



**IXWORTH  
FREE SCHOOL**

*"Providing a foundation for life"*

# KS4 GCSE Pathways 2019



## PATHWAY CHOICES

Dear Student and Parent/Carer

I am very pleased to present to you our Key Stage 4 curriculum booklet for the academic year 2019. **Please keep this booklet in a safe place as you will need to refer to it in the coming months.**

I am fully committed to ensuring that all students have equality of opportunity and access to the curriculum. However, this does not mean that all students will follow the same number of subjects to the same examination level. Students will be guided to select a combination of subjects that are best suited to them as individuals. Senior staff and Form Tutors will therefore be available to help students make the best choices.

The following pages give general information about the Key Stage 4 Curriculum and outline the content of the courses on offer as well as providing information on 'How to Make Your Choice'. We will make every effort to accommodate students' and parents' wishes, although we cannot always guarantee to meet first choices. **The final selection of subjects remains Ixworth Free School's responsibility.**

This booklet should be read in conjunction with each student's reports, and final choices should consider the advice given by teaching staff. Partnership is the key to our students' achievements and we hope that parents/carers will take the opportunity to discuss option choices with their child.

Finally, after tonight's Progress Evening there are two other planned events to aid you in your deliberations:

- 16<sup>th</sup> January: option subject presentations during assembly time;
- 22<sup>nd</sup> January (4pm onwards): careers conversations – parents and students – with a member of the Leadership Team. Meetings with myself will take place on Monday 21<sup>st</sup> January. If neither day is convenient, alternative appointments can be made.

Yours faithfully



Mr M Barrow  
**Headteacher**

## HOW THE CURRICULUM IS ORGANISED AT KEY STAGE 4 IN YEARS 10 AND 11

### THE CORE

All students, irrespective of pathway, will follow the same core curriculum. The details of which are summarised below:

### CURRICULUM

	Qualification/Curriculum Content	Awarding Body
English	English GCSE; English Literature GCSE.	Edexcel
Mathematics	Mathematics GCSE; Statistics GCSE.	Edexcel
Science	Two Science GCSE qualifications; Triple Science is an option in Year 11 ( <i>subject to progress</i> ).	AQA
Physical Education	Core PE which is non-examined and focused on healthy lifestyle and exercise.	N/A
PSHE (Personal Development and Philosophy & Ethics)	This is a non-examined subject and covers statutory curriculum content: sex and relationships, drug education, careers education and preparation for work/further education etc. It also covers religious education and British Values in the 21 <sup>st</sup> century.	N/A

### THE OPTIONAL CURRICULUM

All students will take two options choices from the range of subjects on offer.

## HOW KS4 OPTIONS RELATE TO UNIVERSITY APPLICATIONS/CAREERS

Subject	Career/Educational Progression
<b>English</b>	English forms a suitable basis for a wide variety of university courses and can lead to careers in advertising, law, personnel, publishing, marketing, teaching, administration, politics, journalism, and the media, for example.
<b>Maths</b>	Mathematics is a key subject for the majority of careers and a grade 5 pass in mathematics is a pre-requisite for many colleges and universities. Students could go on to study Maths at A Level or university or use their subject knowledge to complement a wide range of other areas of study or employment; for example, science, computing, geography, law, technology, education and physiotherapy.
<b>Science</b>	Studying any of the courses offered in Science provides numerous career and further education opportunities including BTEC, NVQs and A levels. Students can go on to study medicine, pharmacy, physiotherapy, education, forensic science, engineering, veterinary care, astronomy and many other Science based courses at University. It will also complement careers in law, technology, computing and journalism.
<b>History</b>	History links well with most subjects. It provides a good foundation for further study at Advanced Level. The study of History can also lead to careers in banking, law, retailing, accountancy, journalism, advertising, the Civil Service, politics, computing, teaching, administration and personnel work. GCSE History shows that you have good written, oral and analytical skills, which are all things ALL employers want to see.
<b>Geography</b>	Geography is very flexible and uses skills from many other subjects to help you to understand the world around you. It provides you with the ability to see a balanced point of view about current issues. People with a qualification in geography can be found in a wide variety of jobs including accountancy, banking, travel and tourism, environmental planning, retailing, estate agency, archaeology, environmental science and many more. It is useful in other jobs, such as administration and personnel work as employers value the flexibility of thought and decision-making skills that Geography provides you with. As well as preparing you for future jobs and education, Geography enables you to understand the issues of a complex world.

