

# Acklam Grange School

Preparing our students for life in modern Britain



## Guided Options Booklet 2024-2026

## Green Pathway

Proud to be part of



The  
Legacy  
Learning  
Trust



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# A Message from the Headteacher

Dear Student

The next few weeks are particularly important for you, as during this time you will be choosing, with the help and advice of your parents, the courses you will study in Years 10 and 11. You will now be familiar with the Key Stage 4 Guided Options Programme and will be aware of the importance of choosing your subjects carefully and sensibly.

Until the end of Year 9 all students will follow subjects in line with our Pathways which are designed to give each student a broad and balanced yet personalised curriculum, which both supports students where necessary and also allows for preparation for the rigours of an ever-changing educational landscape in Key Stage 4. We believe at Acklam Grange School that we offer all students the opportunity to gain a breadth of qualifications that will prepare you for Post-16 life and beyond.

In Years 10 and 11, greater flexibility is introduced into the curriculum. All students must study the core subjects of English Language, English Literature, Mathematics and Science plus PE, and PRIDE.

**In order to maximise achievement, students in the Red, Blue and White Pathway have already taken a Humanities option at the end of Year 8.** We believe that having three years to study either Geography or History gives you the best chance to achieve a higher grade in that subject. Students in those pathways will choose another two additional subjects.

For students not studying History or Geography and also students in the Green Pathway, they will have three options to choose from.

The aim of this booklet is to provide you with information so that you can choose wisely. Please read it carefully and do not hesitate to ask for help and guidance from your Form Tutor, Subject Teachers or our highly trained Careers Staff. Further information on individual courses can be found at:

<https://www.acklamgrange.org.uk/year-9-options/>

Finally, can I take this opportunity to remind you about the **Year 9 Options Evening on Thursday 7th March from 4.30-6.30pm** where you will have the opportunity to speak to subject specialists first hand about the courses on offer in this booklet. Can I also remind you of the deadline for handing in options forms to **Student Services** which is **9am on Tuesday 19th March**.

Yours sincerely

**M Laidler**

**Headteacher**

# GCSE OPTIONS DOS & DON'TS



## CHOOSE SUBJECTS THAT EXCITE YOU

You're going to be spending lots of time in lessons and working at home on it!



## FIND OUT WHAT THE GCSE COURSE LOOKS LIKE

Ask your teacher how the GCSE is different from the work you have done already – PE is VERY different, for example!



## THINK ABOUT THE WORKLOAD

Try and balance the workload of your subjects – you might want to avoid taking too many subjects that involve essay writing or coursework.



## RESEARCH YOUR OPTIONS THOROUGHLY

And give some consideration to post-16 study and your career choices.



## CHOOSE SUBJECTS BECAUSE OF YOUR FRIENDS

Don't pick a subject just because your friends are doing it – you may end up in different classes anyway!



## CHOOSE A SUBJECT BECAUSE OF THE TEACHER

You may end up with a different teacher at GCSE.



## WORRY TOO MUCH ABOUT YOUR A LEVEL CHOICES

Some A Levels will be available to you if you haven't taken the GCSE, as long as you do well in the subjects you do take.



## GET TOO STRESSED AND RUSH YOUR DECISION

It's really important that you think about your options calmly and logically.

# Compulsory Subjects

These subjects are compulsory to students in the **Green Pathway**.

They include Mathematics, English Literature, English Language, Science, Core PE and either History or Geography.

# GCSE Mathematics

Qualification:	GCSE Mathematics
Exam Board:	AQA
Assessment:	100% examination comprising of 3 papers, each being 1 hour 30 minutes. Paper 1 - calculator not allowed and Papers 2 and 3 - calculator allowed.

## Course Information

Mathematics GCSE is compulsory for all students at Acklam Grange School. The Mathematics curriculum at Key Stage 4 builds on the work completed in earlier years and develops it so that students leave the school with a full understanding of how Mathematics can be used in the home and the workplace.

At Key Stage 4 students are assessed for their GCSE throughout, ranging from mini assessments, half termly assessments as well as sitting an examination paper at key points during the year; gradually building confidence and understanding in the following areas:-

- Number
- Algebra
- Shape and Space
- Ratio and Proportion
- Handling Data

Students' will no longer be given a letter grade for their final attainment. They will be allocated a number ranging from 1- 9 where 1 is the lowest grade and 9 the highest.

Homework is issued each week, one homework is set by the department and is a paper copy that needs to be completed in full and handed back to the teacher by the deadline, the other is topic specific and is set by the classroom teacher on Hegarty Maths, which is an online resource and again must be completed by the deadline. Each deadline is approximately 1 week. Departmental homework comprises of approximately 20 GCSE questions which students are expected to attempt, doing independent research on the questions they find challenging. This regular reviewing of topics helps students to recall facts and apply them in given contexts.

