Options Booklet

2025-2026

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.

<u>Qualifications Overview</u>

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, Computer Science, English Literature, Music, Photography, Biology, Physics, Food and Nutrition, and Art. We aim to support children to achieve positive outcomes in relation to their ability, therefore in addition, we offer a range of BTEC, Entry Level and Functional Skills qualifications. We can also offer ASDAN, and AQA units as required or if appropriate. We will, wherever possible, try to accommodate a particular child's wishes around a specific qualification which may not be part of our standard offer, when it is practical to do so.

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:

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, possibly three 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, email: cara.watkins@ispschools.org.uk or 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 email cara.watkins@ispschools.org.uk or 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, email rachel.gunn@ispschools.org.uk or visit:
https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content

Option Subject Overview: GCSE Music

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

This qualification enables learners to develop knowledge and understanding of music through four interrelated areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

The qualification has three components based on the three skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience. Knowledge and understanding of each area of study is assessed explicitly in Component 3. However, learners are also required to perform and compose music using conventions, styles or idioms linked to at least one area of study. Learners may choose the same or different areas of study for Components 1 and 2. Learners will also have the opportunity to follow their own musical interests in composition and performance.

The WJEC Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

• engage actively in the process of music study

• develop performing skills individually and in groups to communicate musically with fluency and control of the resources used

• develop composing skills to organise musical ideas and make use of appropriate resources

• recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music

• broaden musical experience and interests, develop imagination and foster creativity

• develop knowledge, understanding and skills needed to communicate effectively as musicians

• develop awareness of a variety of instruments, styles and approaches to performing and composing

• develop awareness of music technologies and their use in the creation and presentation of music

• recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology

• develop as effective and independent learners with enquiring minds

• reflect upon and evaluate their own and others' music

• engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

For more information, email gareth.shaw@ispschools.org.uk or visit:

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

Option Subject Overview: GCSE Physics:

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

Science is a set of ideas about the material world. In this qualification, AQA believe 'We have included all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them'.

The way scientific ideas flow through this qualification will support children in building a deep understanding of science. This qualification encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do.

Subject content

1. Energy

2. Electricity

3. Particle model of matter

4. Atomic structure

5. Forces

6. Waves

7. Magnetism and electromagnetism

8. Space physics (physics only)

For more information, email mark.thornhill@ispschools.org.uk or visit: https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance

Option Subject Overview: GCSE Computer Science:

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

This qualification recognises the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject and enables learners to:

• build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3 and Key Stage 4

• enable students to progress into further learning and/or employment

• understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation

• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs

• think creatively, innovatively, analytically, logically and critically • understand the components that make up digital systems, and how they communicate with one another and with other systems

• understand the impacts of digital technology to the individual and to wider society • apply maths skills relevant to computer science.

The exams will measure how students have achieved the following assessment objectives. • AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science. • AO2: Apply knowledge and understanding of key concepts and principles of computer science. • AO3: Analyse problems in computational terms: • to make reasoned judgements • to design, program, evaluate and refine solutions.

Subject content

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language (SQL)
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

For more information, email ben.holloway-stoner@ispschools.org.uk or visit:
https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance

Option Subject Overview: GCSE Drama

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

PLEASE NOTE: IN ORDER TO RUN THIS QUALIFICATION, A MINIMUM OF SIX CHILDREN MUST CHOOSE THIS AS AN OPTION.

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

Guidance is also provided on the theatrical skills students will need to work on.

In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

Component 1: Understanding drama

What's assessed
- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of nine
- Analysis and evaluation of the work of live theatre makers

How it's assessed
- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

Component 2: Devising drama (practical)

What's assessed
- Process of creating devised drama
- Performance of devised drama (students may contribute as perf
- Analysis and evaluation of own work

How it's assessed
- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

	Component 3: Texts in practice (practical)
	What's assessed • Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1
	How it's assessed • Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks) • 40 marks in total • 20% of GCSE
	This component is marked by AQA.

For more information, email amelia.stoner@ispschools.org.uk or visit:
https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification/specification-at-a-glance

Option Subject Overview: GCSE Art & Design (incorporating Photography if required):

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

Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2. **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of [drawing activity](#) and [written annotation](#). Students must identify and acknowledge sources which are not their own.

Subject content

Students choose one or more of the titles below for study.

1. Art, craft and design

2. Fine art

3. Graphic communication

4. Textile design

5. Three-dimensional design

6. Photography

For more information, email lisa.meenan@ispschools.org.uk or view: https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance

Option Subject Overview: GCSE Food Preparation and Nutrition:

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

This new 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.

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.

Paper 1: Food preparation and nutrition

What's assessed
Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

How it's assessed
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Non-exam assessment (NEA)

What's assessed
Task 1: Food investigation (30 marks)
Students' understanding of the working characteristics, functional and chemical properties of ingredients.
Practical investigations are a compulsory element of this NEA task.
Task 2: Food preparation assessment (70 marks)
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

For more information, email martin.colvin@ispschools.org.uk or view:
https://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/specification/specification-at-a-glance

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.

