

Y9 Options Subject Booklet

Alperton Community School



Art & Design

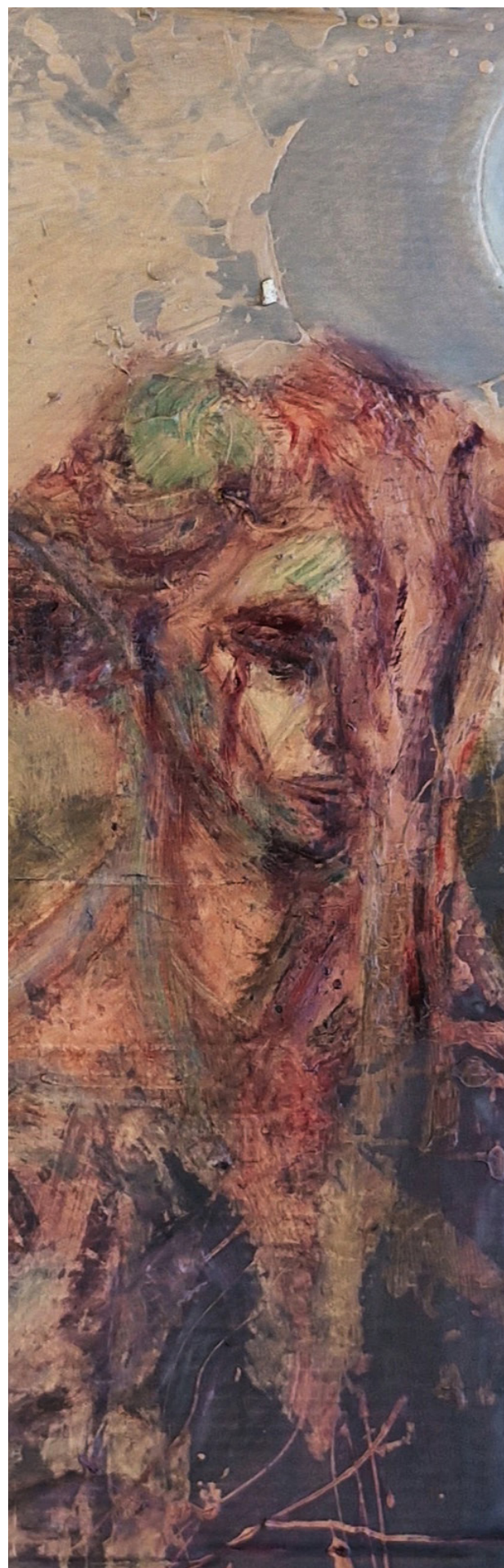
The Art and Design faculty supports the fundamental values of imagination, creativity, and communication; art and design as essential to life, the continuous search for knowledge and authentic analysis of ideas; a thirst for expanding our cultural knowledge and understanding; the highest standards of critical thinking and making in art and design; effective research and creative production, problem solving as individuals and as part of a group. We strive to develop the creative and intellectual potential of our students and faculty by promoting knowledge and understanding of traditions in the fine arts, applied arts, art history, textiles, craft and photography and by preparing them for a continually changing technological environment. For all our students and teachers we aim to provide an atmosphere which encourages learning, creative thinking, artistic and design excellence, and ethical behaviour.

Studying Art and Design is an exciting, stimulating endeavour that encourages creative self-expression, confidence and the development of character. To balance academic subjects with creative subjects is beneficial because it will develop the student as a whole person and will also help in the actual study of the academic subjects. Study of a creative subject alongside academic subjects will help students develop the following academic and life skills:

Skills of Creativity and Imagination-beneficial for further studies and careers in the fields of Maths, Science, English, Languages, Humanities, Medicine

- Skills of Dexterity (hand-eye coordination)
- Skills of Problem solving
- Skills of Resilience
- Cultural Capital: Knowledge and Understanding of different cultures histories and movements
- Cultural Capital: Appreciation of Historical, Cultural, Ethical, Religious and Spiritual aspects of humanity

We want our students to develop not only art and design practical skills but also develop cultural capital and awareness of the creative work of other artists and designers from a wide range of backgrounds and cultures. The Art faculty offer their resolve and commitment in order to accomplish their vision: hard work; a positive attitude; learning and growing together; inspirational teaching; attention to opportunities and options for students, including extracurricular workshops and clubs.



KS4 GCSE – Art and Design

Course Specifications

Exam board: PEARSON EDEXCEL

Course type: GCSE

Course Description

The Art and Design curriculum is designed to provide engaging, challenging, meaningful learning experiences that supports the development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the curriculum is to nurture an enthusiasm for Art, Craft and Design and to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

We are an Arts Specialist School so you will be in good hands. The UK is at the top of a global market where the creative industries represent a multi-billion pound growth sector. It is beneficial to balance academic subjects with creative subjects because it will develop you as a whole person and will also help you in the actual study of the academic subjects.

Skills & Abilities

Art is very successful at Alperton Community School due to a well-balanced course, excellent teaching and support, and above all, the effort and commitment students put in.

Ideally you will be at grade 4 by the end of year 9, have shown commitment and enthusiasm and behaved well in lessons. You must have a love and passion for Art and Design, be self-motivated, and be prepared to work at home. If you opt for Art you will be given the opportunity to develop your creative ideas through a widening range of media and techniques. You should want to learn about Art from other times and cultures. The Art department teaches ideas and techniques through themes, and all projects involve some written work through annotation of ideas and research into artists and art styles. You will have the opportunity to widen your knowledge through gallery visits and a field trip to London. You must also need to visit galleries in your own time as this will develop your awareness of other artists, craftspeople and designers, as well as improve your knowledge of Art and how it should be viewed.

You should have a love of the subject and feel motivated to develop your visual skills and express your ideas in working through assignments. You will need to commit to the course and the expectations for engagement with the subject outside of lesson time.

Study of a creative subject alongside academic subjects will help you develop the following academic and life skills:

- Skills of Creativity and Imagination- beneficial for further studies and careers in the fields of Maths, Science, English, Languages, Humanities, Medicine
- Skills of Dexterity (hand-eye coordination) – beneficial for further studies and careers in the fields of Medicine (e.g., Surgery, Dentistry)
- Skills of Problem solving – beneficial for further studies and careers in the fields of Science, Maths (e.g. Statistics, Accountancy)
- Skills of Resilience - beneficial for further studies and careers in any field and walk of life
- Knowledge and Understanding of different cultures, histories and movements - beneficial for further studies and careers in the field of Humanities
- Appreciation of Historical, Cultural, Ethical, Religious and Spiritual aspects of humanity - beneficial for further studies and careers in the field of Humanities.

Assessment

Component 1-Personal Investigation: [60%] Organic Structures and Identity

Assessed internally and moderated by Pearson Edexcel. 10 hour practical making for final outcome.

Component 2-Externally set assignment: [40%] ESA

Assessed internally and moderated by Pearson Edexcel. 10 hour practical making for final outcome.

Careers & Progression

Art is a popular and successful subject at Alperton Community School. Many of our students go onto foundation courses or other art related courses at some of the best Art and Design Universities.

<https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/art-and-design-foundation-diplomas>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/textile-design>

<http://creativejourneyuk.org/>

Progression

On completion of your GCSE Art and Design course, you can progress to GCE (A Level) Art and Design, Textiles or Photography courses at Alperton with the EDUQAS specifications.

Careers

You can turn your passion for art and design into a professional career that can provide a life of fulfilment and success. Britain's leading industry is its Creative Industries. They are also the fastest growing sectors in the UK economy.

Possible Careers

Artist, Designer, Architect, Computer Game Designer, Crafts Person, Fashion Designer, Publishing Designer, Photographer, Illustrator, Animator, Interior Designer, Art Acquisitions Specialist/Art Investor, Art Director, Art Gallery Curator, Commercial Artist/Layout Artist.

See this excellent resource on creative careers: <https://creativejourneyuk.com/>

Guidance & Advice

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.htm>
| <https://www.theartcareerproject.com/careers/>
<https://www.tate.org.uk/art/talking-point/why-study-art>
<https://www.cwjobs.co.uk/salary-checker/average-creative-salary>

Business

We believe that students deserve a Business curriculum which prepares them for the economic, digital, fast-paced world they live in. The curriculum is designed to allow students to know and understand business concepts, allowing them to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. It aims to enable them to investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. The students will develop and apply quantitative skills relevant to business, including using and interpreting data. The scheme of learning promotes independence, resilience, literacy and numeracy skills throughout the course.

The curriculum encourages students to be multi-visionary and able to look at problems from many different perspectives. Students will be challenged to consider the moral or ethical problems and principles which arise when making decisions. Our aspiration is that this particular blend of skills will enable our students not only to further their study of Business, but also (and perhaps more importantly) to do the right thing beyond their time at Alperton Community School.

Aims

The curriculum at Alperton Community School aims to ensure that all pupils:

- learn the fundamentals of business, including an understanding of complex systems, market forces, entrepreneurship and the theory and praxis of business.
- able to engage meaningfully in the world of business through developing their confidence with innovation, driving ideas, marketing products and learning to make informed judgements on quality and efficiency.
- able to model complex business processes using theoretical constructs, analyse and evaluate the validity of their outcomes, and articulate their findings in a logical way.
- become morally responsible as they learn about integrity in the workplace, and that businesses are no less morally accountable than individuals and should be driven to contribute positively to society. Through studying business, we seek to form the character traits of determination and integrity.