During lessons and as part of homework activities all students are encouraged to use mental arithmetic, calculators and computers. Practical equipment is also used with students of all abilities and students are encouraged to have their own equipment so that they are familiar with using them.

## Progression Routes

A good grade in Mathematics is essential to support life choices. Most post 16 courses require a basic knowledge and understanding of mathematical processes, and employers also require this so they can develop specific areas for their particular industry.

## Advice for students

To be successful in Mathematics students will need to complete all the work set, reflect on any feedback or advice given, and attend revision/intervention sessions when appropriate and make use of websites given:

Sparx Maths - ([www.sparx.co.uk](http://www.sparx.co.uk))

MyMaths - ([www.mymaths.co.uk](http://www.mymaths.co.uk))

Hegarty - ([www.hegartymaths.com](http://www.hegartymaths.com))

Mathswatch- ([www.vle.mathswatch.co.uk](http://www.vle.mathswatch.co.uk)).

Each student has their own login and password for each of the sites above and are available from their maths teacher.

If you have any questions, please go and speak to **Miss Bartram**

# GCSE English Literature

**\*\*This is a grade 9-1 GCSE course\*\***

Qualification: GCSE English Literature (8702)  
Exam Board: AQA  
Assessment: 100% Exam (1 x 1hr 45 mins paper, 1 x 2hrs 15 mins paper)

## Course Information

The course expects you to be able to develop knowledge and skills in reading, writing and critical thinking.

The exams assess your ability to read and analyse prepared texts, as well as your ability to analyse unseen poetry.

You will develop your inference skills and your ability to analyse language and structure in a range of literary texts. You will also develop your evaluative skills as you consider the impact of authorial choice on their audience and you will develop your ability to handle complex ideas and interpret information in a wider context.

Current texts being studied:

- An Inspector Calls
- Macbeth
- Dr Jekyll & Mr Hyde or The Sign of Four
- AQA Anthology: Power & Conflict cluster

## Progression Routes

English Literature demonstrates your ability to look beyond the obvious and to interpret complex information. A qualification in English Literature will develop your planning and research skills, as well as widening your knowledge of history, culture, philosophy and even human behaviour.

Possible careers could include media, publishing, journalism, teaching, advertising, public relations, law, the public sector and finance.

You may consider studying an A-Level in English Literature post GCSE.

## Students have said...

“I’ve read things I would never normally have looked at before.”

“I want to go on to study English Literature at college.”

“I never knew there was so much meaning in such a little thing.”

## Advice for students

You will be expected to read a lot of challenging texts and remember them for the exams. Try to read around the set texts to gain an understanding of their contexts and read the actual texts regularly so that you can recall them easily.

If you have any questions, please go and speak to **Mrs Crawford**

# GCSE English Language

**\*\*This is a grade 9-1 GCSE course\*\***

Qualification: GCSE English Language (8700)  
Exam Board: AQA  
Assessment: 100% Exam (2 x 1hr 45 mins papers)

## Course Information

This course provides you with the opportunity to develop higher order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. You will be expected to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

The exams assess your ability to read and analyse unfamiliar texts, as well as your ability to write for a range of purposes.

You will develop your ability to work independently, be creative, think critically, communicate your ideas with confidence and think logically.

## Progression Routes

English Language is invaluable for your future, no matter what it holds. A qualification in English Language demonstrates your communication skills, both written and spoken and your ability to look beyond the surface for deeper meanings. A good command of the spoken and written word will help you every day and will benefit all your other GCSEs too.

Possible careers could include journalist, lawyer, public relations executive, film director, author, newsreader, architect...the list is endless!

You may consider studying an A-Level in English Language post GCSE.

## Students have said...

“English is really important. Our teachers make sure learning is fun and relevant.”

“We get to see how our learning links to the real world.”

“I am now more confident communicating with people.”

“I want to go on to study English at college.”

## Advice for students

You will be expected to read a lot of different texts and to present to a small audience on a topic of your choice. Try to read as wide a variety of texts as you can before you start Year 10.

If you have any questions, please go and speak to **Mrs Crawford**



# GCSE Combined Science

**\*\*This is a grade 9-1 GCSE course\*\***

Qualification: GCSE Combined Science (Trilogy)  
Exam Board: AQA  
Assessment: 100% Exam (6 x 1hr 15min papers)

## Course Information

During this course you will be taught a variety of topics covering Biology, Chemistry and Physics which are examined separately (2 exams each). The course contains 21 required practicals, you can be asked about these and the practical skills involved in them, in the exam. At least 15% of the total marks will test your understanding of practical activities and skills.

In each exam, you'll be expected to answer a mixture of multiple choice questions, structured questions, questions that have short, closed answers as well as open response questions. At least 20% of the total marks will come from questions which test your maths skills.

The exam is broken down into 3 key objectives to assess students' understanding. AO1 checks their ability to demonstrate knowledge (40%), AO2 assesses application of knowledge (40%) and AO3 checks their ability to analyse information and evaluate ideas (20%).