Subject	Career/Educational Progression
<b>Languages</b>	Language skills are a useful addition to a curriculum vitae considering that many major companies offering employment in the UK have links with Europe and French or German is widely used in travel and tourism. A GCSE can be the foundation for further study in French or German at a higher level. Language skills can lead to careers in interpreting, translating, civil service, secretarial services, sales, marketing, engineering, accounting, insurance, banking, tourism, broadcasting, journalism, library work, airline services etc. It is often the case that universities, particularly Russell Group universities, will require a language at GCSE (regardless of the degree itself).
<b>Sport</b>	Possible career routes are endless; sport is one of the fastest growing industries in the current world and shows no signs of declining in future years. Current job opportunities include teaching, development officers, physiotherapy, the armed forces, coaching and sports administration and management.
<b>Art / Photography</b>	This course offers natural progression to Advanced Level in Art which are recognised for entry to a variety of degree courses. It equips pupils with a portfolio of work to fulfil the requirements for entry to university courses. The folder of work and sketchbooks produced can be helpful in gaining employment or further study in the areas of commercial/graphics studios, publishing, theatre and stage design, architecture, product design, applied design, manufacturing, fashion industry, textiles, computer technology in industry/film/video links, and television.
<b>Drama</b>	Many employers recognise the communicative and interpersonal skills that pupils acquire on a drama course. Primarily this course aims to use drama to give you the confidence to conduct yourself with empathy and maturity in the world in which you live. It does this by teaching you how to make meaning of the world through drama. You will be able to use drama skills in different aspects of your life – both personally and professionally.
<b>Music</b>	Music is a good choice for those who play an instrument or take singing lessons as it fits well with any combination of subjects and provides a course involving practical and analytical skills. Music is also highly regarded as an academic qualification for entry to other University courses. A qualification in this subject is a great asset for anyone contemplating a career in music or teaching. Careers in music include performing, teaching, composing, music therapy and the recording industry.

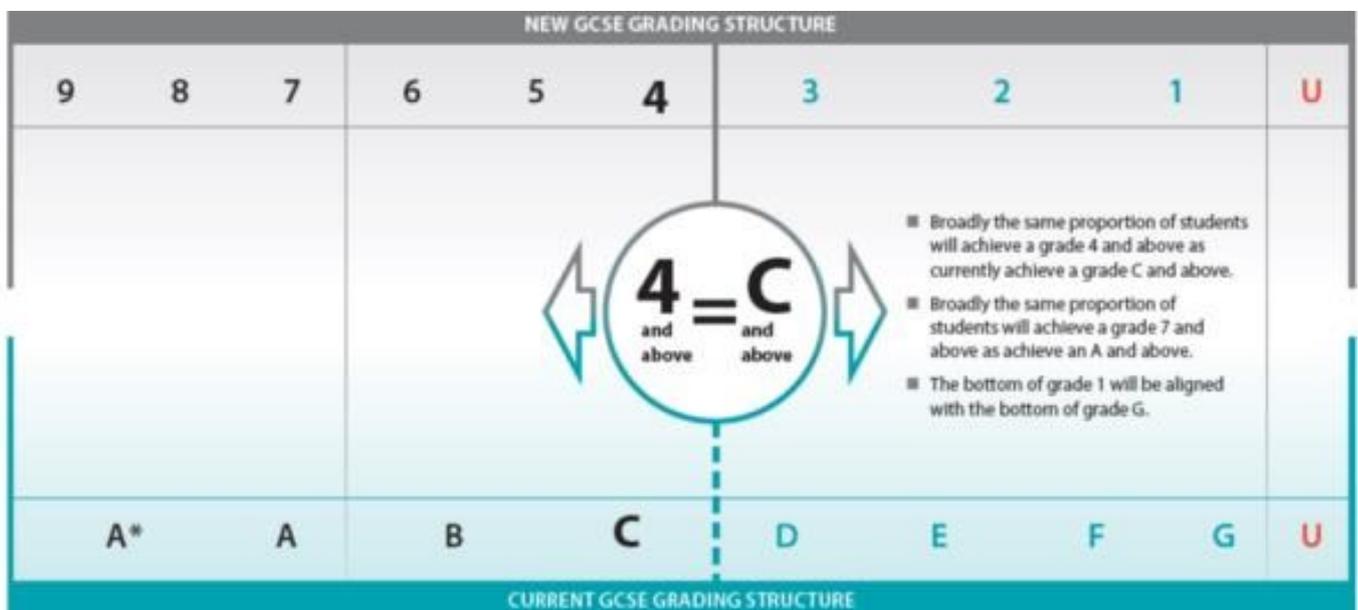
<b>Computer Science</b>	GCSE Computer Science helps you think about how technology is created. You will develop skills that colleges, universities and employers are looking for – and they'll prove valuable for the rest of your life. GCSE Computer Science goes really well with lots of other subjects, especially the sciences, fashion, textiles, music, maths and art and design.
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## THE NEW GCSEs