Target By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



KS4 Business - GCSE course

Course Specifications

Exam board: Pearson Edexcel

Course type: GCSE (9-1) in Business (1BS0)

Course Description

Year 10

These are the **Units of Work / Modules** we study in Year 10-

- 1.1- Enterprise and entrepreneurship
- 1.2- Spotting a business opportunity
- 1.3- Putting a business idea into practice
- 1.4- Making the business effective
- 1.5- Understanding external influences on business

Year 11

These are the **Units of Work / Modules** we study in Year

- 2.1- Growing the business
- 2.2- Making marketing decisions
- 2.3- Making operational decisions
- 2.4- Making financial decisions
- 2.5- Making Human resource decisions

Skills & Abilities

Students interested in Business, Finance and Accounting will benefit from studying this course.

EXAM BOARD – EDEXCEL

You'll start by exploring the world of small businesses through the lens of an entrepreneur.

Paper 1

Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks 50% of the total GCSE

Paper 2

Theme 2: Building a business

Written exam: 90 minutes, 90 marks 50% of the total GCSE

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple choice, short-answer and extended-writing questions

Link to exam board specification website

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business2017.news.html?article=%2Fcontent%2Fdemo%2Fen%2Fnews-policy%2Fqualifications%2Fedexcel-gcses%2Fbusiness%2Fnew-edexcel-gcse-91-business-now-accredited>

Guidance & Advice

Textbooks, websites, online resources,:

- Student Book
- ActiveBook (an eBook version of the student book)
- Revision Guide and workbook
[https://www.cgpbooks.co.uk/Student/books_gcse_business.book_BUH S44](https://www.cgpbooks.co.uk/Student/books_gcse_business.book_BUH_S44)
- Google Classroom
- Tutor 2 U GCSE Business Resources
- Bitesize Business
<http://www.bbc.co.uk/education/subjects/zpsvr82>

ICT and Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The curriculum at Alperton Community School aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Target

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



KS4 - Computer Science

Course Specifications

Computer Science (9-1) - J277 (from 2020) - Exam board: OCR

Course Description

Our GCSE Computing gives students a real, in-depth understanding of how computer technology works. It offers them an insight into what goes on 'behind the scenes', and being able to use Hexadecimal and Binary number systems and carry out simple addition, division and multiplication in Binary. You are more likely to enjoy Computer Science if you are good at Maths and enjoy solving problems in a logical and systematic manner.

Skills & Abilities

You will enjoy this course if you like to:

- Explore the theoretical side of Computer Science
- Design Algorithms (Pseudocode & Flowcharts) to solve problems
- Use Mathematical and Logical skills to find solutions.

Assessment

There is no controlled assessment or coursework. The course is split into two written exams:

- **Unit 1:** Computer systems (Exam: 50%)
Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
- **Unit 2:** Computational thinking, algorithms and programming (Exam: 50%)
Students apply knowledge and understanding gained in Unit 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Careers & Progression

A computing qualification is a good basis for work as a computer engineer, software engineer, Systems analyst, data modeller, systems administrator, network administrator, software applications developer.

Guidance & Advice

Books: Trigger Happy: The inner life of videogames - Stephen Poole, Accidental Empires - Robert X Cringely

Magazines: Wired, New Scientist

Visit: The National Museum of Computing: <https://www.tnmoc.org/>

KS4 BTEC TECH AWARD IT

Course Specifications

Exam board: Edexcel

Course type: GCSE

Course Description

BTEC Tech Awards focus on building skills which will give you the confidence to progress in whatever path you choose.

The BTEC Tech Award is a practical introduction to life and work in the Digital Information Technology sector, so you can develop your understanding of the sector and see whether it's an industry you would like to be in.

As they're designed to be taken alongside GCSEs, with a BTEC Tech Award you would have the opportunity to apply academic knowledge to everyday and work contexts, giving you a great starting point for academic or vocational study post-16, as well as preparing you for future employment.

Skills & Abilities

You will enjoy this course if you like to: Create Digital Products, review and evaluate your work and use Multi-Media tools.

Assessment

The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow you to build on and embed your knowledge. This allows you to grow in confidence and then put into practice what you have learned. Our assessment structure is also designed so that you can build on what you learn, and develop your skills, as you move through the course.

Careers & Progression

An ICT qualification is a good basis for work as an ICT technician, IT consultant, computer engineer, software engineer, analyst, data modeller, systems administrator, network administrator, programmer and development.

Guidance & Advice

Further reading

Books: Trigger Happy: The inner life of videogames - Stephen Poole, Accidental Empires - Robert X Cringely

Magazines: Wired, New Scientist

Visit: The National Museum of Computing: <https://www.tnmoc.org/>

Drama

In Drama at ACS, every child will thrive. They will become confident and creative practitioners who embrace the culture of theatre and performance as well developing their own identity and opinion which is valued.

To achieve this, our curriculum will provide an inclusive and creative learning experience where we will provide:

- An understanding of Drama and its place in society, history, culture and content by creating opportunities to experience/appreciate the role of performance in understanding the world around us, helping to strengthen their voice and to empathise with others.
- An active learning environment which promotes creativity in problem solving and experimentation, allowing students to feel safe to make mistakes and to create new, innovative and creative ideas in this process.
- Support and nurture the drama artistry of every student so that they feel empowered as individuals and can use their transferable skills as they move forward in all aspects of their lives.
- Opportunities for students to experience theatrical performance or events and to learn about the drama industry.

Within the KS3 curriculum, every student will be afforded the opportunity to engage with Live Theatre, facilitated through the streaming of productions from the National Theatre exclusively for KS3 students. The curriculum further entails a comprehensive study of varied performance texts, including but not limited to “Ernie’s Incredible Illucinations,” “The Terrible Fate of Humpty Dumpty,” and “A Curious Incident of the Dog in the Nighttime.”

Throughout the KS3, students are presented with extra opportunities to express their passion, enthusiasm, and dedication to the Arts. Participation extends to a range of events, including performances for local primary schools, community festivals, and open evenings, as well as involvement in the School

Production. Noteworthy collaborative projects include devising works with the Kiln Theatre, past productions such as “A Christmas Carol” and “Matilda Jnr,” and, in the current academic year, the possibility of participation in ACS’s production of “Charlie and the Chocolate Factory.” This holistic approach ensures that students are not only consumers but active contributors to the vibrant landscape of dramatic arts within the educational framework.

Throughout the KS4, students will have the opportunity to cultivate and refine their creative and theatrical voice. This involves the exploration of live theatre through the processes of creation, analysis, and evaluation. Additionally, students will actively participate in theatre visits, engaging in workshops facilitated by esteemed visiting theatre companies. The curriculum will expose students to a diverse array of texts and approaches for crafting theatrical productions.

Extra-curricular trips include backstage tours of local theatres, as well as attendance at prominent productions such as “Hamilton,” “Tina Turner: The Musical,” “The Woman in Black,” “A Christmas Carol,” and “The Ocean at the End of the Lane.” Collaborative projects with renowned organisations like the Old Vic Theatre, Splendid Theatre Company, and the Kiln Theatre further enrich the students’ exposure to the multifaceted landscape of theatrical arts.



GCSE

Course Specifications

Course Title: Drama

Exam Board: Edexcel/Pearson

Link to specification: [Drama Specification](#)

Grading: 1-9

Course Details

What will you learn?

Year 10

Autumn

Introduction to GCSE

Students will take part in practical workshops to extend their knowledge of practical Drama rooted in understanding of key styles and practitioners.

Component 3: Section A

Students will begin studying An Inspector Calls, looking at how theatre is made and why it is made. Students will look into the history of the play, context, character study before studying the production Elements to consider how to bring this play to life.

Spring

Component 1

Students will begin devising their Component 1 performance. This will require students to keep a lesson by lesson log of their process and use influences of styles and practitioners they have enjoyed throughout their studies. Students will perform this to an audience and complete a written portfolio to support.

Summer

Component 1 Portfolio

Students will develop their written response to their Component 1 Performances.

Component 3: Section A

Students will continue to student An Inspector Calls looking at further production elements to support their designs.

Year 11**Autumn****Component 3**

Students study An Inspector Calls, building their design from an actor, director and designers point of view considering Priestley's original intentions.

Component 2

Students are given 2 extracts from a play, they either alone or with a group will prepare and rehearse their performances directed by themselves and their teacher.

Spring**Component 2**

Final rehearsals and performance exam to a live audience

Component 3 - Section B

Live Theatre Review - Students will watch a piece of live theatre and consider how creators of that theatre made the choices they did in relation to the impact on the audience. Will consider costume, lighting, set, props and stage furniture, staging and acting.

Summer**Component 3**

Revision for Component 3 exam, both Section A and B.

How will you be assessed?**During the course:****Year 10:**

Mid Year Exam - Component 3: Section A (Jan)

Component 1 - 40% GCSE (APRIL)

End of Year Exam - Component 3: Section A (JUNE/JULY)

Year 11:

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|---|
| <p>PPE 1 Exam - Component 3 (NOVEMBER)</p> <p>Component 1 - 20% GCSE (JAN/FEB)</p> <p>PPE 2 - Component 3 (FEB/MAR)</p> <p>Component 3 - 40% GCSE (MAY)</p> |
| <p>At the end of the course:</p> <p>Your final grade will be awarded based on the following examinations and / or coursework.</p> |
| <p>Component 1 The Devising Process 40% (Performance and Written) - Students devise a piece of theatre which they then perform. They will record the process in a portfolio. Internally assessed and externally moderated.</p> |
| <p>Component 2 Text for Performance 20% (Performance) - Performance of two extracts from a text. Performed to an examiner – externally marked</p> |
| <p>Component 3 Theatre makers in practice. 40% (Written Exam: 1 hour 45 min). Section A: Live Theatre Evaluation. Section B: Page to Stage, Section C: Interpreting a performance text/ 40% - Set text that is explored practically then answering questions from the perspective of the director, designer and rehearsal process. Evaluation of a piece of live theatre they have seen.</p> |

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| <p>What independent work can you do?</p> |
| <p>Learn:</p> |
| <p>Glossary of Key Terms</p> <p>Glossary</p> |
| <p>RAG and Revisit:</p> |
| <p>PLCs</p> <p>Drama PLC</p> |
| <p>Explore:</p> |
| <p>Recommended Activities:</p> <p>See your Drama Teacher for access to online digital libraries.</p> |
| <p>Revise:</p> |
| <p>Top tips and strategies</p> <p>Re-read Texts:</p> <ul style="list-style-type: none"> Revisit key texts, paying attention to character motivations, themes, and dramatic techniques. Summarize each scene to reinforce understanding. <p>Create Mind Maps:</p> <ul style="list-style-type: none"> Use mind maps to visually organize information, connecting characters, themes, and dramatic elements. This aids in recalling information during exams. <p>Character Analysis:</p> <ul style="list-style-type: none"> Create detailed character profiles, including motivations, relationships, and key quotes. Understand each character's journey throughout the play. <p>Rehearse Scenes:</p> <ul style="list-style-type: none"> Act out key scenes or monologues. This helps in understanding the characters and their emotions |

while reinforcing the dialogue.