## Progression Routes

Science has something to offer every student. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant science understanding.

Having a Science GCSE will tremendously broaden your career options.

You may consider studying an A-Level in a Science subject to go on to study a science related degree.

## Students have said...

"Science is so interesting. I've found out so much about the world and all of the things in it"

"I love lessons where we have a practical, I prefer to be hands on"

"I'm using skills from other lessons too, which means I get to practise and revise as I go"

## Advice for students

Studying Biology helps us to understand how we work as human beings and how we interact with the world around us. Therefore, if you are interested in exploring biology from how animals and plants function as organisms, to their biodiversity and conservation, then Biology may be your best choice.

If you have any questions, please go and speak to **Mrs Cotterill/Mrs James**

# GCSE Geography

**\*\*This is a grade 9-1 GCSE course\*\***

Qualification: GCSE Geography  
Exam Board: AQA  
Assessment: 100% Exam (2 x 1hr 30m papers and 1 x 1hr 15m paper)

## Course Information

During the course students will study the world's future through people and the environment they live in. Topics such as physical landscapes in the UK, the challenges of natural hazards, the changing economic world and geographical skills will be studied. Students will investigate all these issues using current events, which they will take the lead in researching and presenting. This will enable them to use their own independent information in the examination, relevant to each topic studied. The course is designed so that students can prepare for understanding the world in which they are going to live and work. Fieldwork is also an important element to the course, with students investigating a variety of different sites.

- |                                                              |     |
|--------------------------------------------------------------|-----|
| • Paper 1 - Living with the physical environment (1hr 30min) | 35% |
| • Paper 2 - Challenges in the human environment (1hr 30min)  | 35% |
| • Paper 3 - Geographical applications (1hr 15min)            | 30% |

## Progression Routes

Geography is highly regarded by employers. Geographers are trained to be good decision makers who look at all aspects of a situation. Some jobs can make direct use of geographical knowledge such as those in the uniformed services, town planning and environmental management and teaching. Geography is also useful for law, journalism, medicine and working in the media for example, because it combines the understanding of the facts of the sciences with the perception of the arts.

## Students have said...

“Geography as a qualification opens up more opportunities as opposed to other subjects”

“Geography allows me to understand the world around me”

“It opens your eyes to the world around you and broadens your horizons”

## Advice for students

It helps if you have a good grasp of Science and statistics.

If you have any questions, please go and speak to **Mrs Hammonds**

# GCSE History

Qualification: GCSE History  
Exam Board: AQA  
Assessment: 100% Exam (2 x 2hr papers)

## Course Information

**Paper 1** – Section A: Germany 1890 – 1945: Democracy and Dictatorship; Section B – Conflict and tension, 1894-1918

**Paper 2** – Section A: Britain: Health and the People; Section B: Norman England, c1066-c1100

Students who do well in the course are usually interested in:

- Debating and understanding why there are sometimes different, but equally valid, points of view on the same subject.
- Finding out about how people's lives have changed and how people in the past may have thought differently to us.

## Progression Routes

GCSE History is a solid basis for many 'A' Level subjects. Students often study higher qualifications in subjects such as politics, law, economics and sociology. History also complements subjects such as English and Modern Foreign Languages. Many people working in law and accountancy have studied History because of the skills that can be developed in reasoning and arguing your point. There are also many areas more directly related to History, such as travel and tourism, museums, the media industry, libraries, government research, academic research and, of course, History teaching.

## Students have said...

"Colleges like to see that you have studied academic subjects such as History".

"I enjoy History and it has helped me improve my vocabulary and the style of my writing".

"I would like to study Law when I go to Sixth Form and having GCSE History is going to help me do this"

## Advice for students

It is advisable to have good literacy skills as many of the questions on the exam paper require an extended answer. If you enjoy finding out about how events have shaped and changed our world, then this is the subject for you.

If you have any questions, please go and speak to **Mrs Galloway**

# Options Subjects

Students in the **Green Pathway** must choose another two subjects from this section.

# Business and Enterprise

**\*\*This is a vocational course using Pass, Merit & Distinction criteria\*\***

Qualification:	Cambridge National in Enterprise and Marketing
Exam Board:	OCR
Assessment:	40% external examination, 60% 2 internally assessed units.

## Course Information

This vocational qualification in Enterprise and Marketing has been designed to develop skills that are essential for the modern-day workplace. These skills include: team-working; working from a prescribed brief; working to deadlines; presenting information effectively and accurately completing administrative tasks and processes.

As part of the course you will:

- Apply real life business techniques to understand your customers and develop a product
- Understand how businesses attract and keep their customers
- Research and design your own business proposal – complete with facts and figures
- Understand how to research potential customers, present data and act on feedback
- Preparing a business proposal and pitching your idea, this will be done in the form of a presentation in front of an audience
- How to develop a brand identity and promote your product.