### GCSEs

GCSE stands for General Certificate of Secondary Education. It is the official certificate for all 16-year-old pupils in England and Wales. The majority of the new GCSEs are assessed 100% through examination at the end of Year 11. There are however a minority of GCSEs which have some form of controlled assessments which take place over the two-year course and make up a percentage of the final grade. These assessments take place in lessons with teacher supervision and often involve some element of being completed under exam conditions.

The main differences are that the new GCSEs are designed to be more rigorous in content with more emphasis on end of course examinations and they are also graded 9-1 rather than A\*-G. Below is a diagram that shows how the numbers equate to the A\*- G grading system on the traditional 'old style' GCSEs.



### WHAT DO THESE CHANGES TO THE 'NEW' GCSEs MEAN FOR STUDENTS AND THE OPTIONS PROCESS?

- The recently reformed GCSEs are more examination centred than ever before, with an increased emphasis on the final examination at the end of Year 11. There are less subjects with continual assessment or controlled assessments.

- Be aware that GCSE subjects that have traditionally been very practically orientated (e.g. Drama and PE) have had an increase in importance towards the written examination. Make sure you check exactly how each GCSE you are interested in is assessed.
- Most of the 'new' GCSEs have three examinations at the end of Year 11; think about how many final examinations you will have when making your choices.
- The 'new' GCSEs are going to be harder than the old GCSEs, especially the core subjects.

## HOW TO MAKE YOUR OPTION CHOICES

### SOME DO's AND DON'TS WHEN MAKING YOUR CHOICES

DO	DON'T
Choose courses in which you are likely to achieve success.	Choose subjects just because your friends are choosing them.
Choose courses you are interested in and which you are likely to enjoy.	Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.
Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.	
Remember that all courses are of an equal standard and value.	
Choose courses that fit with your future needs.	
Look carefully at the balance of subjects being considered. It is important to take into account the workload that subject choices will entail. Some subjects will require more reading and writing than others, whereas some subjects offer a practical element, e.g. Art, Drama and Music.	
Pay attention to the method of assessment and choose a subject where you know you can obtain a high percentage of marks.	
Talk to your parents/carers, your teachers and careers staff. Although they will not want to make the decision for you, they will each have an important perspective.	

## WHAT DO WE DO IF OPTION CHOICES ARE OVER OR UNDER-SUBSCRIBED?

- As options are ranked in priority by each student the School will review this and may make a decision based on this information.
- If the School is unable to run a subject that a student has chosen their next ranked choice will be upgraded in priority.
- Random selection for an oversubscribed course is a last resort.
- Reserve choices are often important as subjects can be over or undersubscribed.

## OPTION SUBJECT COURSE OUTLINES

GCSE	PAGE
ART	8
DRAMA	9
MODER FOREIGN LANGUAGE	10
GEOGRAPHY	11
HISTORY	12
MUSIC	13
BTEC Sport	14
DESIGN & TECHNOLOGY	15
PHOTOGRAPHY	16
PROFORMA	17

**Note: The GCSE Computer Science course is an on-line course; interested students should speak to Mr Barrow for further information.**

**Examination Board:**

**Edexcel**

**On the net:**

**<https://qualifications.pearson.com>**

## **CURRICULUM CONTENT**

The course chosen is the Edexcel Specification, as we believe it offers a sound structure for you to follow, with the flexibility to explore your own ideas as you gain confidence and understanding. You will be required to keep a **Work Journal** which will form a substantial part of your coursework. Within this work journal you will be expected to produce work in school, at home and on visits. It is a **mandatory** requirement of the course and must be looked after and treasured.

GCSE Art and Design is all about developing visual ideas and for those that enjoy making practical pieces of artwork. The main areas are drawing and painting, mixed-media, printmaking and sculpture.

An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists. The skills you learn will be varied. Among them will be a working knowledge of the materials, practices and technology of art and design, the skills to analyse and experiment and how best to move your ideas forward.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Students become aware of art theory and wider cultural influences. Students keep a work journal, to explore themes and develop personal responses for projects. The subject is studied as a way of both recording and communicating ideas. The course is structured to allow students with contrasting skills to access the same level of success; diversity and creative individuality is encouraged.

