

HERE FOR YOU
WWW.EDUQAS.CO.UK



ANNUAL REVIEW

2022/23

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Ian Morgan
Chief Executive, Eduqas

Looking back on our activities over the past 12 months, I feel a great sense of pride in what we have achieved as an organisation. We have remained true to our vision and have continued to provide trusted qualifications and sector leading support to schools and colleges across England.

In this Annual Review, you will find proof of the exceptional work delivered by our dedicated teams from the development of qualifications and exciting digital assessments, through celebrating learners achievements as part of our Moving Image Awards. By working together with the teaching community, our teams remain committed to enabling learners to achieve their full potential by delivering high-quality qualifications and assessments.

Our teams have continued to work tirelessly to introduce new content and materials, strengthening our qualifications with the promotion of diversity and inclusivity. With this new range of materials, we ensure that educators and learners are presented with qualifications that reflect today's world.

I hope you will enjoy reading our Annual Review and that you'll continue to follow and engage with our work over the coming year. Rest assured you will receive the very highest levels of support, advice, and guidance from us – as you have come to expect.



Joanna Moonan
Chair of the Board
of Directors, Eduqas

Following another successful academic year, Eduqas has continued to be at the forefront in providing exceptional support to schools and colleges across England. By working together with the education community, Eduqas has ensured that all learners received qualifications that enabled them to progress in whatever path they chose to follow.

Our dedicated teams are continuously consulting and listening to feedback to ensure our qualifications remain relevant to learners and to continuously develop resources which complement a variety of teaching methods. As a Board of Directors, we are confident that Eduqas provides high-quality qualifications that help learners develop a deeper understanding of today's world while supporting teachers and lecturers with comprehensive support to enable them to deliver effective learning experiences.

The 2022/23 Annual Review demonstrates Eduqas' ability to adapt to evolving curriculum demands, whilst honouring its tradition of offering quality support and guidance. In addition to providing leading assessments, our teams have continued to develop new qualifications, resources, and training to assist teaching and learning across England.

On behalf of the Board of Directors, I would like to thank schools, colleges and Eduqas colleagues for all their hard work and dedication. We are certain that Eduqas will continue to be a leader within the education sector, setting a high standard for others to follow.



Here for you: Our role

Providing leading qualifications and support for teachers and learners for 75 years.

As one of the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, we offer valued qualifications, straight-forward specialist support, and reliable assessment across the country.

As a charity, we're committed to reinvesting in continuously improving the support, resources and qualifications we provide.

Find out more: www.eduqas.co.uk/charity

By working in close partnership with key stakeholders in our education communities, including schools, colleges, advisory groups, and Ofqual, we're committed to playing our part in supporting the Government's drive to ensure learners have an opportunity to reach their full potential.

Did you know?

Eduqas was launched in 2014 to differentiate our Ofqual regulated qualifications offered to schools and colleges in England.

Find out more www.eduqas.co.uk/AboutUs

Qualifications designed for learners

Our qualifications are internationally recognised and carefully designed to give learners an opportunity to show what they know, understand, and can do – equipping them with the skills and understanding for the next stage of their lives, including higher education, and employment.

We're committed to reinvesting in continuously improving our qualifications, and as part of our qualification development process, we engage with a range of specialists including academics and workforce leads to ensure they develop all the necessary skillsets and competencies.

Direct support and guidance from day one

Our team of more than 350 skilled and knowledgeable individuals are on hand to support schools and colleges with the delivery of our qualifications.

Unlike other awarding bodies, we provide direct access to subject experts and centre support teams – to help you every step of the way. In addition, our Regional Support team offers you a free face-to-face or online flexible support service tailored to the needs of your schools and colleges.

Our subject specialists are all former teachers/lecturers, and are therefore perfectly placed to provide practical advice and guidance.

Enhancing teaching with sector-expert developed resources

We work closely with sector experts to develop an unbeatable range of FREE teaching and learning tools, resources and materials to support our qualifications and to engage and inspire learners.

Our ever-growing package of digital resources now include Blended Learning lessons, Knowledge Organisers and Exam/Non-Exam Assessment Walk Throughs, covering a wide range of GCSE and A level subjects and topics.

These additional resources have been designed by our Digital Resources Team together with our subject specialists.



IN ENGLAND

We offer nearly **130** GCSE, AS, A level and Vocational Qualifications 

In 2022-23,
we awarded over

460,000
QUALIFICATIONS

Marked over

1,200,000
PAPERS
NEA AND ORAL
EXAMINATIONS
IN 2022-23

Created over

**322 BLENDED
LEARNING UNITS**

which contain approximately

1,542 LESSONS

**24 EXAM AND NEA
WALK THROUGHS**

747

**KNOWLEDGE
ORGANISERS**

8

**TEXT
BOOKS**

Find out more

www.eduqas.co.uk/AboutUs

SECTION 02

Delivering leading qualifications, assessment and support



Inspiring our nation's vocational learners



Written by Sarah Harris
Assistant Director of Vocational
Qualifications, Eduqas

As the new academic year begins, many of you at schools and colleges across England will have now embarked on your second year of teaching our new suite of Vocational Awards.