Assessment of the course is based on the completion of internally set and marked controlled assessments and an externally assessed examination.

Students study three components:

- Enterprise and marketing concepts
- Design a business proposal
- Market and pitch a business proposal

## Progression Routes

This level 2 vocational qualification provides the skills knowledge and understanding for level 2 learners to progress to:

- Other level 2 qualifications
- Level 3 vocational qualifications
- Related academic qualifications
- Employment within the Business and administration sector, for example posts in Clerical roles, Administrative, Managerial, Self-employment

## Students have said...

“I really enjoyed researching into my own business, it meant that I could really look at a business that I was interested”

“Looking at different entrepreneurs and their characteristics made me think about what career I wanted, and if I could set up my own business”

## Advice for students

Is this vocational qualification for me? If you enjoy researching businesses, using financial systems to understand how businesses make a profit then this is the course for you. You will be studying units that involve showcasing your skills to other members of the group.

If you have any questions, please go and speak to **Miss Swalwell or Mrs McGlade**

# Health and Social Care

Qualification: Cambridge Nationals in Health and Social Care  
Exam Board: OCR  
Assessment: 40% external examination, 60% 2 internally assessed units.

## Course Information

This course will encourage you to understand and apply the principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings. Students will be able to develop learning and practical skills that can be applied to real-life contexts and work situations.

The qualification allows you to learn about what is important when caring for and protecting people in health and social care. You will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. You will take part in researching health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

Assessment of the course is based on the completion of internally set and marked controlled assessments and an externally assessed examination.

Students study three components:

- R032: Principles of care in health and social care settings
- R033: Supporting individuals through life events
- R035: Health promotion campaigns

## Progression Routes

Health and Social Care is not only an interesting subject to study but it is also real life. The things we study will affect everyone one of you at some point in the future.

Over 85% of students who studied BTEC Health and Social Care went on to study Health at college. This allows them to enter University to study a specific part of Health and Social Care.

## Students have said...

“This subject is really interesting - we cover a lot of different topics, my favourite so far was learning about how different people develop at different rates.”

“I really enjoyed learning about the care values. This unit helped me understand how to support and help people correctly.”

“This subject opened my mind to different career options within Health.”

## Advice for students

Is Health for me? This subject requires lots of hard work, organisation and time management. The subject content is varied and gives you an insight into different aspects of Health and Social Care services.

If you have any questions, please go and speak to **Miss Swalwell or Mrs Woodier**

# Child Development

This is a vocational qualification graded Pass, Merit & Distinction (\*)

Qualification: Cambridge National in Child Development  
Exam Board: OCR  
Assessment: 40% external examination, 60% 2 internally assessed units.

## Course Information

This course is designed to inspire and equip learners with independence and confidence using skills that are relevant to the childcare sector. This course covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments.

Assessment of the course of based on the completion of internally set and marked controlled assessments and an externally assessed examination.

Students will study three components:

- R057: Health and well-being for child development
- R058: Creating a safe environment and understand the nutritional needs of children from birth to five years
- R059: Understand the development of a child from one to five years

The qualification will allow students will study the expected patterns of development, and understand why children are doing certain things at the different stages of development. They will learn how to create a safe environment and understand the needs of children from different ages.

## Progression Routes

This course allows other students to understand the knowledge, understanding and skills for level 2 learners to progress to:

- Other level 2 vocational qualifications
- Level 3 vocational qualifications, such as the BTEC Nationals in Children's Play, Learning and Development
- Related level 3 academic qualifications
- Apprenticeships within the early years and health and social care sectors

## Students have said...

"This course is really good, we have covered all aspect of childhood. I was considering becoming a nursery nurse when I am older but after doing this course I've made my mind up and have applied to college to do a Level 3 qualification."

"This course taught me so much about babies and children and how they develop and change over time."

## Advice for students

Is Child Development for me? This subject requires lots of hard work, dedication and focus. You should have a keen interest for child development and be prepared for controlled assessment deadlines as well as preparation and revision for the exam.

If you have any questions, please go and speak to **Miss Swalwell or Mrs Woodier**

# Vocational Award in ICT

**\*\*This is a vocational course using Pass, Merit & Distinction criteria\*\***

Qualification:	Vocational Award in ICT Level I/2
Exam Board:	WJEC
Assessment:	40% external examination, 60% controlled assessment.

## Course Information

This vocational qualification in ICT provides you with the opportunity to develop independence and confidence in using skills that are attractive to employers, colleges and universities, as well as helping you to develop knowledge and skills that can be used in other life and work situations.