The Art Department aims to build artistic confidence by teaching students how to research artists and ideas, develop drawing skills, experiment with materials to identify their strengths, practise working on outcomes in 2D and 3D, and to learn presentation techniques.

All work is internally assessed and externally moderated. Students are invited to view their work in an end of year summer exhibition.

## **BREAKDOWN OF MARKS**

Component 1: **The Personal Portfolio** is worth 60%

Component 2: **Externally Set Assignment** is worth 40%

Most students have heard the daunting rumours of 10-hour exams in Art...this is true, but must be understood in the correct context! Externally set assignment papers containing a theme and a variety of starting points are issued in January of Year 11. Candidates then interpret the theme in a project that addresses the above assessment objectives. They have the whole Lent term to develop their ideas and produce a plan for a final piece of their choice. The 10-hour assessment is used to complete their outcome across two days. Students are entirely in control of their work at this point and have access to all preparatory work. The whole project accounts for 40% of the GCSE.

**GENERAL INFORMATION:** It is not just about being "good" at drawing or painting, it is about having an interest in all things visual and wanting to learn more.

# DRAMA

**Examination Board:**  
**On the net:**

**OCR**  
**[www.ocr.org.uk](http://www.ocr.org.uk)**

## **CURRICULUM CONTENT**

### **Component 01/02**

#### **Devising Drama**

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

### **Component 03/04**

#### **Presenting and Performing Text**

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in or design for two performances from one text. Students will be required to produce an accompanying document, which outlines their intentions for and approach to the performance showcase.

### **Component 05**

#### **Drama Performance and Response**

This component requires students to study text and performance.

For Section A, students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

## **BREAKDOWN OF MARKS**

**Devising Drama**                      Controlled assessment worth 30% of the total GCSE grade.

**Presenting and Performing Plays and Texts**                      Examination worth 30% of the total GCSE

**Drama Performance and Response**                      Examination worth 40% of the total GCSE

## **GENERAL INFORMATION**

GCSE Drama will equip you with a wide range of transferable skills, many of which will prepare you for the outside world. Drama students develop a huge range of interpersonal skills and are widely acknowledged as being excellent communicators. Lessons will provide you with a forum to develop your leadership skills and you will gain an understanding of how to work effectively with others. Drama will allow you to improve your self-confidence whilst developing your own creativity. You will be given the opportunity to develop an understanding of a range of performance styles and hopefully a lasting enjoyment and appreciation of theatre.

**Opportunities for Field Work and Trips:** There will be a number of trips over the two-year course, which will provide you with the opportunity to experience first-rate professional theatre.

**Examination Board:**

**AQA**

**On the net:**

**[www.aqa.org.uk](http://www.aqa.org.uk)**

## **CURRICULUM CONTENT**

The topics you will study are:

- Family, friendships, technology, leisure and customs;
- Home town, social and global issues, travel and tourism;
- School, future plans, jobs.

## **BREAKDOWN OF MARKS**

The course is linear which means that all exams will be sat at the end of the two year course. All languages have a Foundation Tier (grades 1-5) and Higher Tier (grades 4-9), and all pupils must take all four skills, which are equally weighted, at the same tier.

### **Examination**

<b>Paper</b>	<b>Length</b>	<b>Tasks</b>
1 Listening	35 minutes (F) 45 minutes (H)	Questions to be answered non-verbally, in English and in the target language.
2 Speaking	7-9 minutes (F) 10-12 minutes (H)	A role-play, a photo card, and a general conversation.
3 Reading	45 minutes (F) 60 minutes (H)	Questions to be answered non-verbally, in English and in the target language, plus a translation into English.
4 Writing	60 minutes (F) 75 minutes (H)	Structured and open-ended writing tasks, plus a translation into the target language.

## **GENERAL INFORMATION**

The key to success in Modern Languages is regular learning of manageable amounts of grammar and vocabulary. We have recently invested in a new course that is supported by Kerboodle, an online package that offers a range of support materials, as well as a digital version of the course books which we follow. Practise in all four skills using topic specific material will hence be at the heart of every good language lesson. Lessons are varied and enjoyable, using a wide variety of resources and materials, with increasing emphasis on examination techniques as the course progresses.

Linguists are highly valued in the working world and having a language will open many doors. There are many opportunities to study abroad as part of your degree course and career opportunities are diverse, ranging from the legal and diplomatic worlds to commerce, journalism and interpreting. Scientists, engineers and doctors are also all known to benefit from having a language, if not two, hence by continuing with languages, a bright future awaits.