Watch Performances:

- Watch live or recorded performances of the plays studied. This provides a visual understanding of staging, interpretation, and character portrayal.

Create Flashcards:

- Make flashcards for key terms, definitions, and quotes. Use these for quick revision and self-quizzing.

Use Revision Guides:

- Refer to drama revision guides for concise summaries, key points, and exam tips. These guides often break down complex concepts into manageable sections.

Practice Exam Questions:

- Answer past exam questions to familiarise yourself with the format and practice articulating your ideas within the time constraints.

Group Discussions:

- Engage in group discussions with peers to gain different perspectives and insights. Discussing the plays can deepen your understanding and provide fresh interpretations.

Create a Timeline:

- Develop a revision schedule that covers all aspects of the exam. Allocate specific time slots for each play, focusing on different elements like characters, themes, and dramatic techniques.

Visual Aids:

- Create visual aids such as timelines, charts, or diagrams to represent the structure of the play, character relationships, and key events.

Use Mnemonics:

- Create mnemonics or acronyms to remember key information, such as character names or themes. This can be a helpful memory aid.

Record and Review:

- Record yourself discussing key concepts, then listen to the recording. This auditory reinforcement can enhance retention.

Summarise Each Act:

- Write concise summaries for each act of the plays. Focus on the main events, character developments, and thematic elements.

Visit Drama Websites:

- Explore online resources and educational websites that provide additional insights, analysis, and study guides for the plays studied.

Create a Study Group:

- Form a study group with classmates to quiz each other, discuss interpretations, and share revision notes.

Utilise Online Quizzes:

- Take advantage of online quizzes and practice exams related to Drama GCSE. This helps in assessing your knowledge and identifying areas for improvement.

Reflect on Feedback:

- If you've received feedback on past assessments, exams, or performances, take the time to reflect on the comments and incorporate them into your revision.

Textbooks, websites, online resources

Use the GCSE website BBC Bitesize to help challenge your theory
<https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg>

Read plays around themes, genres and topics you are interested in. Samuel French has a great selection and they have enormous selection in their London Store. Equally you can visit the National Theatre Bookshop.

Talk to your teachers to see if they can recommend any play texts for you to read or watch digitally or at the Theatre. **Can provide access to online recordings of popular plays.**

Take part in any extracurricular opportunities and clubs that are happening in the department. Visiting the theatre and watching different styles of performance. Local theatre's include; Lyric Hammersmith, Beck Theatre, Hayes, The Questors Theatre, Acton, Bush Theatre, National Theatre and many more.

Visiting the V&A; A museum where there is an exhibition about theatre including examples of costume from west end productions.

Attend theatre productions to develop your experience of theatre and a sense of style.

Design & Technology

Design and Technology is an inspiring, rigorous and practical subject that offers students the chance to explore Food Technology, Textiles, Media and Product Design. Using creativity and imagination, students design, make and market products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Design and Technology provides young people with the skills to become independent learners and problem solvers. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens aiming to design and make products sustainably without impacting future generations. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Students are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.



KS4 DT Food - GCSE course

Course Specifications

Exam board: WJEC EDUQAS

Course type: GCSE

Course Description

This GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food Provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Skills & Abilities

Students are encouraged to use an array of specialised equipment to accurately prepare, cook and present dishes from different cultures. Students are also introduced to the chemical properties and reactions of various functional foods used within food development.

Food hygiene and safety is paramount to prevent food poisoning and spoilage, with this in mind pupils are expected to adhere to strict H&S /hygiene rules to ensure all food is prepared to the highest of standards throughout.

The understanding and appreciation of individual food choices are developed and linked to health implications of various diets alongside making informed choices with regards to nutrition and health.

Assessment

This qualification is assessed by a combination of 2 portfolio-based assignments 50% and an external exam (50%).

Careers & Progression

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full time career in the catering or food industries.

Guidance & Advice

You can find out about all our Food Preparation and Nutrition qualifications at:

<https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

<https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=foodPreparationAndNutrition&level=GCSE>

KS4 GCSE – Three Dimensional Design (Product Design).

Course Specifications

Exam board: Eduqas

Course type: Three Dimensional design (Product Design) GCSE

Course Description

3D Design provides a broad and rich creative experience through designing, prototyping, modelling or making of primarily functional and aesthetic consumer products, objects, and environments. Three-dimensional design work will more usually involve more individualised problem solving. Students will gain manipulative skills and an understanding of manufacturing through appropriate use of tools and materials.

Skills & Abilities

Ideally, you should have a flair for creativity and a sound knowledge of applied Maths and Science.

You will develop skills and abilities in the following areas:

Thinking: Creativity, Critical thinking, Problem solving, Communication Strategy.

Working: Research, Collaboration, Perseverance, Self-direction.

Skills: Practical skills, Design skills, Presentation skills, Digital comms.

Experience: Citizenship, Personal care, Social responsibility.

Assessment

Component 1-Personal Investigation: [60%]

Assessed internally and moderated by Eduqas. 15 hour practical making for final outcome.

Component 2-Externally set assignment: [40%]

Assessed internally and moderated by Eduqas. 15 hour practical making for final outcome.

Careers & Progression

3D Design is a very broad course and is designed to provide students with a wide range of skills that would assist in any career path, including a varied range of design course opportunities from A Level through to degrees in Product Design, Architecture, Jewellery

Design, Engineering, Media, Graphic Design and Interior Design. Alternatively, it gives students a critical awareness of the world around them and it develops important 'independent learning' skills which are crucial for any career route that students decide to take and gives students confidence with practical skills that they will use in the future.

Guidance & Advice

Careers : <https://uk.indeed.com/career-advice/finding-a-job/careers-in-3d-design>

- The Saatchi Gallery <http://www.saatchigallery.com/>
 - The V&A has a range of great exhibitions and extensive galleries you can view for free <https://www.vam.ac.uk/>
 - The Time Out London website has a great review of exhibitions and places to visit <http://www.timeout.com/london/art>
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English

As passionate teachers of English, we strive to cultivate lifelong learners and critical thinkers who feel confident navigating and thriving in the world beyond school. The transformational nature of education and qualifications in English mean that quality Teaching and Learning is at the heart of our department.

We value the knowledge and experiences students bring to the classroom; challenge and push students' thinking to enable them to fully engage with ideas in literature and ways of communicating in the world; and embrace the myriad of ways to 'do' English including through writing, reading, discussion and thoughtful engagement with writers' ideas.

Our curriculum is broad, reflective and continually in conversation with students who are encouraged to work collaboratively, critically and creatively in order to explore and challenge each other's thinking as well as develop their own personal, creative, and critical voices.



KS4 GCSE – English Literature

Course Specifications

Exam board: AQA
Course type: GCSE

Course Description

English Literature asks students to respond to Shakespeare and 19th Century texts, Post 1914 modern texts, unseen poetry and an anthology of Power and Conflict poetry.

Skills & Abilities

Students will develop the skills they need to read, understand and analyse a wider range of different texts as well as developing an understanding of the contexts in which these texts were written. They will also develop the skills necessary to write clear and coherent responses using accurate Standard English.

Assessment

Paper 1: Shakespeare and 19th Century Novel – 1 hour and 45 minutes

Section A Shakespeare: students will answer one question on ‘Macbeth’. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on ‘A Christmas Carol’. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry – 2 hours and 15 minutes

Section A Modern texts: students will answer one essay question from a choice of two on ‘An Inspector Calls’.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other people from the Power and Conflict anthology cluster.

Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Careers & Progression

[Click here for information on Careers in English](#)

Guidance & Advice

[Click here for AQA information about English Literature.](#)

KS4 GCSE – English Language

Course Specifications

Exam board: AQA

Course type: GCSE

Course Description

English Language asks students to respond to a range of unseen fiction and non-fiction texts from the 19th, 20th and 21st centuries. Students will also be asked to write their own piece of narrative or descriptive writing and their own non-fiction texts.

Skills & Abilities

Students will develop the skills they need to read, understand and analyse a range of texts. They will be able to make comparisons between texts, summarise and synthesis information and evaluate texts. Students will also develop their written skills so that they can write effectively and coherently using Standard English appropriately as well as using spelling, punctuation and grammar accurately and effectively. The spoken language element of the course allows students the opportunity develop their formal speaking skills while responding to questions.