Designed for 14-16-year-olds, these Level 1 / 2 qualifications are perfectly suited to learners who want to develop their practical skills and knowledge, whilst studying a qualification which is robust and of equal value to a GCSE. Following a major refresh, our current suite of Vocational Awards is made up of nine subjects, including Engineering, Retail Business, and Performing Arts.

With experiential learning at their core, our Vocational Awards enable learners to strengthen their skills and understanding through engaging with real 'hands on' tasks and activities. For example, Hospitality and Catering learners will get to design menus and prepare food for a diverse range of customers.

Although 40% of the qualification is assessed through an exam, the qualifications are compensatory. So, if a learner struggles in the exam but excels in their 60% practical learning, the weighting will balance out.

“The vocational education landscape continues to evolve, and we are committed to being at the forefront of new developments and innovation.”

This is key for learners who don't perform well in an exam environment but are otherwise very capable. It lessens that final hurdle for them, enabling them to achieve the grade they deserve.

Performing Arts is the only exception, where learners will have the opportunity to take part in an external project-based assessment.

Delivery is key, and we're here to support schools and colleges every step of the way. We're here to make teaching of our new Vocational Awards as straightforward as possible, and our specialist subject teams are on hand to offer help and guidance.

We have already delivered comprehensive subject support and information, including individual unit guidance, and a textbook for every qualification; although primarily for the learner, these are really going to help teachers in supporting subject delivery.

We're confident that we've created a comprehensive suite of qualifications that will give learners in England every opportunity to reach their potential.

We're currently engaged in reforming our Level 3 Applied Certificates and Diplomas to meet new the Department for Education and Ofqual criteria for alternative academic qualifications.

Our qualifications in Medical Science and Health and Social Care have been submitted to Department for Education and Ofqual for approval and will begin teaching from September 2025.

It's an exciting time to be involved in developing qualifications; and as the new term rings in, we're looking forward to working closely with schools and learners to ensure their journey with us continues to go from strength-to-strength for many years to come.



“The Eduqas Hospitality & Catering Technical award is the perfect choice for our students and is one of the most popular and successful subjects in the school.

Students value the practical element of the course and really enjoy seeing their skills develop over time. By developing their practical skills and theoretical knowledge, they can see how these will help them in their future careers.”

Ashley Bowe
Head of Department: Design Technology
Tutor of 7-Zeus-1

Professional Learning which informs, engages and inspires

Our Professional Learning team creates, develops, and delivers an annual programme of events to support teachers and lecturers lead their learners to success.

The team works in partnership with subject specialists to plan and deliver the programme annually. Feedback from previous events is also key to the design and content, responding to practitioner needs.

Professional Learning Content

All content is carefully written, designed, and delivered by our qualification and subject specialists who have a wealth of classroom experience.

Our attendees receive a comprehensive pack of accompanying materials (including recordings of online events) with lots of practical classroom ideas and resources.

Themes

Our Professional Learning themes include:

- Providing valuable feedback on recent assessments to inform planning and preparing learners for future assessments
- Supporting teachers/lecturers to prepare and plan for the delivery of new or amended specification content
- Thematic workshops exploring pedagogical approaches and up-skilling practitioners

Flexible Access

Our range of Professional Learning courses and materials are delivered:

- Live online (twilight sessions)
- Full-day face-to-face
- Via our website, where you can access pre-recorded webinars and Professional Learning materials

Recent Highlights

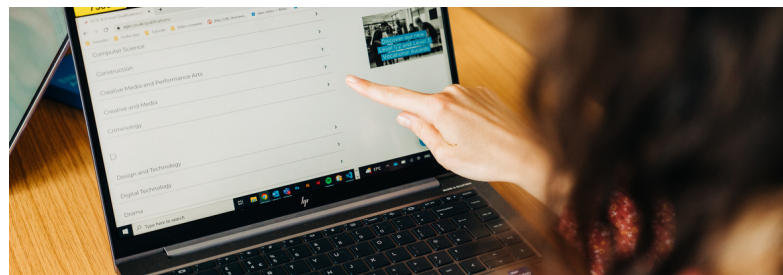
- Approaches to diversity in Drama and Film studies
- Teaching more difficult concepts in A level Sciences
- Teaching grammar in English
- Developing reading resilience in Modern Foreign Languages
- Approaches to developing Cognitive acceleration



“ With over 300 Professional Learning events delivered annually, covering a range of topics, themes and subjects, we’re confident that our teachers and lecturers will find them engaging, informative and useful. Each tailored course is delivered by our team of experts, offering training and supporting resources which will enhance their teaching for the benefit of their learners. ”



Nia Jones
Professional Learning
Development Manager, Eduqas



300
annual events

8,000+
annual attendees

Over 90%
of participants mostly
or completely satisfied
with their course

Unlocking your educational goals with tailored support

Whether you're a teacher, lecturer, exam officer or head of department, our Regional Support Team is on-hand to make sure you receive all the support and guidance you need.



