century? Students will also undertake a study into Jack the Ripper. They will also study Elizabethan England and decide if the Elizabethan age was really a golden age for England and learn why Elizabeth was the last Tudor Monarch. Students will then move on to study the American West and look at the treatment of Native Americans. The final topic will be USA - Civil Rights and Vietnam where students will consider the role and importance of Martin Luther King in the Civil Rights Movement and evaluate the reasons for America's defeat in the Vietnam War.



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# Pathways 2024



## Performing Arts



### What we study?



#### NAME OF COURSES:

Music – Level 1/2 Vocational Award in Performing Arts (Music)



#### QUALIFICATION RECEIVED:

Technical Award



#### ASSESSMENT:

All 3 units are assessed by controlled assessment. You will be assessed through Coursework/ Project work (not external exams) in response to briefs.

#### CONTENT OVERVIEW:

- Develop performing skills on an instrument or voice (eg: keyboard, guitar, drums).
- Need to be willing to practice for 30 minutes each week on your instrument (or voice) outside of lesson time (this can be done within school outside of lesson time and doesn't need to be from home).
- Learn to research their chosen style of music before performing it.
- Reflect on their work using a journal to log their evaluations.
- Learn to use Music Technology to create your own music in a style of your choice.
- Learn how to plan and promote your own music. (This qualification is made up of 3 units:)

##### Unit 1: Performing

In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published piece of music. They will develop their skills on an instrument or singing, to perform their own performance of a piece of music.

##### Unit 2: Creating

In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original piece of music (this could be using music software or instruments and they will then write their own original piece)

##### Unit 3: Performing Arts in Practice

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.

Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published music from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.



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## Performing Arts



### What we study?



#### NAME OF COURSES:

Music – Level 1/2 Vocational Award in Performing Arts (Drama)



#### QUALIFICATION RECEIVED:

Technical Award



#### ASSESSMENT:

All 3 units are assessed by controlled assessment. You will be assessed through Coursework/ Project work (not external exams) in response to briefs.

#### CONTENT OVERVIEW:

- Develop acting, vocal and rehearsal skills.
- Need to be willing to rehearse with others, learn lines and perform in front of an audience.
- Learn how to research different style of theatre and acting.
- Reflect on their work using a journal to log their evaluations.
- Learn about the use of staging, sound, lighting, costume and props in a drama production
- Develop characters, refine movements and gestures, improve use of voice.
- Learn how to plan and promote your own drama work.

(This qualification is made up of 3 units:)

Unit 1: Performing

In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.

Unit 2: Creating

In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts, they will devise their own dramatic performance using acting, vocal and physical skills.

Unit 3: Performing Arts in Practice

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.

Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.



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## Religious Studies



### What we study?



**NAME OF COURSES:**  
AQA Religious Studies GCSE



**QUALIFICATION RECEIVED:**  
GCSE



#### ASSESSMENT:

At the end of the two-year course students will sit three exams – one for each component of the course. There will be a mixture of short-answer questions and extended written responses in all papers.

#### CONTENT OVERVIEW:

##### **Component 1: Study of Christianity [25%]**

An in-depth study of Christian Beliefs, Teachings and Practices.

##### **Component 2: Study of Islam [25%]**

An in-depth study of Muslim Beliefs, Teachings and Practices.

##### **Component 3: Thematic Studies [50%]**

Students will study the following four themes from both a Christian and Muslim perspective.

**Theme 1:** Relationships and families - The role of family, sexual relationships, marriage and Divorce, families and gender equality

**Theme 2:** Religion and life – Origins and value of the universe and humanity, stewardship, medical ethics (abortion, euthanasia, animal testing) beliefs about life after death.

**Theme 3:** Religion, peace and conflict – Violence, weapons of mass destruction, Pacifism, terrorism, forgiveness and reconciliation, religion and conflict in the 21st century

**Theme 4:** Religion, crime and punishment – Corporal punishment, the death penalty, reasons for crimes and their resulting punishments and the treatment of criminals.

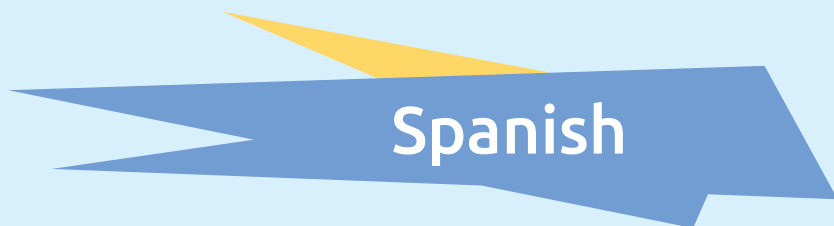


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# Pathways 2024



## What we study?



**NAME OF COURSES:**  
EDEXCEL SPANISH (1SPO)



**QUALIFICATION RECEIVED:**  
GCSE



### ASSESSMENT:

There will be four externally examined papers based on the following skills: listening, speaking, reading and writing. Each skill makes up 25% of the total qualification.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier.

