

## GCSE Photography Curriculum Sequence – Key Stage 4

	KS3 prior learning	By the end of the term, students can:	Year 10 Term 1 1a-PORTFOLIO WORK The History of & Photography Exploring cameraless photography 1b-PORTFOLIO WORK How the DSLR Camera works, The Exposure Triangle (shutter speeds, ISO, exposure)	Year 10 Term 2 2aConfectionary project 2a Refraction project 2b -PERSONAL SUSTAINED PROJECT	Year 10 Term 3 3a/3b PERSONAL SUSTAINED PROJECT	Year 11 Term 1 PERSONAL SUSTAINED PROJECT	Year 11 Term 2 EXTERNALLY SET ASSIGNMENT ESA	Year 11 Term 3 COURSE COMPLETE MID MAY
<p><b>PHOTOGRAHY FOCUS.</b></p> <p><b>What we want our students to know and remember</b></p> <p>GCSE Photography promotes and allows for knowledge and understanding through a variety of learning experiences and approaches. Students are encouraged to identify, select, explore and communicate their own ideas in a personal way.</p> <p>On completion of this course students will be qualified to go on to further study or embark on An apprenticeship or full-time career in the creative industries. Although there are many transferable skills in this course.</p>	<p>KS3 Art and Design develops the understanding of the visual elements of art and photography and introduces learners to different types of art, craft and design, 2D and 3D, western, non-western, painting drawing, printmaking, mixed media processes and techniques printmaking and digital media skills. Further developing evaluation and annotation skills. It allows for students to understand and question the place and purpose of art, craft and design and photography in our global society providing opportunities for them to form their own opinions in the value of the visual arts. It gives the ideal foundation for student to further develop these skills in a much more personalised way in order to develop their own journey though the Photography course.</p>	<p>Define the key tier 3 vocabulary:</p>	<p>Camera, obscura, photograph, Daguerreotype, Darkroom, enlarger, safelight, drying rack, trays, tongs, developer, caffenol, stop bath, water, salt bath, fixer, measuring jug, negative, photograph, photographic paper, light sensitive, cyanotype, Ultra-violet light, photogram, Single-Lens-Reflex (SLR), Film/Digital, bridge camera, compact, flash, tripod, lens, zoom, manual, automatic, Aperture, Shutter, Exposure, under, over, ISO, (International Standards Organisation) Light sensitivity on camera film or camera light sensor, studio, backdrop, still life, viewfinder, composition, focal point, Angle of view, perspective, Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring, Cropping, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden</p>	<p>Confectionery, dessert, wrappers, lighting, swirls, composition, colour, leading lines, rule of thirds, shape, form, texture, tone, definition, cropping, framing, depth of field, wording, macro, bakery, fruit, layers, position, still life, photo shoot, scale, bright, sticky, dull, placed, melting, pour, drop, spill, design, develop, refine, ISO, camera, settings, flash, tripod, shutter, aperture, exposure. Sara Morris, Sarah Graham, Dana  J Quigley, Single-Lens-Reflex (SLR), Film/Digital, bridge camera, compact, flash, tripod, lens, zoom, manual, automatic, Aperture, Shutter, Exposure, under, over, ISO, (International Standards Organisation) Light sensitivity on camera film or camera light sensor, studio, backdrop, still life, viewfinder, composition, focal point, Angle of view, perspective, Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring, Cropping, Aspect Ratio,</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, fraction, complementary, distortion, design, record, develop, present, visual language, Identity, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil, scale, flash, tripod, lens, zoom, manual, automatic, Aperture, Shutter, Exposure, under, over, ISO, (International Standards Organisation) Light sensitivity on camera film or camera light sensor, studio, backdrop, still life, viewfinder, composition, focal point, Angle of view, perspective, Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring,</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, fraction, complementary, distortion, design, record, develop, present, visual language, Identity, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil, scale, flash, tripod, lens, zoom, manual, automatic, Aperture, Shutter, Exposure, under, over, ISO, (International Standards Organisation) Light sensitivity on camera film or camera light sensor, studio, backdrop, still life, viewfinder, composition, focal point, Angle of view, perspective, Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring,</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, fraction, complementary, distortion, design, record, develop, present, visual language, Identity, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil, scale, flash, tripod, lens, zoom, manual, automatic, Aperture, Shutter, Exposure, under, over, ISO, (International Standards Organisation) Light sensitivity on camera film or camera light sensor, studio, backdrop, still life, viewfinder, composition, focal point, Angle of view, perspective, Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring,</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, fraction, complementary, distortion, design, record, develop, present, visual language, Identity, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil, scale, flash, tripod, lens, zoom, manual, automatic, Aperture, Shutter, Exposure, under, over, ISO, (International Standards Organisation) Light sensitivity on camera film or camera light sensor, studio, backdrop, still life, viewfinder, composition, focal point, Angle of view, perspective, Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring,</p>

			Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom	Fill the Frame, Framing, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom	Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring, Cropping, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom	Cropping, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom	Cropping, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom	Cropping, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom
		Recall the knowledge:	<b>EXPLORING CAMERALESS PHOTOGRAPHY</b> -Know about the origins of photography -Understand how a photograph is made. -Recall how a camera works Know and recall the names of early pioneers of photography. -Know what a camera obscura is and how to make one. -Know and recall facts about cameraless photography methods Cyanotype and Photograms. Know how to make cyanotype images and photograms. -Know how to make cameraless images. Know what DSLR means -Recall the exposure triangle -Know how to work a DSLR camera What is Shutter speed? How does it work? How does It affect a photograph? Know about photographers who use fast and slow shutter speed.	<b>CONFECTIONARY &amp; REFRACTION</b> -Know about specific photographers -Understand different types of composition when making effective photographs. -Know what is needed to create a successful photoshoot. -Recall information about the exposure triangle and use it to create photographs.  Students research into how different photographers photograph the subject. They form their own opinions. Using this knowledge, they develop their own photoshoot. They show understanding of all composition, shutter speeds, exposure, depth of field learnt in previous half term. Student will be inspired by 2 photographers.	<b>PERSONAL SUSTAINED PROJECT</b> Recall all previous knowledge from the visual elements and other projects studied to create their own personal sustained project from a selection of themes. Recall understanding of all assessment objectives. Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists/photographers understand their skills, processes and reasons for creating their art/photography. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently.	<b>PERSONAL SUSTAINED PROJECT</b> Recall all previous knowledge from the visual elements and other projects studied to create their own personal sustained project from a selection of themes. Recall understanding of all assessment objectives. Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists/photographers understand their skills, processes and reasons for creating their art/photography. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/photographer influence	<b>ESA-EXTERNLLY SET ASSIGNMENT</b> Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists understand their skills, processes and reasons for creating their art/photography. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/photographer influence	<b>ESA-EXTERNLLY SET ASSIGNMENT</b> Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists understand their skills, processes and reasons for creating their art/photography. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/photographer influence