“The Regional Support Team is here to help you. Our service is flexible, based on your requirements, and with a friendly face and, of course, completely free of charge.”

Hugh Lester

Stakeholder Engagement
Executive, Eduqas

Our Regional Support Team of subject experts is on hand to provide tailored advice and guidance to teachers, lecturers, exams officers, and heads of department across England.

They offer both face-to-face and online support, at a time that is convenient for you. With their expertise, dedication, and commitment to excellence, they ensure you receive the best possible support to achieve your educational goals.

Whether you're completely new to a specification or looking to be updated, our team can take you through all the details and make sure you've got all you need to feel confident delivering the course.

Our comprehensive package of FREE digital resources continues to grow, and our Regional Support Team keep up-to-date with all the latest developments. We know how difficult it can be to stay on top of the newest resources for your subject, but the team will help you make the most of them.

Our team can also demonstrate how to get the most from the range of student exemplars on our Online Exam Review website and can guide you through the process of analysing results with our Exams Results Analysis facility.

Because they talk to schools and colleges every day, the team has a good insight into how others are approaching our specifications, and can share ideas and examples of good practice with you. They can also help you get in touch with other teachers delivering the course.

We know how important it is for you to have a friendly, professional relationship with your exam board and we hope our team's visit will just be the start of our relationship with your school or college. As your local contact, they'll be on hand to respond to your queries, concerns and suggestions – and to put you in touch with our team of specialist subject officers in Cardiff who are always ready to help with further advice and support.

Our Regional Support Team members have all been teachers and understand what you need from your exam board. They know how things can change, how little time you have and how a department's circumstances can change. They know that you want professional, accurate advice and a friendly face. That's why we invite you to get in touch with them today.

[Learn more](#)

www.eduqas.co.uk/RegionalSupportTeam



TEACHING WITH EDUQAS

Switch to us and deliver our qualifications with confidence

At Eduqas, we know that the advice and guidance provided by our Regional Support Team is key in helping teachers and lecturers make the most of our range of over 70 qualifications and free resources.

Through their expert support, we ensure successful teaching experiences, effective engagement with our resources and materials, and the best possible outcomes for learners. Recently, we had the pleasure of speaking with Emma Stockill, Head of English at Scalby School in Scarborough, about her experience using Eduqas. Emma shares how the support she received from our Regional Support Team and English Team was invaluable and made all the difference in helping her students succeed.



Emma Stockill

Head of English,
 Scalby School, Scarborough

We've been teaching English with Eduqas, and before that WJEC, for a long time now - probably since 2006. We're really proud of the results our learners have achieved over that time.

The Eduqas team has always been helpful and friendly when we've needed them. For example, we had super support from Catherine Oldham, our Regional Support Team representative, in the early days of preparing for the 'new' GCSEs a few years ago. This allowed us to successfully plan for the rollout before making the leap. This made for a reasonably smooth transition - something our learners benefitted from.

We've also found Eduqas' exams less unpredictable than those of some of the larger exam boards, and more accessible - especially the English Language papers. We can hand on heart say that, with very few exceptions, we've been able to support learners of all abilities through them.

Having texts that resonate with both teachers and learners is one of the key things for ensuring success - aside from the hard work and expertise of amazing teachers like ours!

It helps that as a department we enjoy many of the texts on the Eduqas specifications. Our passion and interest rub off on the learners, who've also responded well to the content for the most part.

And speaking of amazing teachers, over half of the team are now also examiners with Eduqas! The insight this provides means that we can be confident that we're delivering the qualifications to the best of our ability, and that marking is consistent and fair.

Going forward we're hoping to make more use of Eduqas' free teaching resources - the Spoken Language exemplars have been invaluable, and I'm sure there's lots more our learners can benefit from.



Interested in learning more about how can we support your teaching?

Consider switching to Eduqas and discover the benefits for yourself and your learners. From comprehensive FREE resources to expert regional support and training. Eduqas provides the tools and guidance you need to deliver our qualifications with confidence.

Learn more about how Eduqas can help by visiting:

www.eduqas.co.uk/Switch



SECTION 03

Working together to make a difference





Enhancing Learning Outcomes: Educational resources for today's and tomorrow's learners



Written by Melanie Blount
 Head of Content Development,
 Educational Resources, Eduqas

Melanie Blount, our Head of Content Development, leads a team of 25 colleagues, creating educational resources for teachers, lecturers and learners that heavily support teaching and learning across the curriculum.