These skills include:

- Communication, critical thinking, problem solving and learning independently
- Coping with rapid changes in technology
- Designing, programming, testing and evaluating software systems
- Research and time management

In Year 10 you will be developing your practical skills through a piece of coursework. The coursework will require you to plan, create and test a logo, database, spreadsheet and an automated document. In Year 11 you will prepare for the examination and will explore the wide range of uses of hardware, application and specialist software in society. You will investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

Assessment of the course is based on the completion of one controlled assessment (60%) and an externally assessed examination (40%).

Students study two units: ICT in society & ICT in context

## Progression Routes

This level 2 vocational qualification provides the skills knowledge and understanding for level 2 learners to progress to:

- Other level 2 qualifications
- Level 3 vocational qualifications
- Related academic qualifications
- Employment within industry, for example posts in Digital content producer, systems engineer, web marketing manager, data analyst and many more.

## Students have said...

“This is the type of course I was hoping would be available, something that will give me real-world experience and help me with my future studies.”

“This course looks really interesting. I am not someone who is wanting to study the more technical side of computing in Computer Science or the Creative side of computing in Creative iMedia.”

## Advice for students

Is this vocational qualification for me? If you enjoy learning in practical, real-life situations, including breaking down problems, researching, planning, creating and testing for real-world business scenarios, then this is the course for you!

You must be able to stick to tight working deadlines, working independently and conduct practical work in a timed situation.

If you have any questions, please go and speak to **Mrs Hughes or Mr Marley**



# Creative iMedia

**\*\*This is a vocational course using Pass, Merit & Distinction criteria\*\***

Qualification:	OCR Cambridge National Level 1/2
Exam Board:	OCR
Assessment:	40% external examination, 60% 2 internally assessed units.

## Course Information

This vocational qualification in Creative iMedia provides you with the opportunity to develop independence and confidence in using skills that would be relevant to the media industry, as well as helping you to develop learning and skills that can be used in other life and work situations.

These skills include:

- Thinking about situations and deciding what is required to be successful
- Exploring and generating original ideas to find imaginative solutions to problems
- Selecting the best tools and techniques to use to solve a problem
- Use of planning techniques to complete tasks in an organised way which meet deadlines.

The qualification provides you with the opportunity to acquire useful personal skills, building up your individual confidence, as well as a broad introduction to the business sector, by developing your understanding of the relevant practical skills and associated knowledge needed in this field of work.

Assessment of the course is based on the completion of internally set and marked controlled assessments and an externally assessed examination.

Students study three units:

- Creative iMedia in the media industry
- Visual identity and digital graphics
- Interactive digital media

## Progression Routes

This level 2 vocational qualification provides the skills knowledge and understanding for level 2 learners to progress to:

- Other level 2 qualifications
- Level 3 vocational qualifications
- Related academic qualifications
- Employment within the media sector, for example posts in Design and Development Engineering, Digital Production Design and Graphic Design

## Students have said...

“I really enjoyed making different digital graphics products, it meant that I could learn new skills that I can use when I leave school”

“Creating different products and using different software made me think about what career I wanted, and if I would like to work in creative media”

## Advice for students

Is this vocational qualification for me? If you enjoy learning in practical, real-life situations, including developing visual identities for clients and planning and creating original digital media products, then this is the course for you!

You must be able to stick to tight working deadlines and conduct practical work in a timed situation.

If you have any questions, please go and speak to **Mrs Hughes or Mr Marley**

# GCSE Photography

**\*\*This is a grade 9-1 GCSE course\*\***

Qualification: GCSE Photography (Light & Lens based Media)  
Exam Board: AQA  
Assessment: 60% Controlled Assessment and 40% Externally Set Assignment

## Course Information

All students are expected to have a keen interest in Photography. The course is divided into two units which are comprised of coursework and a final exam. The coursework is worth 60% of the final grade and work in Y10 and 11 is counted for this. The exam is worth 40% of the final grade and students begin preparing for this in January of Y11 in lessons and as homework and work on their final piece(s) over 2 five hour exam sessions (10 hours) from their preparation. The preparation work produced essentially accounts for three quarters of the exam itself. There is no written examination although students are expected to produce written work throughout the course which explains and evaluates what they have done and analyses the work of other photographers. In Year 10 students are given tasks which include the use of digital SLR cameras, creating contact sheets, Photo Shop editing skills, hand editing, development of ideas, rules of composition, research, analysis and presentation skills. Students will take photographs in school, in their own time away from school and out on trips and will study such genres as landscape, structure, portrait and studio photography to name a few. In Y11 students refine their skills and work to their strengths whilst also being given the opportunity to work more independently. Students are expected to take responsibility for keeping up to date with their work and meeting deadlines. It is usual for certain tasks to be started in class and then to be continued between lessons for homework.