Assessment

Paper 1: Exploration in Creative Reading and Writing – 1 hour and 45 minutes

Section A: Reading

One Literature fiction text

Four questions – 1 short question asking students to list information (4 marks), 2 longer questions (8 marks) and 1 extended question (20 marks)

Section B: Writing

Descriptive or narrative writing

One extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives – 1 hour and 45 minutes

Section A: Reading

One non-fiction text and one literary non-fiction text

Four questions – 1 short question asking students to identify true statements (4 marks), 2 longer questions (8 marks and 12 marks) and one extended question (16 marks)

Section B: Writing

Writing to present a viewpoint

One extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

Students will be assessed on presenting, responding to questions and their use of standard English. This is a separate endorsement (0% weighting of GCSE) and students will receive a pass, merit or distinction.

Careers & Progression

[Click here for information on Careers in English](#)

Guidance & Advice

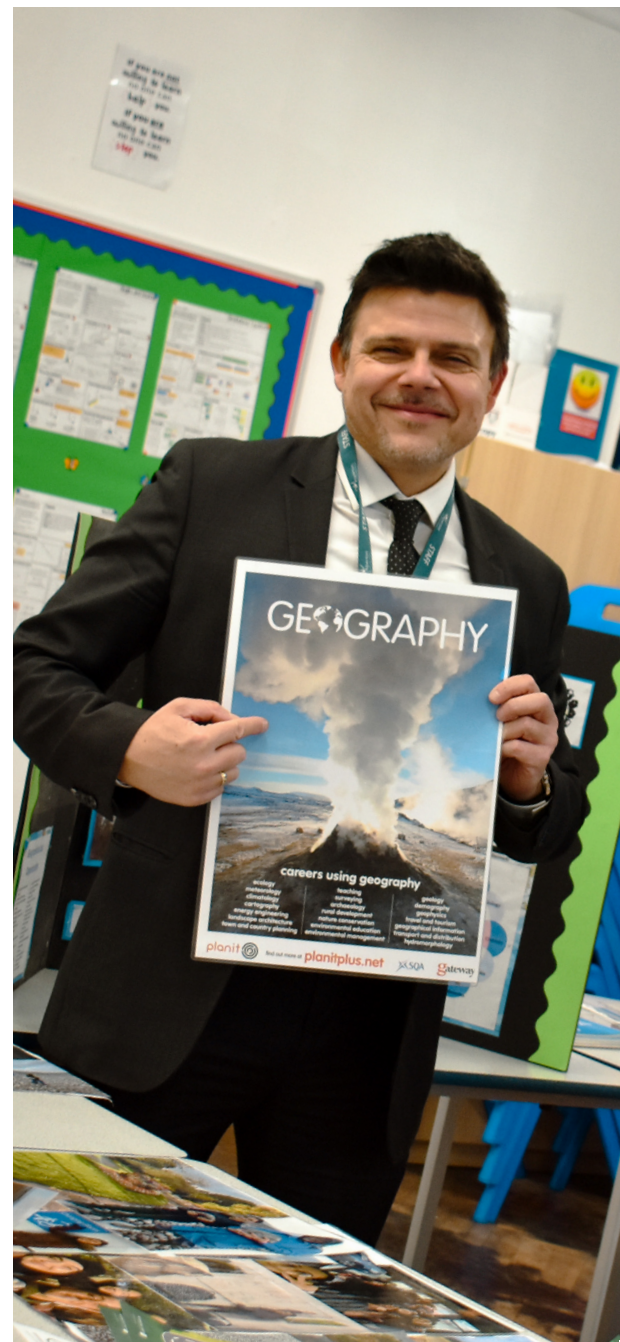
[Click here for AQA information about English Language.](#)

Geography

We aim to provide an outstanding curriculum within a supportive and stimulating learning environment. We offer an exciting and engaging curriculum, where students develop a curiosity about the world whilst developing geographical knowledge and skills needed throughout their education and beyond.

Our aim is that our curriculum will:

- develop ideas, concepts and generalisations which enable students to make sense of people – environmental relationships
- emphasise the ability to understand patterns, distributions and relationships in the world
- to develop international understanding and foster a concern for global issues
- to raise student's awareness of their own responsibility at a local level
- to develop values and attitudes that will help students to reach a degree of personal commitment in trying to resolve global issues
- enable students to appreciate our shared responsibility as citizens of an increasingly connected world



KS4 Geography - GCSE course

Course Description

The topics you will learn:

The topics you will learn:

- The Challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World
- Urban Issues and Challenges
- The Changing Economic World
- Resource Management

Skills & Ability

Students will develop these [skills](#) and abilities: Cartographic skills, Graphical skills, Use of qualitative and quantitative data through Field Study skills, Numerical and Statistical skills, develop Literacy skills formulate skills in enquiry and argument.

Assessment

Paper 1: Living with the Physical Environment: 1 Hour and 30 Minutes. 35% of GCSE
Paper 2: Challenges in the Human Environment: 1 Hour and 30 Minutes. 35% of GCSE
Paper 3: Geographical Applications: 1 Hour. 30% of GCSE.

English Baccalaureate: The EBacc is a set of qualifications that Russell group universities like Oxford, Cambridge and Queen Mary look for in their students. Geography is included in the EBacc

Field Trips: The students will take two field trips, one in year ten and one in year eleven. One urban trip to East London and one trip to the countryside at Juniper Hall in Surrey.

Careers & Progression

Careers in Geography: Environmental Consultant, Town Planner, International aid/development worker, Architect, International aid/development worker, Military careers, Lawyer and many more.

Guidance & Advise

<https://www.bbc.com/education/examspecs/zy3ptyc>

History

An understanding of History is essential in allowing us to interpret, evaluate and explain how present society has been shaped by past events. An understanding of Politics helps young people navigate the ever changing climate of society, the institutions that run the country and shape the future.

History and Politics are well placed to emphasise British Values and promote the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance. Through examining the events that shaped our country, students can gain a fuller understanding of the interconnections between different cultures and beliefs, where we all come from, the Alperton community and how our ways of life have evolved. Similarly Politics examines, from a contemporary perspective, how the past has influenced the present.

History and Politics teaches you to think. In a world awash with fake news and misinterpretations it is crucial that we possess the skills to question, challenge and criticise. History and Politics are integral in supporting students with the skills they need to navigate the present and embrace the future.



KS4 GCSE History

Course Specifications

Exam board: Pearson

Course type: GCSE

Course Description

The GCSE course comprises of four examined units.

Students begin study of Cold War and Medicine Through Time in year 10. In year 11 they move onto Weimar Germany and Anglo-Saxons.

Skills & Abilities

Critical evaluation, Analytical thinking, Data interpretation, Essay writing, Speech writing and oratory.

Why study History?

History helps you discover how your world evolved. History also helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions. History disciplines your mind and trains you how to think laterally and process information that help develop an understanding of both past and present through comparison and evaluation of key events.

Assessment

Unit 1: International Relations: The Era of the Cold War 1943-1991

Key Topic 1: How did the Cold War in Europe develop? 1943–56

Key Topic 2: Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957–69 **Key**

Topic 3: Why did the Cold War end? From détente (1972) to the collapse of the Soviet Union (1991)

Unit 2: Germany 1918–39

Key Topic 1: The Weimar Republic 1918–29

Key Topic 2: Hitler and the rise of the Nazi Party 1919–33

Key Topic 3: The Nazi dictatorship 1933–39

Key Topic 4: Nazi domestic policies 1933–39

Unit 3: Medicine through time c1250 – present

Key Topic 1: Medicine in Medieval England 1250 - 1500

Key Topic 2: The Medical Renaissance in England 1500/1700

Key Topic 3: Medicine in 18th and 19th century Britain 1700-1900

Key Topic 4: Medicine in modern Britain 1900-present

Key Topic 5: The British sector of the Western Front 1914-1918

Unit 4: Anglo-Saxon and Norman England 1060-1087

Key Topic 1: Anglo-Saxon England and the Norman Conquest, 1060-66

Key Topic 2: William I in power: securing the kingdom, 1066-87

Key Topic 3: Norman England, 1066-88

Careers & Progression

History students are highly prized by many sections of the professional world as it is a Russell Group subject.

Potential careers areas include: journalism, media, education, civil service and politics; security services including MI5 and MI6; the legal profession and justice system; museums and galleries.

Guidance & Advice

Edexcel exam board website, Hodder and CPG revision resources, VIP Zone revision resources. Electronic Textbook via google online environment.

Health & Social Care

Health & Social Care

Within the framework of the whole school curriculum, Health and Social Care aims to develop in students a 'critical analytical and evaluative overview of the functioning of a range of Health and Social Care settings, and the impact of relevant legislations towards this, of the role of such institutions and organisations in society'. As a subject discipline, Health and Social Care (H&SC) combines elements of sociology, psychology, biology, nutrition, law, and ethics. Health and Social care aims to develop in students a practical and evaluative overview of how society copes with issues of childcare, social care, ill health and medical conditions. It teaches our students that everyone should have equal access to high quality health and social care. This care must be personalised so that people can be independent, healthy and fully engaged in their community.

Health and Social Care is a Rewarding Profession

In health and social care roles, you have a positive influence on the lives of other people. Whether you're helping to improve their physical health, mental well-being or maintain their safety, your work is of great value. You'll also form close professional relationships with your clients who will depend on your support and assistance.

With too few healthcare staff and the social care workforce shortage standing at around 122,000, it's also in great demand. Becoming qualified would allow you to become part of the solution and provide much needed care.

Supporting a diverse range of people through various challenges places you to view life from other perspectives. This can be immensely character building and often helps employees in this field to reassess their priorities and values.



KS4 Certificate Health and Social Care

Course Specifications

Exam board: OCR

Course type: Cambridge National

Course Description

If you are interested in developing an understanding of health and social care (H&SC) services; how social policy and legislation affects the provision of these services; and how different factors affect the development of human beings, then this course is for you!

The issues within health and social care have been the subject of many political and social debates e.g. the privatisation of the NHS, funding of health and social care services and the impact of poverty on families. Thus, making H&SC a relevant and interesting subject to study.