In this article, she discusses the process of developing our resources and our future plans to enrich the teaching and learning experience.

Every single resource begins with educational need. Through discussions with teachers, keeping abreast of educational news and new policies, right through to exam feedback and even scouring social media, our team is continually gauging the level of support needed for each subject.

Once we've established a need for a resource, we then focus on the best vehicle to deliver it, whether that be a textbook, a digital or an interactive resource. We might make this decision based on decades of own expertise, or feedback from our centres.

For each resource we work with a Subject Officer and subject matter expert, one of whom will author the content, with the other reviewing. These relationships are incredibly important, and our Subject Officers are absolutely integral to the creation of our many resources.

For each piece of content produced, the author will follow a very specific brief which details exactly what needs to be covered from the specification, which age group it is to be aimed at and which elements must be included, such as a glossary of terms, keyword boxes, case studies, etc.

Once drafted, each and every resource goes through a rigorous review process involving our Digital Learning Officers (DLOs), editors and quality assurance team. For a print resource, a technical edit will be completed, and for a digital resource, our DLOs will create a storyboard for our developers to transform into an interactive finished product.

Only once we're satisfied that the end result matches the original brief does a senior member of the team complete a final check and sign off. From commissioning to publication, a digital resource takes an average of nine months, with a textbook typically taking 18 months.

The Future of Resources

The future of educational resources will no doubt be heavily influenced by technology and digital advancements. As a team, we're focused on the ways in which we can embrace evolving technology and how we can use that to enhance learning.

Taking textbooks for example, which have a crucial role to play in learning, we'll start to look at how they can be delivered in a different way. Far from the end of textbooks, I think we'll most likely be slowly replacing printed copies with ebooks, as we look at ways to reduce our carbon footprint.

As with the success of resources such as our Question Bank, I can also see a lot more reliance on these small editable units of content, where teachers can 'pick and mix', enabling a greater degree of personalisation for teachers and learners alike.

Well-designed educational resources can significantly enhance the learning experience for learners. They offer alternative explanations, examples, and visual aids that cater to different learning styles, making complex topics easier to comprehend. I have no doubt that the 1500 pieces of content we produce on an annual basis goes a long way to supporting students to achieve the best possible outcomes.

Our resources

In a normal academic year, we produce around 1500 lessons and revision aids. **These come in the form of:**

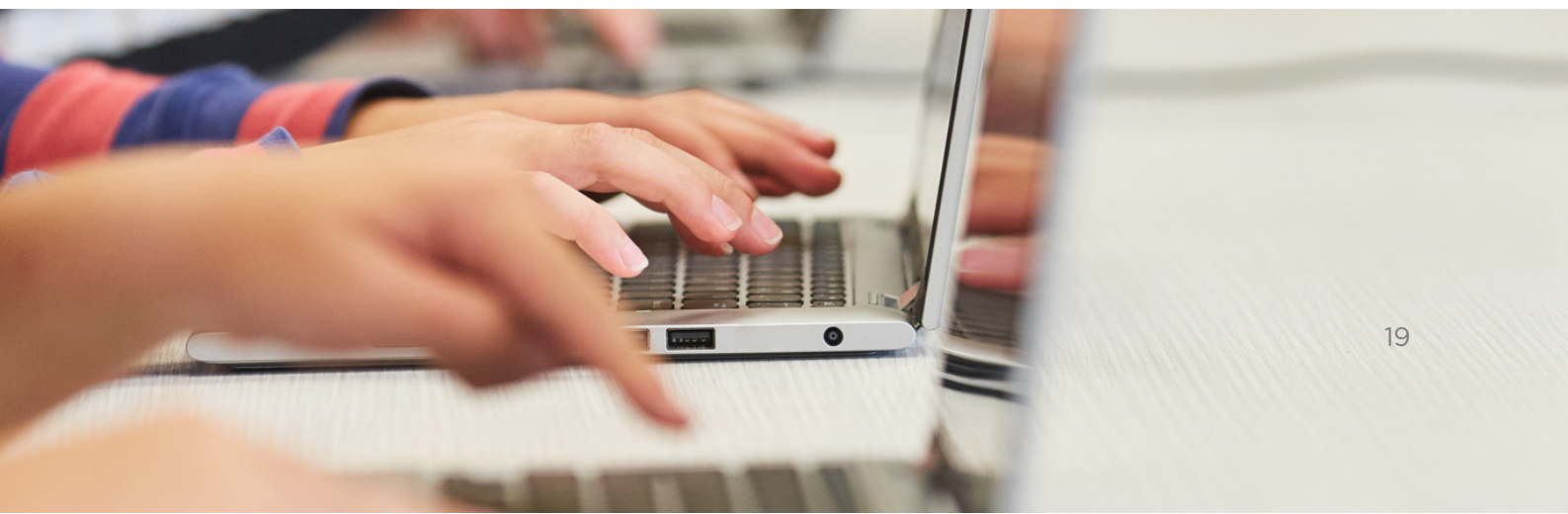
- Blended Learning Resources - typically in the form of an online learning pack that allows learners to study at their own pace.
- Knowledge Organisers - these give an overview of the key facts, concepts and vocabulary related to a particular subject, unit, or lesson.
- Stand-alone front of classroom resources for teachers - such as PDF notes, lesson plans and schemes of learning.
- Textbooks - of which around five are published each year.