# GEOGRAPHY

**Examination Board:**  
**On the Net:**

**Eduqas**  
**[www.eduqas.co.uk](http://www.eduqas.co.uk)**

## **CURRICULUM CONTENT**

Students study the theory and reality of current and topical geographical issues, including aspects of physical geography such as rivers, coasts, weather and ecosystems and aspects of human geography such as urban and rural geography and industry and development in different parts of the world.

The course is divided into three parts:

- Theme 1: Changing Places – Changing Economies.
- Theme 2: Changing Environments.
- Theme 3: Environmental Challenges.

## **BREAKDOWN OF MARKS**

### **Component 1 – Investigating Geographical Issues – 40%**

**Part A** will assess aspects of Theme 1: Changing Places – Changing Economies.

**Part B** will assess aspects of Theme 2: Changing Environments.

**Question 3** will assess aspects of Theme 3: Environmental Challenges.

### **Component 2 – Problem solving Geography – 30%**

**Part A** will introduce an issue and set the geographical context.

**Part B** will outline a number of possible solutions to the issue.

**Part C** will provide an opportunity for students to choose a solution and justify their choice through writing a written report.

### **Component 3 - Applied Fieldwork Enquiry– 30%**

Students will be given the opportunity to take part in two fieldtrips to collect data in two different locations, an urban area and a rural area. The fieldwork they completed, along with their data handling skills, will be assessed in a written exam.

## **GENERAL INFORMATION**

Geography is often quoted as the most sought-after qualification as it promotes flexibility, common sense and many other skills such as thinking problems through, handling complex issues and applying theory to examples from the real world. You will also learn how to read and draw maps, record and analyse fieldwork data and ask questions.

# HISTORY

**Examination Board:**

**Edexcel**

**On the net:**

**<https://qualifications.pearson.com/>**

## **CURRICULUM CONTENT**

- Medicine in Britain (c1250 – present) & British sector of the Western Front (1914-18)  
Inquires, treatment and the trenches
- Henry VIII and his ministers, 1509-40
- Superpower Relations and the Cold War, 1941-91
- Weimar & Nazi Germany 1918-39

## **BREAKDOWN OF MARKS**

- Paper 1 (1 hour 15 minutes) – 30% of the qualification  
Covers the Medicine in Britain topic
- Paper 2 (1 hour 45 minutes) – 40% of the qualification  
Covers Henry VIII and cold war topics
- Paper 3 (1 hour 20 minutes) – 30% of the qualification  
Covers the Nazi Germany topic

## **GENERAL INFORMATION**

The skills learned in the study of History are transferable to later life beyond GCSEs and will enable you to grow as a person. You will learn to make judgements and form arguments, support your views clearly and in a structured way.

You will be able to differentiate between strong and weak sources of evidence, make inferences and be able to develop empathy. These skills will be developed both orally and through writing.

Students who obtain a qualification in History are highly valued in the job market. The skills which are practiced are transferable to a wide range of careers such as lawyers, journalists, the media, marketing and management positions of all kinds.

# MUSIC

**Examination Board:**

**Edexcel**

**On the net:**

**<https://qualifications.pearson.com>**

## CURRICULUM CONTENT

### Unit 1: Performing

Comprising two parts:

The performance of **one solo piece** that is assessed and recorded internally (candidates should be approximately Grade 5 Associated Board standard at time of recording). The performance of one other piece during the course, which will be an **ensemble** for at least two players. The students must play an undoubled part. This is recorded internally. Total performance time must be at least four minutes.

### Unit 2: Composition

This unit comprises of two compositions with a combined duration of at least three minutes.

- One composition to a brief set by Edexcel
- One composition of the candidate's own choice

### Unit 3: Listening and Appraising

The candidate will study the following set music including:

Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions.

Pupils will be expected to be able to appraise unfamiliar music that has similar stylistic characteristics to the set works.

## BREAKDOWN OF MARKS

### Controlled Assessment

The controlled assessment comprises two sections:

- **Performance** - this will be completed in either concerts or class, normally at some time during Year 11. (30% of GCSE)
- **Composing** - this will be ongoing in lessons using Sibelius and Logic Pro X. (30% of GCSE)

### Unit 3: Examination

Trinity term of Year 11; 1 hour and 30 minutes (40% of GCSE)

Section A

- Questions on extracts from the set works
- A melodic or rhythmic dictation question
- A question on an unfamiliar piece (related to a set work)

Section B

- A comparison essay between an unfamiliar piece and one of the set works

## GENERAL INFORMATION

Musicians tend to be busy people who are well organised in their lives. Many musicians continue to play and sing throughout their lives, whether professionally or in amateur groups.

