



school  
Battle

# Options Booklet

## 2023-2024

## **OUR MISSION STATEMENT**

Our mission is to provide each pupil with a diverse and appropriate education in a safe, supportive environment that promotes self-discipline and engagement, inspires learning and encourages aspiration and achievement.

## **OUR VISION**

ISP School strives to help all our pupils reach their potential and believe that they can achieve, be kind, make positive relationships, communicate well and grow as individuals.

## **Qualifications Overview**

We aim to support children to achieve positive outcomes in relation to their ability. We teach a broad curriculum leading to external accreditation at GCSE level in core subjects (Maths, English and Science) where possible. We enhance our curriculum with qualifications in other GCSEs such as History, Geography, English Literature and Art. We aim to support children to achieve positive outcomes in relation to their ability, therefore in addition, we offer a range of BTECs including Art, Food Technology, Music and Media. We can offer ASDAN, Entry Level qualifications and AQA units as required or if appropriate.

## **What are GCSEs?**

GCSEs are qualifications that school children in the UK study towards when they're 14 years old or in Year 10. GCSE stands for General Certificate of Secondary Education and chosen subjects are studied over two years with final exams taking place in Year 11. After choosing their GCSE options and completing their qualifications, school pupils are then able to decide whether they want to leave school education or continue studying. Pupils have to stay in education or training until they are 18, although training could be an apprenticeship course taken as part of a paid job. We aim to support all pupils to study GCSEs where appropriate. If GCSEs are not appropriate, we also offer:

## **BTECs**

A BTEC, or 'Business and Technology Education Council' (the name of the body which originally oversaw it) is a practical-based, vocational qualification. BTECs provide the opportunity to gain hands-on experience in a subject, and are a good alternative to the more theory-focused, classroom-based ways of learning which some pupils may struggle with. A wide range of subjects can be studied at BTEC level – 2,000 qualifications across 16 sectors, to be exact. Some of these lend themselves to the BTEC way of learning due to their practical nature.

## **Entry Level Awards**

Each entry level qualification is available at three sub-levels - 1, 2 and 3. Entry level 3 is the most difficult. They are ideal for pupils who are not ready for a GCSE yet and are available in a wide range of subjects. They are a recognised qualification. Entry level qualifications can help pupils build skills, increase their knowledge and boost their confidence. They are known as 'certificates' or 'awards'.

## **Core Subjects**

Although children do get to choose most of their options, there are some subjects that are compulsory. These are known as core subjects and include: Maths, English and Science. There are also Foundation subjects which are compulsory too, these are ICT, PE, Citizenship, PSHE & RSHE.

## **Options**

'Options' are the subjects that a child can choose that link to their interests, strengths and career choices. They may also just be something a child would like to learn more about. A child may select two options, on top of their core and foundation subjects.

## Option Subject Overview: GCSE Geography

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The subject content is split into four units: 3.1 Living with the Physical Environment, 3.2 Challenges in the Human Environment, 3.3 Geographical Applications and 3.4 Geographical Skills.

In units 3.1 and 3.2 the content is split into sections, with each section focusing on a particular geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate.

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

For more information, visit:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content>

## Option Subject Overview: GCSE History:

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The subject content for GCSE History states that the scope of study should include history:

- from three eras:
  - Medieval (500–1500)
  - Early Modern (1450–1750)
  - Modern (1700–present day)
- on three timescales:
  - short (depth study)
  - medium (period study)
  - long (thematic study)
- on three geographical contexts:
  - a locality (the historic environment)
  - British
  - European and/or wider world settings.

Students are required to study:

### **One thematic study**

This enables students to understand change and continuity across a long sweep of history. The study must cover all three specified eras.

### **One period study**

This allows students to focus on a substantial and coherent medium time span of at least 50 years. The study will require students to understand an unfolding narrative of substantial developments and issues. The period study can be from any of the specified eras.

### **Two depth studies**

One British and one European/wider world. Depth studies enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it. Depth studies must be taken from different eras.

### **A study of the historic environment**

The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. There is no requirement to visit the site. This study can be

linked to any other part of the course or may stand alone. For more information visit:  
<https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>

## Option Subject Overview: GCSE English Literature:

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Students studying GCSE English Literature will focus on the following:

- Shakespeare and the 19th-century novel
- Modern texts and poetry

In studying the set texts students should have the opportunity to develop the following skills.

Reading comprehension and reading critically

- *literal and inferential comprehension*: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- *critical reading*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *comparing texts*: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

Writing

- *producing clear and coherent text: writing effectively about literature for a range of purposes such as*: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

GCSE English Literature provides a number of transferable skills, useful in a variety of careers.

For more information, visit: <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content>

## BTEC's

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills. As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills.