As well as learning resources, our team is also responsible for:

- Online Exam Review - interactive units that bring together elements including general data, exam questions, their marking schemes and examiner comments.
- Question Bank - a free tool that allows students and teachers to create bespoke practice question papers from thousands of Eduqas past paper questions.

Find out more

www.eduqas.co.uk/Resources



SECTION 04

Shaping the future of education in England



Leading the way in digital assessment



Written by Ben Newby
Chief Digital Officer, Eduqas

Ben Newby explores the development of digital assessment and how we can utilise digital tools to improve outcomes for our learners.

The world around us is changing rapidly, and my team is looking closely at how we reflect those changes in the way we embrace technology in the assessment space.

We're committed to continuing the provision of assessments that are more engaging, provide a richer experience for learners and overcome both social and physical challenges, of which digital assessments play a very large part.

Our current digital assessment offer

As an exam board, we offer two types of digital assessments: E-assessments, which are exams completed and marked electronically, on a screen, and e-submissions, where learner's coursework is submitted electronically and assessed via a secure web-based platform.

As with any form of examination, accessibility for learners has and will continue to be a key consideration. Our e-assessments come with a number of adaptations, including a range of colour palettes, font sizes and audio options. We've completed a gap analysis on all the reasonable adjustments we would have to make to allow all learners to have a level playing field and are confident that our digital platforms comfortably can accommodate those.

Developing the offer

Learners are already used to an environment where teaching comes in many digital formats, and homework is completed electronically, and so it makes absolute sense that as an exam board we reflect this changing world of education.

It's far more engaging for learners to interact with a graph that you can interrogate, like you would do in the world of work, rather than on a piece of paper. Answering questions about an animation provides a richer experience than a static image ever can. We know this, and we're working with schools and colleges to ensure that they have all the tools they need to allow us to grow our offering even further.

In Wales, as WJEC, we're actively scaling up our digital assessment offering as part of Qualification Wales' 'Qualified for the Future' initiative. We've been successfully providing digital assessments in Wales for over fifteen years, and within the new suite of qualifications we're co-creating, we'll be increasing that offering substantially. In terms of scale, around 15% of our GCSEs in Wales have an e-assessment option, with around 3% currently sat online. By the end of 2030, we expect that number to rise to 25%.

There is a big opportunity here to use our pedigree and experience in the Welsh market to drive forward choice in the English market, and I'd really like to get to a point where in England, we're following that same growth trajectory. The technology and capability are already there, so it's about how quickly we move through that change, ensuring integrity and robustness at each stage.



Supporting our schools and colleges

We're mindful that each school and college has different capabilities in terms of technology and resources, and we're very much developing our solutions with this in mind.

We have a dedicated bilingual support team that is solely focused on e-assessment and are there to help each school and college begin or expand their e-assessment journey, as well as supporting them with any queries along the way.

Teachers, lecturers and learners are given access to our on-screen platform well in advance, so that they can familiarise themselves with the software.

We also provide extensive guidance documents and video toolkits to further assist with the installation and delivery of e-assessments.

Our continual feedback from schools and colleges is that they are surprised by how simple the process is for administering e-assessments, and we're very proud of that.

Looking to the future

There are so many benefits to learners, teachers, lecturers and administrators in terms of digital assessment, and I'm looking forward to those being realised as we continue on this journey.

There is currently a piece of work being conducted by Ofqual, exploring the role of technology in exams and assessment. We'll be feeding into these discussions, given our extensive experience, and I'm confident that our input will play a role in shaping the future of digital assessment practices across England.

Beyond that, a lot can change. Do we stick with the cyclical one day, one time approach for examinations, or will learners be able to sit an e-assessment at a time they feel ready, in a controlled environment, in a personalised format? Technology certainly won't be a barrier, so it will be incredibly interesting to see just how big a role digital assessment will play in years to come.

Committed to creating diverse and inclusive qualifications

At Eduqas, we understand and recognise the importance for learners to explore content that is diverse and inclusive.