## Progression Routes

The creative industries in the UK contribute more than £60 billion to the economy every year and are the second biggest contributor to the economy after Banking. A qualification in photography demonstrates an ability to work with higher level thinking skills, be an independent learner, a creative thinker and a problem solver. It also shows resilience and perseverance which are qualities that employers are very keen to see. Possible careers could include Wedding, Portrait, Forensic Imaging, Industrial, Scientific, Sports, Fashion, School, Wildlife and Animal, Food Photography, Advertising, Freelance and Photo Journalism. You may consider studying an A-Level in a Photography and specialise in a specific area following that.

## Students have said...

"This course has given me many opportunities to be creative with my ideas in photography and my editing techniques".

"I have learned a lot of new skills like how to use different settings on the camera for different photographic shots."

## Advice for students

Is Photography for me? If you enjoy being creative, enjoy taking photographs, like to experiment with different creative techniques, are interested in other photographers work, have perseverance, resilience and can work independently, can organise your time well and are willing to "have a go" then Photography GCSE is definitely for you. If you take pride in your work and are interested in one or more of the suggested career paths above then it is a must!

If you have any questions, please go and speak to **Mrs Davies, Miss Palfrey and Mx Robinson.**

# GCSE Art and Design

**\*\*This is a grade 9-1 GCSE course\*\***

Qualification: GCSE Art, Craft and Design  
Exam Board: AQA  
Assessment: 60% Controlled Assessment and 40% Externally Set Assignment

## Course Information

All students are expected to have a keen interest in Art and Design. The course is divided into two units which are comprised of coursework and a final exam. The coursework is worth 60% of the final grade and a refined selection of work produced in Y10 and 11 is counted for this. The exam is worth 40% of the final grade and students begin preparing for this in January of Y11 in lessons and as homework and work on their final piece(s) over 2 five hour exam sessions (10 hours) from their preparation. The preparation work produced essentially accounts for three quarters of the exam itself. There is no written examination although students are expected to produce written work throughout the course which explains and evaluates what they have done and analyses the work of other artists. In Year 10 students are given tasks which includes exploring materials, drawing and painting techniques, printmaking, artist' analysis and presentation skills. In Y11 students refine their skills and work to their strengths whilst also being given opportunity to produce work in ceramics and photography. Students are expected to take responsibility for keeping up to date with their work and meeting deadlines. It is usual for certain tasks to be started in class and then to be continued between lessons for homework so that steady and consistent progress is achieved. Students are supported with formal after school study sessions and there is a general "open door policy" for any students wishing to complete work or seek further support outside of lesson time.

## Progression Routes

The creative industries in the UK contribute more than £60 billion to the economy every year and are the second biggest contributor to the economy after Banking. A qualification in art and design demonstrates an ability to work with higher level thinking skills, be an independent learner, a creative thinker and a problem solver. It also shows resilience and perseverance which are qualities that employers are very keen to see. Possible careers could include graphic designer, illustrator, architect, games designer, film maker, set designer, fashion designer, interior designer, costume designer, make-up designer, exhibition designer, animator, product designer, interior designer, ceramicist, textile designer or artist. You may consider studying an A-Level in an Arts subject or a BTEC in a specialist art and subject after your GCSE course.

## Students have said...

"My drawing skills have improved so much!"

"I love seeing my work up in the final exhibition. It makes me proud and I realise all my hard work has paid off".

## Advice for students

Is Art & Design for me? If you enjoy being creative, like to experiment with different creative techniques, are interested in art and artists, have perseverance, resilience and can work independently, can organise your time well and are willing to "have a go" then Art & Design is definitely for you. If you take pride in your work and are interested in one or more of the suggested career paths above then it is a must!

If you have any questions, please go and speak to **Mrs Davies, Miss Palfrey and Mx Robinson.**

# Performing Arts: Drama

Qualification: BTEC Level 1/Level 2 Tech Award in Performing Art (Acting)  
Exam Board: Pearson  
Assessment: 2 x Internally assessed components with both practical & written elements.  
1 x externally assessed component with 3 x 1 hour written exam (with notes) +  
1 practical group performance.

## Course Information Component title

Component title	GLH	Level	How assessed
<b>Exploring the Performing Arts</b> Get a taste of what it's like to be a professional actor. Explore performance styles, creative intentions and purpose, investigate how practitioners create and influence what's performed and discover performance roles, skills, techniques and processes.	36	1/2	Internal
<b>Developing Skills and Techniques in the Performing Arts</b> Develop skills and techniques in acting. Take part in workshops, classes and rehearsals, gain physical, interpretative, vocal and rehearsal skills, apply these skills in performance, reflect on their progress, their performance and how they could improve.	36	1/2	Internal
<b>Responding to a Brief</b> Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.	48	1/2	External

## Progression Routes

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Learners who generally achieve at Level 2 might consider progression to A Levels as preparation for entry to higher education in a range of subjects or the study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

## Careers in Performing Arts

Actor, Dancer, Singer, Make Up Artist, Teacher - Dance, Singing, Drama, Music. Costume Designer, Set Designer, Lighting Designer, Director, Prop Maker, Location Finder, Artistic Director, Front of House, Presenter (TV, Cruise ship, Stage etc), Stage School Owner/Teacher, Special FX's, Camera Operator, Computer Graphics/Designer, Admin, Musical Theatre Performer, PR, Events Management, Artist Management, Promotions, Choreographer, Stunt Person/double, Musician, Comedian, DJ, Sound operator, Acrobat/Circus Artist, Model, Radio Presenter, Radio Programme Writer, Theatre Technician, Script Writer and many more.