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			<b>Group A units – learners must complete this unit</b>				
			Developing a Personal Progression Plan	30			
			<b>Group B units – learners must complete one unit from this group</b>				
			Using a Stimulus for Performance	40			
			Designing Technical Support	40			
			Providing Technical Support	40			
			Performing a Dance Routine	40			
			Performing a Piece of Music	40			
			Acting in a Performance	40			
Personal Preparation for Performance	40						
Rehearsing for a Performance	40						
BTEC E Sports	Option	Level 1	<b>Unit Title</b>				
			AD8: Designing a Product				
			B7: Branding a Product				
			B9: Presenting a Business Idea				
			DM6: Designing an interactive Presentation				
			IT6: Using Digital Communication Technologies				
			SP12: Keeping Active and Healthy				

### Core Subject Overview: GCSE English Language:

A functional, engaging GCSE suitable for students studying GCSE English Language as a standalone qualification and not with GCSE English Literature. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

- non-fiction 19th-century texts that are functional with relevant contemporary themes
- engaging and contemporary fiction texts
- real-world applicable writing tasks
- equal weighting of papers and assessment time
- assessment of evaluation exclusively in Paper 1, on non-fiction texts. Clear and coherent structure – our qualification has a straightforward structure and content, assessed through two externally-examined papers. Continuous progression – students will read a wide range of texts fluently and with good understanding. They will read critically and use knowledge gained from wider reading to inform and improve their own writing. They will learn to:
  - write effectively and coherently using Standard English appropriately
  - use grammar correctly, punctuate and spell accurately
  - acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
  - listen to and understand spoken language, and use spoken Standard English effectively.

## Core Subject Overview: GCSE Maths:

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The assessments will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier).

Each student is permitted to take assessments in either the Foundation tier or Higher tier.

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade

Foundation tier: grades 1 to 5.

Higher tier: grades 4 to 9 (grade 3 allowed).

## Core Subject Overview: GCSE Biology:

### Subject content

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

### Assessments

#### Paper 1

What's assessed: Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

#### Paper 2

What's assessed: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

## Core Subject Overview: Functional Skills ICT Entry Level 1, 2 & 3:

### Entry Level 1

**On completion of this qualification a learner should:**

Skill standards		Coverage and range	
<b>Using ICT</b>			
1	interact with ICT for a given purpose	1.1	recognise and use interface features
2	follow recommended safe practices	2.1	minimise the physical stress of seating, lighting and hazards
		2.2	keep access information secure by using password
<b>Finding and selecting information</b>			
3	find given information from an ICT-based source	3.1	text message, voicemail and on-screen information
<b>Developing, presenting and communicating information</b>			
4	enter and edit single items of information	4.1	identify and correct simple errors
		4.2	label an image
5	use ICT-based communication	5.1	receive and open electronic messages

### Entry Level 2

Skill standards		Coverage and range	
<b>Using ICT</b>			
1	interact with ICT for a purpose	1.1	use computer hardware
		1.2	use software applications for a purpose
		1.3	recognise and use interface features
2	follow recommended safe practices	2.1	minimise physical stress
		2.2	keep access information secure by using password
		2.3	understand the need to stay safe
<b>Finding and selecting information</b>			
3	use ICT-based sources of information		
4	find specified information from ICT-based sources	4.1	use simple search facilities

Skill standards		Coverage and range	
<b>Developing, presenting and communicating information</b>			
5	enter and edit information for a simple given purpose	5.1	use simple editing and formatting techniques
6	bring together two given types of information	6.1	for print and viewing on-screen
		6.2	identify and correct simple errors
7	use ICT-based communication	7.1	read, send and receive electronic messages

### Entry Level 3

Skill standards		Coverage and range	
<b>Using ICT</b>			
1	interact with and use ICT systems to meet given needs	1.1	use correct procedures to start and shutdown and ICT system
		1.2	use input and output devices
		1.3	use software applications to meet needs and solve given problems
		1.4	recognise and use interface features
		1.5	change simple software settings
2	store information	2.1	open and save files
		2.2	know how to insert and remove media
3	follow safety and security practices	3.1	use and change passwords
		3.2	minimise physical stress
<b>Finding and selecting information</b>			
4	use simple searches to find information	4.1	search stored information
		4.2	search web-based sources of information
5	select relevant information that matches requirements of given task		


Skill standards		Coverage and range	
Developing, presenting and communicating information			
6	enter and develop different types of information to meet given needs	6.1	enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome
		6.2	insert and position graphics or other digital content to achieve a purpose
		6.3	process numbers to meet need
7	bring together different types of information	7.1	for print and viewing on-screen
		7.2	check for accuracy and meaning
		7.3	check suitability of information
8	use ICT-based communication	8.1	read, send and receive electronic messages
		8.2	use contacts
		8.3	understand the need to stay safe and to respect others when using ICT-based communication



Please use the table below to indicate your choices for your options. You will automatically receive core and foundation subjects. Please choose 2 options from the table below. If required, we are happy to meet with you and your parent/carer to discuss your choices. If you are not sure, or have any questions, please ask Amelia.

**PLEASE ENSURE THAT THIS FORM IS RETURNED NO LATER THAN MONDAY 6<sup>TH</sup> JUNE AT THE VERY LATEST. THANK YOU.**

Your Name:	
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Course (Remember pick only 2)	
GCSE History	
GCSE Geography	
GCSE English Literature	
BTEC Digital Media Introduction	
BTEC Home Cooking Skills	
CAMBRIDGE NATIONAL In Sports Studies	
BTEC Introduction in Art & Design	
BTEC Introduction in E Sport	
BTEC Introduction to Performing Arts	