We are committed to taking actions to ensure that all our qualifications help learners gain a deeper understanding of today's world. We take diversity and inclusion seriously and have already initiated steps to offer a wider range of choices and representation in terms of race, ethnicity, sex and gender in our qualifications.

Empowering diversity for meaningful impact

As part of our ongoing commitment to enhance diversity and inclusivity in education, we have made several updates to our subject offer to achieve this goal.

We have introduced:

- 35 new films to our A level Film Studies specification, building upon 13 new films we added to our GCSE specification last year.
- 20 new products to our GCSE and A level Media Studies specifications.
- 2 new texts to our GCSE English Literature.

Our team of specialist selected these materials through a rigorous review process, ensuring that they address the need for a greater representation in each of these subjects.

By choosing material which tackle pertinent issues of ethnicity, gender and sexuality, we aim to give learners an inclusive perspective of the subjects they study. Our latest additions include multiple materials from a range of historical periods, reflecting on contemporary issues such as racism and LGBTQ+ acceptance.

To ensure that teachers and lecturers can deliver these new materials confidently, we have published new, free digital resources, and delivered a series of training events.

In addition, we are working with publishers to provide updated textbooks to support these new materials.

Alongside these qualifications, we are taking active steps to enhance representations across a variety of subject areas.

We are excited about these latest developments and believe that they will significantly contribute to enhancing the quality of education we offer. As we strive to provide the best possible education, your continued support is invaluable.





“ We understand the importance of diverse representations. This is why we are proud to introduce new materials which offer learners further opportunities to engage with subjects that resonate with them. ”

Hilary Jaques
Qualification Development Officer, Eduqas

Seeing themselves reflected: Why relatable texts are key for student learning



Written by
Julia Harrison-Pickard
 Subject Officer
 English Literature, Eduqas

At Eduqas, we are dedicated to providing high-quality qualifications that equip learners with the skills and knowledge they need to succeed in their academic and professional lives.

As part of this commitment, we are excited to announce the addition of three new texts to our GCSE English Literature specification, with a focus on cultural diversity and representation.

In this article, our GCSE English Literature Subject Officer, Julia Harrison-Pickard, will discuss the importance of diverse representation and what it means for educators and learners alike.

Literature has the power to shape our understanding of the world, and when we limit the types of stories that are told, we risk perpetuating stereotypes and creating a narrow worldview.

It's important that learners are given the chance to study texts that they see themselves in and reflect their cultural heritage and lives. Diverse literature also provides opportunities for learners to learn about cultures, traditions and experiences that may be different from their own. This exposure is vital for fostering empathy, understanding and appreciation for different ways of life.

Providing diverse and inclusive literature

English literature is constantly evolving, with modern writers producing exceptional work - sharing untold stories and adding to the diverse pool of literature. From September 2023, our English literature GCSE will offer an equal split of female and male authors in modern and 19th century texts, and it is proud to be the only exam board in England to do so.

While this is an important step in addressing the diversity of authors that learners are exposed to, it is also imperative that the texts on offer address a diverse set of subjects and feature characters that represent different races, gender, beliefs, sexual orientation and socioeconomic statuses.

In our Post 1914 Prose and Drama section, we have introduced two new texts as part of our commitment to address the ethnicity and gender balance of authors, and to allow schools and learners access to more texts that reflect the rich diversity of our country.

New texts

Boys don't cry, by Malorie Blackman, is a fresh and engaging novel that has positive representations of black and LGBTQ+ characters. Malorie Blackman, former Children's Laureate, is acknowledged as one of today's most imaginative and convincing writers for young readers. Many will have already read the highly successful Noughts and Crosses series and will be familiar with Blackman's powerful and emotive work.

The other new addition to this part of the specification, *Leave Taking*, by Winsome Pinnock, explores the dislocated identity of black British immigrants, and is a powerful and moving play that delves into themes of family, identity and cultural heritage.

Twelfth Night and our already comprehensive text offering

Following feedback from schools and colleges, we have also replaced William Shakespeare's 'Henry V with Twelfth Night'.

It is our hope that this play, with its timeless depictions of unrequited love and human behaviours, will add some comedy and revelry to the Shakespeare section of the specification. Its themes of class, identity, gender and attraction are incredibly relevant to our current cultural moment and will hopefully become a popular choice with our schools and colleges.

As well as these new texts, there are many others already on our specification that would be a fantastic choice for schools wanting to explore a wide range of perspectives, experiences and voices. Take 'The Curious Incident of the Dog in the Night-Time', for example, where the main character is a young boy with autism, or The History Boys, which deals with themes of homosexuality and class.

One of our culturally diverse novels is Meera Syal's Anita and Me, which tells the story of a nine-year-old girl growing up in the only Punjabi family in her village. It is a witty and engaging book that tackles important issues such as racism, identity and the struggles faced by immigrants in society.