## Advice for students

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting) , is for learners who want to acquire knowledge and skills by studying acting as part of your Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden your experience and understanding of the varied progression options available to you after school. You will be studying units that involve performing so you must be prepared to perform in front of others.

If you have any questions, please go and speak to **Mrs C Cole**

# Food and Cookery

Qualification: NCFE Level 1/2 Technical Award in Food & Cookery  
Assessment: Non-exam assessment, practical tasks and written exam

## Course Information

The food course builds on the skills and knowledge from key stage 3. As one of the biggest global industries there are many opportunities for progression ranging from food science through to hospitality and catering management.

The course is a mixture of practical activities and written units which contribute to the overall grade. As a result food at Key Stage Four is often a bit of an “eye opener” as it is not only the making skills pupils will be assessed on. Please come along to the faculty for a look at past Units produced by fellow students.

“The world population increases, food technologists are challenged with developing innovative applications in agricultural technology, biotechnology and processing of raw food materials, as well as understanding the link between food, nutrition and health” Teesside University BSc Food Science and Engineering.

Food courses are changing significantly to address the shortage of graduates entering the food industry. The new courses cover a range of skills and understanding of the world of food, these fall into the following:

Food preparation skills, food nutrition and health, food science, food choice, food provenance, food preparation and cooking techniques as well as how hospitality and catering providers operate.

## Progression Routes

Progression Routes for students interested in food  
Further education opportunities include vocational course and degree level

Food Technologist  
Food Product Development  
Food Scientist  
Nutrition/ Dietician  
DT Teacher  
Chef/Catering Industry  
Hospitality Management  
Planner

## Students have said...

“Food is a wonderful subject, I enjoy experimenting with different ingredients and flavours”

“Love the freedom to be able to make dishes that I want”

## Advice for students

Please come and speak to **Mrs Quinn** and **Mrs Crane**. Make sure that you look through past Units so that you understand the course content and demands.

# Technical Award in Engineering

Qualification: Level 1/2 Engineering Design  
Exam Board: OCR Cambridge Nationals  
Assessment: Controlled assessments, completion of units, practical activities and a written exam

## Course Information

This qualification will appeal to learners who wish to pursue a career in the engineering sector or progress onto further study at Level 3 or an apprenticeship.

### R038 - Principles of Engineering Design

In this unit the learner will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies.

The learner will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design.

The learner will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.

### R039 - Communicating designs

In this unit the learner will learn to develop their techniques in sketching and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features.

The learner will enhance their confidence and capabilities by using computer aided design CAD, 2D and 2D software, to produce accurate and detailed drawings and models that visually communicate their designs.

### R040 - Design Evaluation and Modelling

In this unit students will learn how designers can quickly create and test models to develop a working prototype of a design.

They will develop their virtual modelling skills using CAD ED software, to produce a high-quality model that will be able to simulate their design prototype. The learner will develop their physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.

## Progression Routes

Achievement at Level 2 provides a suitable foundation for further study within the sector through progression on to other vocational qualifications in Engineering or Electrical/Electronic Engineering.

Successful learners at level 2 may also consider general qualifications at Level 3 such as GCE AS or A Levels in Engineering or Design and Technology/Product Design.

## Students have said...

"I am interested in computing and electronics. I really fancy a course which will teach me about these things"

"I enjoyed the CAD part of the course the most"

## Advice for students

Please come and speak to **Mrs Quinn**. Make sure that you look through past controlled assessments so that you understand the course content and demands.

# Construction and the Built Environment

Qualification:	BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment
Exam Board:	Pearson
Assessment:	Controlled assessments, completion of units, practical activities and a written exam

## Course Information

It is for learners who want to acquire sector-specific knowledge and skills through vocational contexts. They will be studying practical skills used in construction, the principles of technology in construction, briefs and other aspects that impact on the design of constructions. The qualification enables learners to develop their sector-specific skills, such as using tools and materials safely with vocationally correct techniques, interpreting and understanding the infrastructure for safe and efficient work, and specialist drawing and design techniques to enhance communication of designs.

## What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:

- Construction technology - Exam
- Construction in practice - School assessed (carpentry and joinery)
- Construction and design - School assessed

## Progression Routes

Learners who achieve Level 2 might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3
- Employment or apprenticeships
- A degree in the construction or engineering sectors

Learners who achieve Level 1 might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to employment via apprenticeships or further study at Level 3

## Advice for students

Is Construction and the Built Environment for me? - Please come and speak to **Mrs Quinn** or **Mr Robertson** for further information. Make sure that you look through past controlled assessments so that you understand the course content and demands.