BTEC Hair & Beauty Introduction (Level 1)	Option	Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty			
		Unit reference	**Unit title**	**GLH**	**Type**
		Core	**Group A units – learners must complete this unit**		
		A2	Developing a Personal Progression Plan	**30**	**Core**
		Sector	**Group B units – learners must complete one unit from this group**		
		HB5	Finding Out About the Hair and Beauty Industry	**40**	**Sector**
		HB6	Responding to a Hair and Beauty Theme	**40**	**Sector**
		HB7	Contributing to Salon-Related Tasks	**40**	**Sector**
		HB8	Looking After Customers	**40**	**Sector**
		HB9	Carrying Out a Treatment	**40**	**Sector**
		HB10	Demonstrating Nail Art	**40**	**Sector**
		HB11	Demonstrating Make-up Techniques	**40**	**Sector**
		HB12	Demonstrating Hair Styling	**40**	**Sector**

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning. The Award offers a taster of the hair and beauty sector and could be studied alongside other subjects

BTEC Esports Diploma (Level 2)	Option	Pearson BTEC Level 2 Diploma in Esports				
		Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
		1	Esports Games, Teams and Tournaments	30	Mandatory	Internal
		2	Establishing an Esports Organisation	90	Mandatory	Internal
		3	Streaming for Esports	60	Mandatory	Internal
		4	Plan for an Esports Event	60	Mandatory	Internal
		5	Start an Enterprise in Esports	60	Mandatory	Internal Synoptic
		6	Design an Esports Game	60	Optional	Internal
		7	Positive Health and Well-being in Esports	60	Optional	Internal

The Pearson BTEC Level 2 Diploma in Esports is 360 GLH and is designed for students working at that level. It is aimed at students who have chosen to focus their learning and career development within the world of esports and who are looking for an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment by developing a range of essential skills, techniques and attitudes.

The qualification is aimed at learners who are looking to progress to employment in the esports industry, possibly via an apprenticeship in a related industry, or whose aspirations may also be to progress to further education. The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. This means that it will be recognised by employers in a range of roles.

GLH = Guided Learning Hours

Entry Level Certificate in Art and Design

This offer is for those children who wish to create art without the pressure of GCSE. Children complete both components to be awarded the OCR Entry Level Certificate in Art and Design.

Content overview

 Portfolio

Students produce a portfolio of work developed from personal and/or centre-devised starting points, briefs, scenarios or stimuli.

Externally set task

Students select one theme from a list of OCR-set themes to which they produce a personal response. The briefs are set for the lifetime of the specification.

OCR's Entry Level Certificate in Art and Design will encourage learners to:

• engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as reflective thinkers

• develop creative and imaginative capabilities when experimenting and making images, artefacts and products

• become more confident in taking risks and learn from experience when exploring and experimenting with ideas, media, materials and techniques

• develop clear understanding through investigative, analytical, experimental, practical, technical and expressive skills

• develop and refine ideas and proposals to achieve personal outcomes

• acquire and develop skills through working with a range of media, materials and techniques

• develop an awareness of the purposes and functions of art, craft and design in a variety of contexts appropriate to learners' own work

• demonstrate safe working practices in art, craft and design.

Core Subject Overview: GCSE English Language:

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

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts that are essentially transient, such as instant news feeds, must not be included. The number and types of texts, and their length, are not prescribed.

Subject content:

- 1 Explorations in creative reading and writing
- 2 Writers' viewpoints and perspectives
- 3 Non-exam assessment (Speaking & Listening).

For more information, email rachel.gunn@ispschools.org.uk or visit:

https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance

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: GCSE Biology:

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

Entry Level 1 **** Please note a learner will not take this qualification if they have chosen GCSE Computer Science as an option.*****

On completion of this qualification a learner should:

Skill standards		Coverage and range	
Using ICT			
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
Finding and selecting information			
3	find given information from an ICT-based source	3.1	text message, voicemail and on-screen information
Developing, presenting and communicating information			
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	
Using ICT			
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
Finding and selecting information			
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	
Developing, presenting and communicating information			
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	
Using ICT			
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
Finding and selecting information			
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

Look through the booklet with your parent/carer. Amelia will arrange a meeting with you and your parent/carer to discuss your options. Please remember to bring this booklet with you. Please use the table below to indicate your choices for your options. You will automatically receive core and foundation subjects. Please choose 3 options from the table below. If you are not sure, or have any questions, please ask Amelia.

Your Name:	

Course: 2025-2026	✔
GCSE History	
GCSE Geography	
GCSE English Literature	
GCSE Computer Science	
GCSE Art & Design	
GCSE Music	
GCSE Drama	
GCSE Physics	
BTEC Esports Diploma	
BTEC Hair & Beauty Introduction (Level 1)	
GCSE Food Preparation and Nutrition	
Entry Level Certificate in Art and Design	