These texts all go a long way to providing a more accurate and nuanced portrayal of different communities and cultures, and they help to challenge stereotypes and promote a more accurate understanding of the world.

With all this in mind, perhaps one of the most important considerations for teachers and lecturers when choosing a text, is to fundamentally teach what they have enjoyed reading themselves. We urge teachers to explore the texts in our specification, especially these newly introduced texts, and find the ones that they love and the ones they feel will resonate with their learners.

Books feed our imagination and have an untold ability to open our eyes to the plight and experiences of others. By encouraging learners to study texts that promote inclusivity and expand our understanding of the world, we are helping to create a generation of well-rounded and empathetic learners.

Find out more
www.eduqas.co.uk/Qualifications



SECTION 05

Celebrating rising talent in filmmaking



The Moving Image Awards

Unveiling the next generation of filmmakers

Our Moving Image Awards is a highly anticipated event that celebrates the creativity and innovation of young filmmakers taking our qualifications in Film and Media Studies.

Every year, they are invited to submit their work for consideration by a panel of expert judges, for award categories including Best Film, Best Screenplay, and Best Music Video.

As the leading provider for Film and Media Studies, we established the Moving Image Awards in partnership with the British Film Institute in 2014, and it is hosted annually in their iconic building on the Southbank, London.

The event has quickly become a prominent platform for emerging filmmakers to showcase their work, connect with industry leaders, and gain recognition for their productions.

The awards have seen an array of high-quality productions, and previous winners have included Max Roach from Havering Sixth Form College, who won the 2021 Best Film/TV Extract award and was selected as Overall Winner for his innovative submission titled 'Lift-off'.

Additionally, Saskia Leigh Martić from Ashbourne College, London, won the 2022 Best Short Film award and Overall Winner for her exceptional piece titled 'I'll Be Seeing You'.

Since its inception, the Moving Image Awards has gained recognition from teachers and lecturers at schools and colleges across the UK, as well as leading figures in the film industry.

"We are proud to have launched The Moving Image Awards, which celebrate the exceptional creativity and skills of young filmmakers throughout the UK.

It recognises the importance of nurturing and supporting the next generation of talented artists and storytellers."

Jenny Stewart
 Film Studies Subject
 Officer, Eduqas



Ninth annual Moving Image Awards

This year, Lyndon Hodges from Friesland School, Sandiacre, Nottingham, took home the award for Best Short Film and the coveted Overall Winner Award for his imaginative entry titled 'Level 9.'

Hodges' sci-fi horror was praised for its suspenseful storytelling and the narrative twist in which a man is trapped in a loop within a car park.

The judging panel was thoroughly impressed by the intense interaction of film language and authoritative control. They also praised the superb construction and compelling aesthetic of his entry.

Guest speakers included Fable Pictures' Creative Director and Founder, Faye Ward, Metro's Chief Film Critic, Larushka Ivan-Zadeh, script and story editor Kate Leys, and renowned film critic and broadcaster Anna Smith.



For further information on our Moving Image Awards visit www.movingimageawards.co.uk

SECTION 06

Investing in our planet



Making changes to drive a more sustainable future

We are acutely aware of the impact our activities have on the environment. As part of our continuous effort to reduce this impact, we are actively working to make positive changes in key areas.

One of these areas is the printing and packaging of our exam papers, which has a significant environmental impact.