### CONTENT OVERVIEW:

We will develop all four skills in lessons. Topics consist of:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations study and work
- International and global dimensions.

The course is designed to develop the use of language effectively for the purpose of practical communication.



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# Pathways 2024



## Sports Studies



### What we study?



**NAME OF COURSES:**  
OCR Sport Studies/Science



**QUALIFICATION RECEIVED:**  
OCR Cambridge National Certificate



**ASSESSMENT:**

The course is split into 3 units of study. One unit is assessed through students undertaking a written examination. Other units are assessed through written assignments, projects and practical performance.

### CONTENT OVERVIEW:

Students have the opportunity to apply their knowledge about different types of sport and physical activity in a wide variety of topic areas. They will study topics that focus on contemporary issues in sport and sport and the media. Students will also look at the sports industry and will develop an appreciation of the importance of sport locally and nationally. The qualification will also develop knowledge and understanding of the human body's response to exercise. It will also cover how to avoid injuries and how to ensure safe practice takes place when either performing or leading sports activities. Students will also develop their own practical ability in sport. They will also develop their own personal physical fitness applying a number of principles of training in order to do this.



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# Pathways 2024



## Travel and Tourism



### What we study?



**NAME OF COURSES:**  
Pearson Travel and Tourism



**QUALIFICATION RECEIVED:**  
BTEC Tech Award



**ASSESSMENT:**  
2 internally assessed assignments over the 2-year course and 1 externally assessed exam at the end

### CONTENT OVERVIEW:

#### **Component 1: Travel and Tourism Organisations and Destinations.**

Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.

#### **Component 2: Customer Needs in Travel and Tourism.**

Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

#### **Component 3: Influences on Global Travel and Tourism.**

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.



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# Pathways 2024



## Textile Design



## What we study?



### NAME OF COURSES:

AQA Art and Design - Textile Design (8204/C 8204/X)



### QUALIFICATION RECEIVED:

GCSE



### ASSESSMENT:

#### Portfolio of work

Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions for example, a final outcome and a selection of further work undertaken during the student's course of study. Set and marked by school and moderated by AQA. 96 marks, 60%.

#### Externally set assignment

Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Outcome completed over 10 hours of controlled exam conditions. Set and marked by school and moderated by AQA. This is portfolio is worth 96 marks, 40% of final grade

## CONTENT OVERVIEW:

Art and design textiles is a very practical GCSE course, students will develop core specialist skills such as drawing, digital design, research, analysis, pattern cutting and construction techniques. Students will be experimenting and exploring with a range of techniques and applications such as printing, weaving, knitting, mixed media, stitching techniques, batik, tie-dying, and many more. Students will explore and demonstrate these skills as they create their own textile designs.

The course provides you with a range of creative and exciting opportunities to develop and explore your personal interests within textile design. The curriculum has been structured to support students learn a variety of textile skills whilst also being encouraged to independently develop their own creativity and style. Students will be given freedom to explore their chosen theme, researching artists and working with the subject matter of their choosing.



### CONTACT

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# Pathways 2024

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## Photography



### What we study?



#### NAME OF COURSES:

AQA Art and Design - Photography (8206/C 8206/X)



#### QUALIFICATION RECEIVED:

GCSE



#### ASSESSMENT:

##### Portfolio of work

Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions for example, a final outcome and a selection of further work undertaken during the student's course of study. Set and marked by school and moderated by AQA. 96 marks, 60%.

##### Externally set assignment

Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Outcome completed over 10 hours of controlled exam conditions. Set and marked by school and moderated by AQA. This is portfolio is worth 96 marks, 40% of final grade.

#### CONTENT OVERVIEW:

Students will learn how to use a DSLR camera and how to manipulate images using Photoshop as well as a range of other hand edits which involve drawing and collage, amongst other practical work. The curriculum has been structured to support students learn these skills whilst also being encouraged to independently develop their own creativity and style. Students will be given freedom to explore their chosen theme, researching artists and working with the subject matter of their choosing.



#### CONTACT

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