Skills & Abilities

Through studying H&SC you will be able to develop a range of transferable skills, which include: verbal and written communication skills, analytical skills for gathering and recording relevant information and evidence, evaluative skills for discussing health and social care related topics and arguments to reach appropriate conclusions, recall and application skills of health and social care topics.

Assessment

You will need to complete three units overall for the OCR Level 1/2 Cambridge National Certificate. This course is equivalent to one GCSE. It consists of two mandatory units, one of which you will complete in year 10 and one unit which will have to be completed in year 11. An optional 60 mark unit will be completed alongside.

This course involves the successful completion of one 70 mark exam unit and two 60 mark coursework units over two years.

Unit R032: Principles of care in health and social care settings (70 marks)

Written paper | hour 15

OCR moderated

Unit R033: Supporting individuals through life events (60 marks)

Centre assessed task OCR moderated

Unit R035: Health Promotion Campaigns (60 marks)

Centre assessed task OCR moderated

Health Social Care Curriculum Information

Careers & Progression

There is a huge variety of professional careers, occupations and further and higher university courses that studying health and social care can lead too, including: degrees in social sciences and related subjects, and careers in nursing, midwifery, teaching, social work, counselling, youth work.

Guidance & Advice

Cambridge National level 1/ 2 Health and Social Care textbook

BBC Bitesize Health & Social Care website

NHS.uk and NICE.org.uk websites

Maths

All teachers aim to develop students' knowledge, skills and understanding of mathematical methods and concepts by ensuring that:

- Students acquire, select and apply appropriate mathematical techniques to solve problems.
- Students reason mathematically, infer, analyse and make deductions.
- Students comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the context.

As a team we:

- Understand that students develop at different ages and hence regularly revise and reinforce skills in a wide range of contexts.
- Understand the place of mathematics across the curriculum and in the wider world, we regularly link transferable skills with other subjects and careers.
- Enable students to apply mathematics to everyday life with confidence, whether that be reading train and bus timetables, working out how much change they should get, calculating how much paint is required to cover the area of a wall or working out budgets.
- Instil a passion for mathematics and an understanding of its great importance in our world, thus motivating students to continue study at A level and beyond.



KS4 GCSE Maths

Course Specifications

Exam board: Pearson

Course type: Compulsory GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Course Description

Mathematics at Alperton Community School aims to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. A key component of the new curriculum is for students to acquire, select and apply mathematical techniques to solve problems, reason mathematically; make deductions and inferences, and draw conclusions.

A key focus at Key Stage 4 is for students to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

There are six areas of mathematics that will be assessed:

1. Number
2. Algebra
3. Ratio, Proportion and Rates of change
4. Geometry and Measures
5. Statistics
6. Probability

Skills & Abilities

There is a great demand on problem solving in Maths GCSE and teaching focuses on this. We expect students to be able to tackle these questions in a more confident manner. In order to support their independent learning, we provide students access to MyMaths, Mathswatch and all students can access the online GCSE textbook.

Assessment

Assessment in mathematics is via 100% examination at the end of Year 11. Due to the increase in content, **there will be 3 exam papers**

- 1 Non-calculator paper
- 2 Calculator papers

,each lasting 90 minutes and worth 80 marks.

Careers & Progression

Progression

This qualification prepares students for progression to further study of mathematics at AS and A level, and also to the study of AS Core Mathematics. These Level 3 qualifications prepare students for a variety of further progression routes.

Students can also progress from this qualification to Level 3 qualifications in numerate disciplines, such as:

- A Levels in the sciences
- A Level Geography A Level Psychology
- A Level Economics
- other qualifications that require mathematical skills, knowledge and understanding

Careers

While maths is a fundamental subject for much of science and technology, numerous other routes can be taken.

Jobs directly related include: *Aerospace engineer; Higher education lecturer; Investment analyst; Meteorologist; Research scientist (maths); Secondary school teacher; Statistician.*

Jobs where maths would be useful include: *Actuary; Chartered accountant; Chartered management accountant; Corporate investment banker; Financial risk analyst; Operational researcher; Systems developer.*

Guidance & Advice

Pearson GCSE 9-1 Maths (Higher and Foundation)

MyMaths (school log in)

Mathswatch (school log in)

VIP zone

[Past Exam Papers](#)

KS4 GCSE: Statistics

Course Specifications

Exam board: Edexcel

Course type: GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html>

Course Description

The Edexcel GCSE in Statistics provides students with the opportunity to develop skills in planning a statistical enquiry; collecting data, processing, analysing and representing data; interpreting and evaluating results and communicating plans, results and conclusions in a variety of forms, including using ICT.

This is a two year course (year 10 and year 11)

Skills & Abilities

There is a great demand on problem solving in Statistics GCSE and teaching focuses on this. We expect students to be able to tackle these questions in a more confident manner. In order to support their independent learning, we provide students' access to MyMaths, Mathswatch and all students can access the online GCSE textbook.

Assessment

100% examination.

There will be two papers each worth 50% of the course 90 minutes long.

Papers will be 80 marks each.

There are two Tiers: *Foundation and Higher*.

Careers & Progression

This qualification prepares students for progression to further study of mathematics at AS and A level, and to the study of AS Core Mathematics. These Level 3 qualifications prepare students for a variety of further progression routes.

Students can also progress from this qualification to Level 3 qualifications in numerate disciplines, such as:

- A Levels in the sciences
- A Level Geography
- A Level Psychology
- A Level Economics
- Other qualifications that require mathematical skills, knowledge and understanding.

Statisticians are in demand in all sectors of society, ranging from government, to business and industry, to universities and research labs. As a statistician you can be involved with the development of new lifesaving drugs in a pharmaceutical; the shaping of public policy in government; the planning of market strategy in business, or the management of investment portfolios in finance. Not only are there a wide variety of exciting opportunities for statisticians, but careers in statistics generally can be quite lucrative, with statisticians of sufficient experience often able to earn six-figure salaries.

Guidance & Advice

Pearson GCSE 9-1 Statistics

MyMaths (school log in)

Mathswatch (school log in)

VIP zone

[Past Papers](#)

Media

In a world saturated with media, being media literate is essential. Media Studies provides a deep understanding of the role and impact of the media in society. It helps students decode and understand the complex media language (mise-en-scene, editing, camerawork and sound) used in various forms of media. It enables students of all abilities the opportunity to achieve highly whilst celebrating diversity, questioning representation of people from all backgrounds in the media and encouraging students to be a force for good.

At key stage 4:

We provide opportunities for students to use industry standard software to create a range of media products. They are provided a vocational context through a client brief which has a specified target audience and products to create. Students gain awareness of the creative process from pre-production planning, production, post-production and critical reflection. They gain an insight into creative flow and constraints whilst building skills in time management and communication.

At key stage 5:

The intent of A Level Media Studies is to give students a framework for understanding, analysing and critiquing historical and contemporary media products and then being able to apply that to the media products they consume in their own lives.

The course offers learners the opportunity to decode media products through the theoretical framework: language, representation, audiences and industry. We employ an interdisciplinary approach, drawing on insights from various disciplines such as sociology, psychology, cultural studies, and communication studies. This approach enhances students' understanding of the broader societal context in which the media operates.

Media studies encourage the development of critical thinking skills. Analysing media content, messages and the ways in which they are constructed helps students become more discerning consumers of information. It equips students with the skills and knowledge necessary to navigate and contribute meaningfully to today's media-saturated world, whether for personal enrichment or as a foundation for a career in the media industry.



KS4 Creative iMedia (Y10 2024)

Course Specifications

Exam board: OCR

Course type: [Cambridge Nationals](#)

Course Description

The course encourages students to understand and apply the fundamental principles and concepts of digital media and graphic design to the products they will plan, design and create. You will develop learning and practical skills that can be applied to real life contexts and work situations.

This vocational course consists of two mandatory units and one optional unit.

R093: Creative iMedia in the media industry (exam)

Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry. You will learn about:

- the sectors, products and job roles that form the media industry
- the legal and ethical issues considered
- processes used to plan and create digital media products
- how media codes are used within the creation of media products to convey meaning, create impact and engage audiences
- choosing the most appropriate format and properties for different media products.

R094: Visual identity and digital graphics (NEA)

Working using a given brief, you will learn how to develop branding for clients (including visual identities through logos) using appropriate software (Adobe Photoshop and Illustrator). You will also learn how to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

A third unit will be introduced at the end of year 10 based on progress made

e.g. comics, websites, photography, animation

Skills & Abilities

Creative and analytical

Dedicated and organised

Enjoy working with technology

Learning new software

Able to work to deadlines

Assessment

Exam = 1 external paper = 40%

Non examined assessment = x2 = 60% (Y10 = 25% and year 11 = 35%)

Careers & Progression

You can continue further study at 6th form as we deliver A Level Media Studies.

Jobs include: graphic design, journalism, marketing, public relations, film and television, game development, web design, production, animation, advertising and radio.

Guidance & Advice

Further reading:

Books: [course book](#) (includes digital resources) and [course revision guide](#)

Websites: [GCSE Pod](#) (all students have access), [BBC GCSE Bitesize](#)

Publications: [The Week Junior](#)

As in Y9, continue to access a wide range of media products that cover a variety of genres for different target audiences, e.g. films, newspapers, magazines, TV programmes, radio broadcasts.

Modern Foreign Languages

Learning a foreign language at ACS will enable you to:

- Develop your confidence in speaking and your listening skills
- Improve your memory and the ability to multitask
- Be able to communicate with speakers of another language
- Access employment opportunities both in the UK and abroad
- Improve your chances to access positions in prestigious universities
- Develop a better understanding of the world around us/other cultures in a multi-cultural society
- Develop social skills
- Develop a deeper understanding of how language works/enhance your command of the English language at the same time

'Having a language gives you the edge!'