Making our printing more sustainable

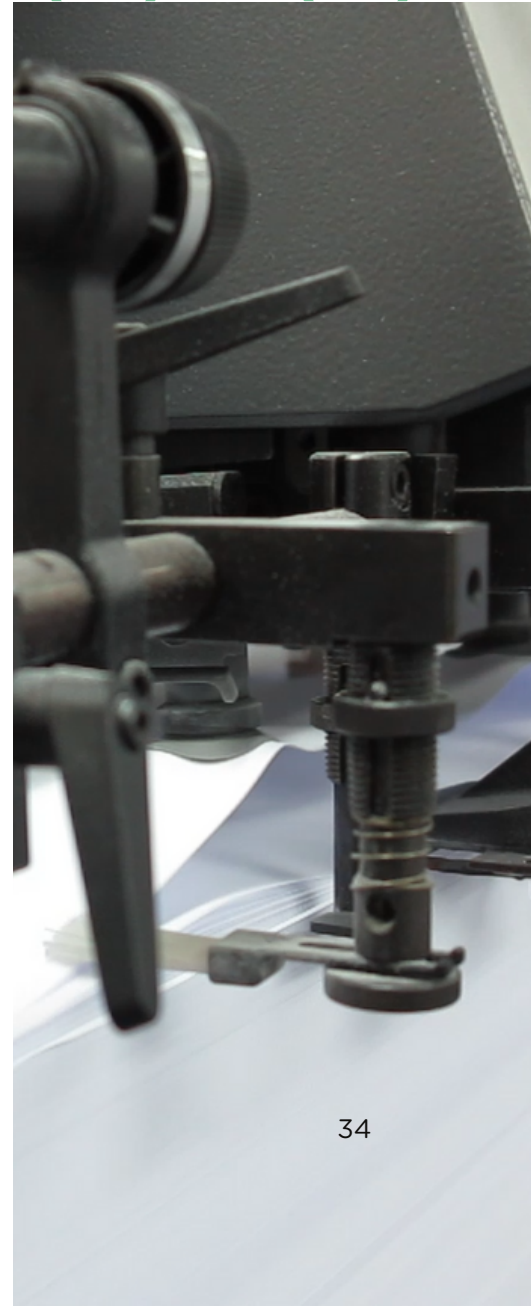
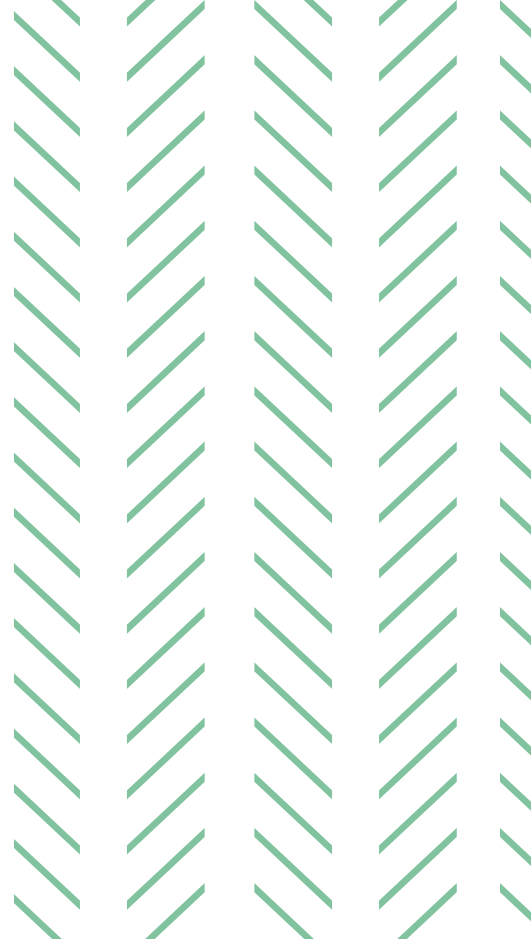
To minimise our ecological footprint and support sustainable practices, we have implemented several measures to make our printing more sustainable.

For example, we purchase all paper products, as well as any additional items, from approved Forest Stewardship Council suppliers. This ensures that the paper used in our products comes from sustainable sources and has been responsibly sourced, manufactured, and distributed.

Additionally, the certified materials we purchase contain recycled paper, which further reduces the amount of new material needed in the production process. This helps conserve natural resources and reduces the environmental impact of our products.

And to go even further in our commitment to sustainability, we pay a little extra for our purchases so that suppliers plant trees to offset some of the carbon generated during the production process.

By investing in reforestation efforts, we are helping to remove carbon from the atmosphere, promoting biodiversity, and supporting local communities.



Packaging

To reduce the environmental impact of the packaging used to transport exam papers we examine the raw materials used, and the energy consumed during manufacturing of plastic, paper, and cardboard.

To explore alternatives to plastic, we researched different materials, considering factors such as quality, security, and overall environmental impact.

While compostable materials were offered, they did not meet our security requirements and some schools and colleges are not set up to compost packaging, and there were additional emissions associated with sourcing compostable packaging outside of the UK.

After extensive research, we identified a more suitable solution: increasing the recycled content of our plastic packaging.

We are currently sourcing packaging made from Low Density Polyethylene (LDPE) that contains up to 86% recycled material. This recycled LDPE packaging is used for external mailers as well as the sealed bags that exams papers are sent and returned in for marking.

In addition to increasing the use of recycled LDPE, we've also replaced some plastic packaging with cardboard alternatives whenever possible, as these are typically easier for schools, colleges, and local authorities to recycle. Our cardboard packaging is now made up of 70% recycled material. We've also reduced the size of our cardboard boxes and made our tape fully recyclable.

Reducing waste and focusing on sustainable packaging has been a key area of focus for our organisation. By changing the size and shape of our packaging, we were able to significantly reduce the amount of packaging material used, ultimately helping us avoid registering as a 'waste producer'.

Additionally, by reducing the extraction and production of virgin materials, we've been able to limit the emissions associated with our supply chain, contributing to a more sustainable future.

Find out more: eduqas.co.uk/ExamPapers



“We believe that every small step counts when it comes to creating a more sustainable world, and these initiatives are only a small part of our broader sustainability efforts.”

Ian Edwards
Operations Director, Eduqas

Leaders of trusted qualifications

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