# GCSE Film Studies

Qualification: GCSE Film Studies  
Exam Board: WJEC  
Assessment: Controlled assessments, practical and written exam

## Course Information

### Component 1:

Key Developments in US Film Written examination: 1 hour 30 minutes  
35% of qualification

This component assesses knowledge and understanding of three US films chosen from a range of options. Assessment consists of four questions on one pair of US mainstream films and one US independent film: Section A: US film comparative study

### Component 2:

Global Film: Narrative, Representation and Film Style written examination: 1 hour 30 minutes  
35% of qualification

This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.

### Component 3:

Production Non-exam assessment  
30% of qualification

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis.

## Progression Routes

Students will, it is hoped, use the course as a stepping stone onto a degree course in a film related subject, which should in turn open up opportunities for them in the varied film job market: Film, TV and radio production, Advertising and marketing, Web design/ new media technology, Photography, Film production, Other careers can also be pursued including teaching.

## Students have said...

"Film is an important part of many people's lives."

"As it uses analytical techniques I can transfer my English skills and vice-versa"

## Advice for students

Being a film fan is paramount but equally essential is a keenness to read widely on the subject. A good film student will watch and analyse, and read about, lots of varied films in their private study.

If you have any questions, please go and speak to **Mr Richards**



# GCSE Religious Studies

Qualification: GCSE Religious Studies  
Exam Board: Edexcel  
Assessment: 100% examination (2 x 1hr 45m papers)

## Course Information

The course covers some of the main beliefs and practices of both Christianity and Islam, as well as several moral and ethical issues which are relevant to everyone regardless of religion or belief. These moral and ethical issues are dealt with from the chosen religions' perspectives as well as considering the responses of non-religious worldviews.

## Unit 1 – Religion and Ethics. This paper focuses on the study of Christianity.

The sections covered are: Belief in God; Marriage and the Family; Living the Christian Life; Matters of Life and Death

## Unit 2 – Religion, Peace and Conflict. This paper focuses on the study of Islam.

The sections covered are: Belief in God; Crime and Punishment; Living the Muslim Life; Peace and Conflict.

## Progression Routes

The qualification is suitable for all colleges and universities, which recognise the sound training it gives. The Russell Group of top universities have said RS A level provides 'a suitable preparation for university generally' because it is a rigorous academic subject, and the GCSE lays a good foundation for A-Level Religious Studies as well as complementing other A-Level subjects such as Law, Politics, Philosophy, Sociology, English Literature and History.

It supports many careers that involve working with people, such as the police force, social work, health care and legal services.

## Students have said...

"Religious Studies has helped me to understand different attitudes to lots of the issues that affect people in the world today."

"Choosing this option has helped me to develop my ability to argue a point, even when it's a view that I don't agree with."

## Advice for students

Consider this option if you enjoy the subject and want to develop your understanding of both the religions studied, and their responses to issues happening in the world today.

If you have any questions, please go and speak to **Mrs Antill**

# OCR Level 2 Cambridge National in Sport Studies

\*This is a technical award, graded in Pass, Merit, Distinction and Distinction\*

Qualification:	Technical Award
Exam Board:	OCR
Assessment:	1 externally assessed exam unit and 2 internally assessed NEA units.

## Course Information

The OCR Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations. The qualification will also help you to develop learning and skills that can be used in other life and work situations. This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

## Progression Routes

If you are interested in taking your study of sport further, the subject-specific knowledge and skills developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

The Sports and Recreational industry is one of the growing employment sectors and offers a huge range of employment routes including: Sports Coaching, Teaching, Sports Technician, Sports Development, Gym/Fitness Instructor, Personal trainer and Physiotherapy, and Sports Nutritionist to name a few.

## Aims of course

Get a taste of what the sports sector is like.

Gain transferable skills that will help students in the world today and prepare for their future. An introduction to vocational study.

Have opportunities to apply learning from their GCSE subjects to every day and work contexts.

Build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

## Advice for students

All students opting for this subject must be prepared to take part in all lessons, both practical and theory. They must be fully organised with correct kit along with interest and enthusiasm. Students are encouraged to participate in the extra-curricular clubs which are on offer.

If you have any questions, please go and speak to **Miss Jenkinson** or **Mr Wilson**





# Acklam Grange School

Preparing our students for life in modern Britain

📍 Lodore Grove  
Acklam  
Middlesbrough  
TS5 8PB

☎ 01642 277 700  
🐦 @AcklamGrange  
📘 acklamrangemiddlesbrough  
📷 acklam\_grange\_school  
✉ acklamgrange@acklamgrange.org.uk  
🏠 www.acklamgrange.org.uk

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