KS4 MFL French and Spanish – GCSE option

Course Specifications

Exam board: AQA

Course type: Compulsory GCSE

Course Description

Students are studying GCSE Spanish or French with AQA.

In Year 10 and 11, students follow the full course for Spanish and French. They will build on skills in reading, writing, listening and speaking. It is important that they recycle Key Stage 3 knowledge of Spanish or French whilst learning new vocabulary and grammatical structures to help them express more complex ideas.

Skills & Abilities

Students develop translating skills, their ability to respond to real life situations in the role play part of the speaking examination and interpret photo cards as well as extended writing in the target language.

Assessment

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Careers & Progression

Finance, translating and interpreting, food and drink, law, sales and marketing, transport, tourism and leisure, public sector and international relations.

Guidance & Advice

Please use the following websites, any passwords will be available from you class teacher:

- Linguascope
 - Quizlet
 - Teachit Languages
 - Youtube
 - GCSE Pod
 - Exampro
 - Kerboodle
-

KS4 Gujarati - GCSE course

Course Specifications

Exam board: Edexcel
Course type: GCSE

Course Description

Students are studying for GCSEs in Gujarati with Pearson Edexcel.

Over the course of year 10 and 11, students will complete a GCSE course in Gujarati learning 5 main topics. They will build on skills in listening, speaking reading and writing, and will make progress in a variety of tasks involving all of these skills.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati allows students to develop their ability to communicate with Gujarati native speakers in both speech and writing. Students will study a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Gujarati -speaking communities and countries.

Skills & Abilities

Students develop translating skills, interpreting picture card and real life scenarios, role-plays, extended writing skill along with listening and reading skills, develops dual language skills (Gujarati via English).

Assessment

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Careers & Progression

Careers Interpreting, translating, trading in target language country, tutoring

Guidance & Advice

Websites: GujaratiLexicon.com, kids.baps.org,mavjibhai.com, readgujarati.com, <https://ccat.sas.upenn.edu/plc/gujarati/guj-engdictionary.pdf>, <https://www.gujaratischools.org/useful-links-for-gujarati-websites>

Watch: online Gujarati dramas - gujaratishow.com

Visit: Neasden Swaminarayan temple, Hare Krishna –Bhakti Vedant manor-Watford, Iconic buildings in city, Regional food restaurants to try Variety of Indian cuisine.

Music

A music department is a safe space for creativity, collaboration and growth. We will provide all students with opportunities that help expand and grow the mind, building on valuable life experiences. In the music department at Alperton Community School we aim to provide an outstanding curriculum within a supportive, stimulating and creative learning environment that will allow all students to be creative and develop their self-expression, developing a culture where music education and advocacy is valued.

Our aim is that our curriculum will:

- Enable every student to meet or exceed their expectations and make excellent progress
- Enable every student to reach their full academic, personal, creative and musical potential and instil a passion for learning
- Enable every student to meet or exceed their own perceptions and achieve the best possible musical results
- Embrace all cultures, beliefs and musical traditions
- Nurture every student to become a successful adult who will impact positively on their local community and society as a whole.
- Introduce students to a wide range of music styles and genres from across the world and throughout history using ensemble and solo performance opportunities and creative composition development.
- Provide the opportunity for students to take part in extracurricular activities including clubs, individual instrumental lessons, productions, performance evenings and trips/workshops.
- Develop students' understanding of careers in the arts and how skills can be transferred to support future opportunities.

Spiritual, moral, social and cultural development of our students is explored through exposure to a world of music both familiar and unfamiliar. British Values are supported through ensemble activities where students share ideas, make independent creative decisions and practice mutual respect and tolerance through collaborative activities. We aim to build

on the work of primary schools to provide continuity in education for our Year 7 students.

We aim to provide a broad and balanced curriculum by exploring a range of instruments, the voice, composition methods, music theory from grade 1 to grade 3 and exposing our students to musical genres from classical to Caribbean. We also introduce students to creating music using specialist Music technology software such as DJing, digital audio workstations and studio production and recording methods in order to reflect the variety of ways that Music is created and performed today. Students are introduced to the key skills needed to succeed in Music: performing, composing, listening and appraising. Students are taught a broad and balanced curriculum exploring a range of instruments and musical genres and mediums including Western music, Blues, Gamelan, Caribbean and film and game Music.

The curriculum is further supported by providing the exciting opportunity for students to receive one to one instrumental tuition with a private teacher, instruments include piano, guitar, drums and vocals. We offer extended learning activities to enhance student's curriculum experience including choir, dhol club, composition club, guitar club as well as open sessions during the lunch break. Students have the opportunity to share their progress at a number of school events from performing in weekly assemblies to the summer term concert, school production and talent show.



KS4 GCSE - Music

Course Specifications

Exam board: Eduqas

Course type: GCSE

Course Description

The Eduqas Music GCSE is a practical and theoretical course that explores instrumental, compositional and appraising skill development. Students will develop practical and theoretical knowledge of musical styles, forms and devices and events from 1600 to present day.

Students will study three units:

1. Component 1: Performing - Two pieces, one an ensemble performance the other a solo and/or ensemble.
2. Component 2: Composing - Two compositions, one in response to a brief, the second a free style composition.
3. Component 3: Appraising - This component is assessed via a listening examination. Eight questions in total, with six being multiple choice.

Skills & Abilities

Students develop their skills as an instrumentalist, composer and appraising abilities in a range of musical styles.

Students will develop confidence and technical skill when performing music.

Students will understand how to compose using technology/traditional instruments/notation programs.

Students will develop the ability to appraise music with their knowledge of musical elements.

Students must be dedicated and willing to work hard to succeed on this course.

Assessment

Component 1 is internally assessed, with external moderation - 30%

Component 2 is internally assessed, with external moderation - 30%

Component 3 is externally assessed - 40%

Students complete 2 pieces of coursework to demonstrate their performance and compositional skills.

There is an exam for this course which consists of 8 questions, of which 6 are multiple choice.

Careers & Progression

Students can progress to:

Once you have completed your Music GCSE you can progress on to AS or A-Levels or an apprenticeship.

Careers after Music education:

Your dedication and passion for Music can evolve into a very successful and fulfilling career. The Department of Culture, Music and Sport, shows that the creative industries are leading the UK economy. In 2020 the creative industries were growing 4X faster than the UK economy as a whole.

Music business manager, Music journalist, Music producer, Sound engineer, Music psychologist, Composer of music for film and television, Event manager, DJ, Music therapist, Instrument technician, Radio producer, Musical director.

Guidance & Advice

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>

<https://successatschool.org/advisedetails/362/Why-Study-Music%3F>

<https://www.gilbertgalindo.com/importanceofmusic>

Psychology

Psychology aims to develop in students a critical analytical and evaluative overview of the mental processes which underlie human behaviour at both an individual and group level. In doing so, this subject allows students to critically consider theoretical explanations used to describe, explain, predict and control the behaviour and mental processes of others. Psychology will help students to gain an understanding of human behaviour and mental processes that will enable them to better understand how individuals think, behave and feel.

With regards to Psychology content, students are expected to:

- Demonstrate knowledge and ideas of key theories.
- Apply Psychological knowledge and ideas, processes, procedures and theories in a range of contexts.
- Analyse and evaluate psychological ideas, information, processes and procedures where they are required to make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills.
- Evaluate therapies and treatments in terms of their appropriateness and effectiveness.
- Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour.
- Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.
- Develop an understanding of the interrelationships between the core areas of psychology
- With regards to Research Methods, students are expected to:
 - Demonstrate knowledge and understanding of research methods used within studies.
 - Understand and apply mathematical skills across all topic areas
 - Develop skills required to design, conduct, analyse and interpret data that links with any area of the specification content.
 - Apply research knowledge to evaluate and to infer meaning from data collected.



KS4 GCSE - Psychology

Course Specifications

Exam board: [AQA](#)

Course type: [GCSE](#)

Course Description

Psychology is the scientific study of the human mind and behaviour. Psychologists attempt to gain an understanding of what motivates, challenges and changes our behaviour to understand the world we live in. They carry out investigations such as experiments and observations to find out about the way people behave and interact.

Skills & Abilities

Studying Psychology will develop your understanding of human behaviour and provide you with specialist psychological knowledge on theories and key concepts. It will also strengthen your descriptive, analytical and evaluative skills which are vital for the exam. Having an understanding of different personalities and behaviour patterns will also allow you to build on your communication and interpersonal skills which will be helpful for group dynamic. You will be required to build key time management, research and problem solving skills to succeed within this subject.

Assessment

The AQA GCSE Psychology programme is examination based and you will be required to sit **two exams** at the end of Year 11. Each exam will cover **four topics each** and will contain a mixture of questions (i.e. multiple choice, short answer & extended essay writing questions).

Paper 1: Cognition and behaviour (50% of GCSE grade)

Topics include: Perception, Memory, Development and Research Methods.

Paper 2: Social Context and behaviour (50% of GCSE grade)

Topics include: Social Influence, Language, thought & communication, Brain & Neuropsychology and Psychological problems.

Careers & Progression

Psychology can be useful in jobs that involve understanding human behaviour as an individual or within a group context. The skills you gain from you studying Psychology can be useful for working within many professions depending on the different areas within Psychology.

The different areas of **psychology** are...



Popular **careers** within Psychology:

Mental health, Science, Social work, Teaching, Research and Management.

Guidance & Advice

Twenty years ago, an everyday virus destroyed Clive Wearing's brain. Now, all he can remember is music - and his wife. Here, Deborah Wearing tells Louise France how their enduring love has become the one constant in a marriage without memory. Read more on this story [here](#).