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What we want our students to do	<p>The GCSE is a 2-year pathway, year 10, terms 1a,b and 2a focus on building theory, a wide range of two and three dimensional Fine Art practical skills and knowledge. This is called Portfolio work and contributes to the 60% coursework grade.</p> <p><i>Term 2b Yr 10 to the end of Yr 11 Term 1 focuses on the 60% of final grade sustained independent project.</i></p> <p><i>Term 2 and 3 Yr 11 is set by AQA exam board. This is 40% of final grade ESA, externally Set Assignment.</i></p> <ul style="list-style-type: none"><li>• Externally Set Assignment takes all lessons from 2<sup>nd</sup> January to the final 10 hour timed outcome assessment.</li><li>• 40% of GCSE.</li></ul> <p>In Component 1 and Component 2 students are required to work in <b>one or more</b> area(s) of photography, such as those listed below:</p> <ul style="list-style-type: none"><li>• portraiture</li><li>• location photography</li><li>• studio photography</li><li>• experimental imagery</li><li>• installation</li><li>• documentary photography</li><li>• photo-journalism</li><li>• moving image: film, video and animation</li><li>• fashion photography.</li></ul> <p>They may explore overlapping areas and combinations of areas.</p>	Demonstrate excellence in these skills:	<p><b>Component 1: Portfolio</b></p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include: <b>A selection of further</b> Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations. Students should be able to;</p> <p>-Present all work to a portfolio standard.</p> <p>-Explain the origins of photography with understanding.</p> <p>-Understand the best conditions to make good cyanotype images and show evidence of this.</p> <p>-Demonstrate knowledge of shutter speed slow and fast through creating images.</p> <p>Demonstrate how to paint with light and record the images.</p> <p>Demonstrate understanding aperture. Present examples for portfolio.</p>	<p><b>Component 1: Portfolio</b></p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include: <b>A selection of further</b> Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations. Students should be able to;</p>	<p><b>Component 1: Portfolio</b></p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. 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			Demonstrate understanding of Depth of Field. Present evidence of this for portfolio.					
Key assessment questions:	<p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.</p> <p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>		<p>Create effective final outcomes showing understanding of Aperture, Exposure, Depth of field and Shutter speed. Use the information in the portfolio to support your outcomes.</p> <p>Use DSLR a camera and editing equipment for this.</p> <p>3hr paper during school assessment fortnights to complete a major piece of the current project.</p> <p><b>Assessments</b> Peer, self, teacher, group assessment takes place during each of the 4 stages of each project. Work is assessed against the course criteria.</p> <p>• <b>AO1: Develop</b> ideas through investigations, demonstrating critical understanding of sources. (24 Marks) • <b>AO2: Refine</b> work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (24 Marks) • <b>AO3: Record</b> ideas, observations and insights relevant to intentions as work progresses. (24 Marks) • <b>AO4: Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (24 Marks)</p> <p><b>How it's assessed</b> 100% classroom based course</p>	<p>3hr practical during school assessment fortnights to complete a major piece of the current project.</p> <p><b>Assessments</b> Peer, self, teacher, group assessment takes place during each of the 4 stages of each project. 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(24 Marks)</p> <p><b>How it's assessed</b> 100% classroom based course 60% coursework made up from a portfolio of work and the sustained project.</p>	<p><b>Work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student’s specific role in any group work undertaken.</p> <p>The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of <a href="#">drawing activity</a> and <a href="#">written annotation</a>.</p> <p><b>Assessments</b> Peer, self, teacher, group assessment takes place during each of the 4 stages of each project. Work is assessed against the course criteria.</p> <p>• <b>AO1: Develop</b> ideas through investigations, demonstrating critical understanding of sources. (24 Marks) • <b>AO2: Refine</b> work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (24 Marks) • <b>AO3: Record</b> ideas, observations and insights</p>	<p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of <a href="#">drawing activity</a> and <a href="#">written annotation</a>. Students must identify and acknowledge sources which are not their own. Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way. A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once</p>	<p><b>Final preparation for GCSEs</b> <b>Supervised time – 10 hours</b> Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.</p> <p>The first two hours of supervised time must be consecutive. Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion. Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the supervised time or between sessions. Students must not add to or amend work produced during the supervised time; either between sessions of supervised time or after the 10 hours of supervised time has been completed. Work produced in the supervised time must be clearly identified as such. Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time must be clearly identified as such. Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component.</p>

			60% coursework made up from a portfolio of work and the sustained project.			<p>relevant to intentions as work progresses. (24 Marks)</p> <ul style="list-style-type: none"><li>• <b>AO4: Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (24 Marks)</li></ul> <p><b>How it's assessed</b> 100% classroom based course 60% coursework made up from a portfolio of work and the sustained project.</p>	<p>the first period of supervised time starts.</p> <p><b>Preparatory period – from 2 January</b></p> <p>Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January.</p> <p>Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work.</p> <p>Students may discuss their starting points with the teacher.</p> <p>Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or non-digital presentations.</p> <p>Students must stop work on their preparatory studies as soon as the first period of supervised time starts.</p> <p>There is no restriction on the scale of work, media or material used.</p>	<p>Students must not have access to the internet during the 10 hours of supervised time.</p> <p>All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised time.</p> <p>Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.</p> <p><b>The supervised time must take place under the guidelines set out in the document <i>JCQ Instructions for the conduct of examinations</i>.</b></p> <p>GCSE Examinations</p> <p>Dates: TBC</p>
Disciplinary Rigour		What makes your subject different to other subjects?	<p>This course is 100% practical and classroom based, with no written final GCSE exam.</p> <p>Students are provided with a wide range of opportunities to develop skills, understanding of processes, knowledge of Photography and its place in the world, including careers, the social context, political, for pleasure, cultural links mental wellbeing. From these experiences, they</p>					

			<p>choose how they want to create their sustained project, personally moving the development forwards to create their own final conclusion.</p> <p><b><u>COMPONENT 1</u></b> <b><u>PORTFOLIO 60% OF</u></b> <b><u>FINAL GRADE</u></b></p> <p>The GCSE Photography course is an exciting and creative course which focusses on students creating a practical portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained personal project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.</p> <p><b><u>COMPONENT 2</u></b> <b><u>EXTERNALLY SET</u></b> <b><u>ASSIGNMENT 40% OF</u></b> <b><u>FINAL GRADE</u></b></p> <p>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.</p>					
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