[Can you trust your memory?](#)

[What is memory?](#)

[Perception and sensation](#)

[Brain development](#)

[What is conformity?](#)

[The language of body language](#)

[Psychology Related Articles](#)

Religious Studies

Religious Studies empowers students to ask fundamental questions of meaning. Students explore the wide range of responses to Ultimate Questions given by different faith communities and philosophical traditions. A written creative art, Religious Studies leads students to articulate opinions, be aware of (and celebrate) difference, using the highest levels of thinking skill and written expression.

Religious Studies will inform students about the range of beliefs in the contemporary UK; as such it will celebrate British values of tolerance, freedom and mutual respect whilst examining the limits to freedom imposed by the rule of Law. Drawing on the many cultures represented in our school community we will seek to celebrate the spiritual and moral development of our learners.

Religious Studies at will provide students with the necessary factual knowledge and skill sets to empower them for exam level studies.



KS4 GCSE Religious Studies

Course Specifications

Exam board: AQA

Course type: GCSE

Course Description

GCSE RS at Alperton achieves significantly above national average; you will be taught by subject specialists.

The GCSE RS Specification will consist of two exams at the end of Year 11. The first will involve a detailed study of the beliefs and practices of two major world religions, their sacred texts, worship, festivals and authority figures. The second paper will examine key topics in the modern world such as Poverty, Families and War, and will draw upon a range of teachings from all the major religious traditions in the twenty first century, as well as the ideas of atheists and non-believers.

GCSE, RS is a formal academic subject that will lead naturally to any academic subject at Advanced Level, most obviously Philosophy and Ethics but also those such as History that involve the expression of ideas and arguments.

Skills & Abilities

This course is great for followers of all religions and none! Students already studying their own faith out of school will be able to use that learning in school RS, but it is not essential. What is essential is the ability to think carefully about your own ideas and beliefs. You will need to listen to and respect the ideas of others and be able to explain the ideas of people who disagree with you. You will develop the skills to write formal academic text to answer written questions with maturity and style. An interest in current affairs and the news will be a big help as will a willingness to be open and debate.

Assessment

The course is examined by two written exams, each of 1 hour 45 minutes.

Careers & Progression

GCSE, RS is a formal academic subject that will lead naturally to any academic subject at Advanced Level, most obviously Philosophy and Ethics but also those such as History that involve the expression of ideas and arguments. A qualification in RS is well-regarded as a preparation for careers in areas as diverse as politics, journalism, Law, Medicine and the caring professions.

Guidance & Advice

BBC Bitesize contains a wealth of information. RE Quest is a great website with many virtual visits and articles by believers describing all aspects of religious practice. Smart phone users should download the free RE Definitions app to learn key terms for all topics. The 'Bible Gateway' site is an invaluable resource offering the ability to search the Bible by theme for quotes to use in long answers. For GCSE RS it is useful to visit places of worship, especially to experience the different denominations within the Christian tradition. Students should keep up to date with issues such as medical ethics around fertility and end of life issues, as well as environmental action and the criminal justice system. Watching and discussing TV news is a great help in preparing written arguments; reading a quality daily newspaper is even better.

Science

We aspire to equip our students with critical thinking skills with the ability to problem solve, innovate and work collaboratively. Science learning involves developing an understanding of the world around us.

The Science curriculum will aim to fulfil this by:

- Ensuring the curriculum is accessible, inclusive, engaging and relevant to our student community by celebrating diversity in our multicultural community
- Supporting students to develop transferable skills such as; interpersonal and leaderships skills, team working, literacy, numeracy and resilience
- Allowing students to develop their written and verbal communication skills by constructing explanations and justifying opinions
- Developing enquiry skills by undertaking practical work which involves planning and testing hypotheses by collecting data and devising questions
- Developing problem solving skills by estimating risks, examining consequences and interrogating sources based on scientific theories
- Developing analysis skills by analysing patterns, discussing limitations, drawing conclusions and finally presenting data



KS4 GCSE Science

Course Specifications

Exam board: AQA

Course type: Compulsory GCSE

Course Description

Students study separate sciences: Biology, Chemistry, and Physics GCSE (3 GCSEs). This course is studied by KS4 students over 2 years and KS5 students following a level 2 programme over 1 year.

What will I study?

Separate Science

Syllabus content: Paper 1

| BIOLOGY | CHEMISTRY | PHYSICS |
|---|--|---|
| Cell Biology Organisation Infection and response Bioenergetics | Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes | Energy Electricity Particle model of matter Atomic structure |

Syllabus content: Paper 2

| BIOLOGY | CHEMISTRY | PHYSICS |
|---|--|---|
| Homeostasis and response Inheritance, variation and evolution Ecology | The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources | Forces Waves Magnetism and electromagnetism |

Skills & Abilities

KS4 GCSE Biology, Chemistry, Physics Curriculum

Studying Biology, Chemistry and Physics GCSE will enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

We teach Biology, Chemistry and Physics in ways that help students to develop curiosity about the natural world, insight into how science works, and build an appreciation of its relevance to their everyday lives. The scope and nature of our study is broad, coherent, practical and satisfying, thereby encouraging students to be inspired, motivated and challenged by the subject.

Assessment

Biology, Chemistry and Physics Exams: There are 6 exams, 2 Biology, 2 Chemistry and 2 Physics, which will all be sat at the end of Year 11. Each paper will last 1 hour and 45 minutes and count for 50% of each qualification.

The Science GCSE is graded from 9-1 (9 being the highest grade).

Required Practical

All external examinations count for 100% of the final mark for GCSE. There is no coursework or controlled assessment.

Students will carry out 28 required practical all together (Biology, Chemistry and Physics). The practical skills gained will be assessed in exams and will make up at least 15% of the marks coming from questions relating to practical work.

Careers & Progression

A Level options at ACS: Biology, Chemistry, Physics

Progression routes: University degrees, Apprenticeships.

Careers: Medicine, Radiography, Nursing, Dentist, Physiotherapy. Astronomer, Technician, Aviation, Chemist, Teacher, Electrician, Food Tester, Food Scientist, Forensic Scientist, Nuclear Technician, Nuclear Power Operator, Occupational Health Specialist, Physicist, Physiotherapist, Pilot, Ship Captain, Sound Engineer, Doctor, Nurse, Pharmacist, Marine Biologist, Veterinarian, Veterinary Nurse, Optician, Chemical Engineer, Marine Biologist, an endless list!

Guidance & Advice

Further reading:

- Kerboodle.com – all students have login details for a free version of the textbook used in lessons. This also includes videos, support and extension activities.
 - BBC Bitesize – KS4 Science. Students can find animations, explanations and questions on this site – organised as Biology, Chemistry and Physics.
 - Collins Science KS4 Revision - Collins provide KS4 revision books based on the AQA KS4 science syllabus.
 - My GCSE science: Students can find online tutorials and exam questions on this site – organised as Biology, Chemistry, Physics and working scientifically.
 - CGP revision guide - CGP provides combined science revision guide based on the AQA KS4 science syllabus
 - Oxford Revise: AQA GCSE Biology/Chemistry/Physics Science Revision and Exam Practice
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KS4 GCSE Combined Science Curriculum

Course Specifications

Exam board: AQA

Course type: Compulsory GCSE

Course Description

Students are studying AQA Combined Science: Trilogy (2 GCSEs)

During the Options process at the end of Year 9, students make a choice to study Combined Science: Trilogy (2 GCSEs), OR Biology, Chemistry, and Physics GCSE (3 GCSEs).

What will I study?

Combined Science

| BIOLOGY Paper 1 | CHEMISTRY Paper 1 | PHYSICS Paper 1 |
|---|--|---|
| Cell Biology Organisation Infection and response Bioenergetics | Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes | Energy Electricity Particle model of matter Atomic structure |
| BIOLOGY Paper 2 | CHEMISTRY Paper 2 | PHYSICS Paper 2 |
| Homeostasis and response Inheritance, variation and evolution Ecology | The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources | Forces Waves Magnetism and electromagnetism |

Skills & Abilities

GCSE Combined award science will enable students to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

We study Biology, Chemistry and Physics in ways that help students to develop curiosity about the natural world, insight into how science works, and build an appreciation of its relevance to their everyday lives. The scope and nature of our study is broad, coherent, practical and satisfying, thereby encouraging students to be inspired, motivated and challenged by the subject.

Assessment

Combined Science Exams:

- There are 6 exams, 2 Biology, 2 Chemistry and 2 Physics which will all be sat at the end of Year 11. Each paper will last 1 hour and 15 minutes and are worth 16.7% of the grade each.
- Students who take combined science will study all three sciences and they will cover roughly two thirds of the content of the single GCSEs in biology, chemistry and physics.
- Students receive an award worth 2 GCSEs. It will consist of two equal or adjacent grades from 9 to 1 which can only be either the same (for example 9-9) or adjacent (for example 9-7) grades from 9 to 1. Therefore, students will not end up with grade combinations such as 5-3 or 7-4. **More information about all the 17 possible combinations for the combined science could be found [here](#).**

Required Practical

All external examinations count for 100% of the final mark for GCSE. There is no coursework or controlled assessment.

On the Combined Science route, students carry out 21 required practical across all specialisms.

Practical skills gained will be assessed in terminal exams and will make up at least 15% of the marks coming from questions relating to practical work.

Careers & Progression

A Level options at ACS: Biology, Chemistry, Physics

Progression routes: University degrees, Apprenticeships.

Careers: Medicine, Radiography, Nursing, Dentist, Physiotherapy. Astronomer, Technician, Aviation, Chemist, Teacher, Electrician, Food Tester, Food Scientist, Forensic Scientist, Nuclear Technician, Nuclear Power Operator, Occupational Health Specialist, Physicist, Physiotherapist, Pilot, Ship Captain, Sound Engineer, Doctor, Nurse, Pharmacist, Marine Biologist, Veterinarian, Veterinary Nurse, Optician, Chemical Engineer, Marine Biologist, an endless list!

Guidance & Advice

Further reading:

- Kerboodle.com – all students have login details for a free version of the textbook used in lessons. This also includes videos, support and extension activities.
 - BBC Bitesize – KS4 Science. Students can find animations, explanations and questions on this site – organised as Biology, Chemistry and Physics.
 - Collins Science KS4 Revision - Collins provide KS4 revision books based on the AQA KS4 science syllabus.
 - My GCSE science: Students can find online tutorials and exam questions on this site – organised as Biology, Chemistry, Physics and working scientifically.
 - CGP revision guide - CGP provides combined science revision guide based on the AQA KS4 science syllabus
 - Oxford Revise: AQA GCSE Combined Science Revision and Exam Practice:
-

Sociology

Within the framework of the whole school curriculum, Sociology aims to develop in students a 'critical analytical and evaluative overview of the functioning of society and the contribution towards this, of the role of the institutions and organisations in society'. Students develop knowledge and understanding about society's structures, processes and issues and how sociologists study society.

Furthermore, sociology aims to develop in students a critical, analytical and evaluative overview of how society influences us to become the people we are. Sociology aims to uncover how our life chances – opportunities in life - are influenced by the social groups to which we belong and organisations in society, such as families, the education system, our gender and ethnic/cultural background.



KS4 GCSE Sociology

Course Specifications

Exam board: AQA
Course type: GCSE

Course Description

Sociology is exciting, interesting and relevant to students' lives! How we are influenced by society, controversial social issues within society, and how society might change in the future are examined. You will develop an excellent critical knowledge and understanding of this society, and the interactions between different social and cultural groups within society.

You will learn about society through a range of different topics:

During year 10, you will be introduced to the subject focus of Sociology and sociological theories, concepts and research methods used to study and analyse society; examine the education system, its role within society, and the causes of different educational achievement of different social groups; also study the causes and effects of changes to the family and examine different types of families, marriage, divorce, married/unmarried couple relationships, and parent-child relationships.

In year 11 you will go on to examine the difference between and analyse the causes and effects of crime and deviance; and finally an examination of social inequality and the ways in which life chances are influenced by differences in wealth, income, power and status, and social factors such as social class, gender and ethnicity.

Skills & Abilities

In addition to learning about society through the topics, you will develop a range of:

Verbal and written communication skills; Skills of accurately interpreting information and data, which are presented in a variety of forms; Analytical skills for examining the social structures, social processes and social issues within society; Evaluative skills for assessing relevant evidence, and arguments to reach appropriate conclusions; Recall skills of sociological subject knowledge and content for the topics being assessed.

Assessment

The exam requires the completion of two 1 hour and 45 minutes written papers, each worth 50% of the final grade; including 8 essay questions which have to be completed across the two papers.

Careers & Progression

There is a huge variety of professional careers, occupations and further and higher university courses that studying sociology can lead too, including: degrees in social sciences and related subjects, and careers in law, teaching, civil service, social work, journalism, counselling, youth work, advertising and medicine.

Guidance & Advice

BBC Bitesize GCSE Sociology
Gojimo.com (App-Quiz)
Quizlet.com (Quiz)
The sociologyguy.com
AQA GCSE Sociology (9-1) textbook- Collins
AQA GCSE Sociology (9-1) Revision guide- Collins

Sports & Health

Our Sport & Health Department aspires to build self-esteem, teamwork and leadership skills enabling each child to be the best they can be by:

- Inspiring a passion in lifelong participation and health
- Providing a broad, balanced curriculum that supports academic progress
- Teaching lessons which encourage fun and enjoyment of physical activity
- Promoting social, mental and physical wellbeing
- Developing resilience
- Promoting self-reflection, ultimately allowing for development of physical skills

Curriculum Content

All students in Y7, 8, 9 & 10 have a two hour lesson per week, with Y11 having a two hour lesson per fortnight. Y12 & 13 have the option to participate in recreational sports once a week.

The curriculum is designed to be accessible to all students ensuring their entitlement to make progress and realise their potential. The Sport & Health Department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations.

Teaching caters for each individual, promoting the development of motor skills, and a wider understanding of healthy active lifestyles. Pupils are encouraged to develop leadership and communication skills, and appreciate the personal qualities relating to sportsmanship and fair play. Students are taught about the benefits of exercise and it is hoped that this will stimulate a lasting interest in sport and physical recreation.

Students have the opportunity to choose GCSE PE at the end of Year 9, and BTEC Level 3 in Sport, in sixth form.



KS4 PE - Compulsory Core

Course Specifications

All students follow a compulsory Core programme, designed to encourage future participation in exercise. This is not an examined subject. Participation is compulsory for all students until the end of Y11.

Course Description

All students at KS4 have the opportunity to achieve accreditation in PE. Every student will be expected to follow 2 hours of Core PE until the end of Year 11.

Within Core PE offer students the opportunity to gain an accreditation as a Sports Leader.

All students will be given the option of which pathway they follow in Year 10, and teachers will suggest the pathway best suited to individual students' needs and ability.

Skills & Abilities

The skills developed will be in a range of sports and activities. These include:

Dance
Health & Fitness
Football
Volleyball
Handball
Basketball
Zumba
Yoga & Mindfulness

Assessment

Sports Leaders Award

Assessment: 2 years – practical assessment

Awarding body: Sports Leaders UK

Qualification: Sports Leaders Award L1

Students will be given a measure of effort in their chosen sport pathway.

Careers & Progression

Exercise specialist, personal trainer, nutritionist, yoga instructor.

All areas support wellbeing in whichever career pathway students opt to follow. Wellbeing is central to our curriculum.

Guidance & Advice

Further Reading:

<http://www.bbc.co.uk/education/subjects/znyb4wx>

<http://www.brianmac.co.uk/index.htm>

<http://www.teachpe.com/>

BTEC Technical Award in Sport, Activity and Fitness Level 1/Level 2

What will be studied?

Topic(s)

Students will build on knowledge already gained in the KS3 curriculum.

There are 3 units in the course -

1. Understand the Body and the Supporting Technology for Sport and Activity.
Internal assessment through written coursework. 30%
2. The Principles of Training, Nutrition and Psychology for Sport and Activity.
External examination. 40%
3. Applying the Principles of Sport and Activity.
Practical performance and leadership. 30%

All students are entered for the Level 2 Qualification, which is the equivalent of 1 GCSE. This course offers progression onto BTEC Level 3 Qualifications.

How do you assess the learning?

Each unit is assessed differently. Students are awarded Pass, Merit or Distinction for each of the assessment tasks.

1. Understand the Body and the Supporting Technology for Sport and Activity.
Written piece of work based on exercise and training to improve performance.
2. The Principles of Training, Nutrition and Psychology for Sport and Activity.
External examination. 40%
3. Applying the Principles of Sport and Activity.
Practical application of leadership skills and theory through practical.

End of Year Assessment

How will I be assessed at the end of the year?

Students will receive a grade at the end of each unit. The internally assessed units will follow BTEC assessment guidelines, allowing students the opportunity to resubmit if necessary.

Students will sit the examination at the end of Y10 and be allowed to resit if necessary.

How can I help my child?

Guidance and advice

Ensure students are well organised and aware of the timetable of practical and theory lessons throughout the academic year.

Textiles

Textile Design aims to develop effective and independent learners, who are critical and reflective thinkers with enquiring minds. Through the study of Textile design, students become confident in taking risks and learn from experience. Students acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Students develop creative, imaginative and intuitive capabilities and are able to develop and refine ideas and create personal outcomes.

Students develop a knowledge of historical and contemporary contexts, societies and cultures, and develop critical understanding through investigative, analytical, experimental, and practical skills. Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Students have the opportunity to explore themes that are personal and meaningful to them, building independent learning skills and fostering a curiosity for the world around them.



KS4 GCSE – Textiles

Course Specifications

Exam board: EDUCAS

Course type: GCSE

Course Description

The Textiles curriculum is designed to provide engaging, challenging, meaningful learning experiences that supports the development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the curriculum is to nurture an enthusiasm for Art, Craft and Design and to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

Skills & Abilities

You should have an ability to communicate your ideas, through drawing, photography, and note making, as well as self evaluation skills. You should have experience of using textile or art materials and processes together with some knowledge of contemporary and historical artists and fashion designers.

You should have a love of the subject and feel motivated to develop your visual skills and express your ideas in working through assignments. You will need to commit to the course and the expectations for engagement with the subject outside of lesson time.

Assessment

Component 1-Personal Investigation: [60%]

Assessed internally and moderated by Eduqas. 15 hour practical making for final outcome.

Component 2-Externally set assignment: [40%]

Assessed internally and moderated by Eduqas. 15 hour practical making for final outcome.

Careers & Progression

Textiles is a popular and successful subject at Alperton Community School. Many of our students go onto foundation courses or other art related courses at some of the best Art and Design Universities.

<https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/art-and-design-foundation-diplomas>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/textile-design>

<http://creativejourneyuk.org/>

Guidance & Advice

Glossary of Technical Terminology

- The Saatchi Gallery <http://www.saatchigallery.com/>
- The V&A has a range of great exhibitions and extensive galleries you can view for free <https://www.vam.ac.uk/>
- The Time Out London website has a great review of exhibitions and places to visit <http://www.timeout.com/london/art>
- fashion and textiles museum: <http://ftmlondon.org>
- www.textilestudygroup.co.uk
- www.stitchtextileartists.co.uk
- <https://www.pinterest.co.uk/alpertontextiles/boards/> create an account online and start researching textile artists and techniques and creating moodboards