### PEARSON BTEC LEVEL 1/ LEVEL 2 FIRST AWARD IN SPORT

#### CURRICULUM CONTENT

In terms of industries, sport now ranks amongst the top 15 job opportunities in the economy. It provides £20billion to the UK economy each year with a reported 500,000 jobs. This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is 120 GLH, which is the same size and level as a GCSE, is aimed at everyone who wants to find out more about the sport industry. You will study three mandatory units, covering the knowledge and skills required for the sports sector:

- Fitness for sport and exercise
- Practical performance in sport
- Applying the principles of personal training.

You will build on the knowledge gained in the mandatory units you will study one further unit which will further enable you to apply knowledge gained in a practical setting:

- Leading sports activities.

#### How will I be assessed?

You will carry out practical tasks and written assignments throughout the course. Your teacher will mark these internally, and so you will receive feedback as to how you are getting on. For the assessment for Unit 3 Applying the Principles of Personal Training, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole. The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen exam which is marked by Pearson.

#### What can I do with this subject when I leave school?

With further training or study, students go into careers in:

- Sports Centres
- Leisure Centres
- Outdoor Activities Centres
- Armed Forces
- Sport & Leisure Industry
- Higher Education for PE and Sport
- PE teaching
- Physiotherapy
- Sports science

## DESIGN TECHNOLOGY

### Edexcel GCSE (9-1) Design & Technology

**Examination Board:**

**Edexcel**

**On the net:**

**<http://bit.ly/EdexcelDT>**

### **CURRICULUM CONTENT**

The Edexcel GCSE in D&T is a qualification designed to provide academic, practical and creative skills in a context that is applicable to a wide range of vocational subjects and future careers.

#### **What will you need to do for this qualification?**

The GCSE qualification has two aspects; an academic, knowledge-based examination, and a piece of independent work involving a portfolio of research, design and communication of ideas, as well as making one or more pieces in response to a given theme.

Each aspect is worth 50% of the final mark. Students thinking about D&T as an option must bear in mind that a successful grade cannot be achieved with practical work alone. A rigorous approach to academic work is also required, as well as the discipline to maintain an independent record of work done.

The final project portfolio will be similar in scope and size to an Art portfolio.

# PHOTOGRAPHY

**Examination Board:**

**Edexcel**

**On the net:**

**<https://qualifications.pearson.com>**

This course will help you gain a good understanding of the knowledge and skills required to create eye-catching photographs. You will be encouraged to analyse and gain awareness from a variety of photographic genres including:

Documentary, street, panoramic, landscape, photojournalism, advertising, photo fiction and fashion.

You will study the works of famous photographers, and gain inspiration from the way in which they work. You will also learn how to present your work creatively through the use of a sketchbook/journal/digital portfolio. It is important that you have good literacy skills in order to tackle the depth of analysis required in this subject.

During the course you will learn how to operate a digital camera; use composition, aperture and shutter speeds; you will also develop your ICT skills using Photoshop software. Photography allows you to become aware of new digital advancements offered through mobile and tablet apps. Once you have learned the basics, you can work in an experimental and creative manner producing your own distinctive images. It also allows for art skills and materials to be used alongside photography to produce mixed media pieces. Skills developed on this course, such as research, negotiation, problem solving and teamwork can help with some of the other subjects you choose and are extremely important qualities in all careers.

The Edexcel GCSE in Photography is made up of two units:

Component	Assessment	Weighting
Unit 1 - Personal Portfolio of Work (at least two projects set by your teacher)	Coursework	60%
Unit 2 - Externally Set Assignment (exam)	Examination This will be set in January of Year 11, and will involve a theme issued by the exam board with a variety of starting points to choose from. Students have until the day of the exam to prepare a sketchbook and 10 hours (two school days) of exam time.	40%

## Example Courses and Careers in Photography

Photo Journalism Forensic Photography Wildlife Photography Portrait and Wedding Photography	Fine Art Architectural Photographer Researcher Curator Teacher	Aerial Photography Medical Photography Sports Photography Film Making Animation
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*"Providing a foundation for life"*

Student's name:	Tutor Group:
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## Key Stage 4 Pathways: September 2019

The following subjects are taken by all students
<b>English Language (and English Literature)</b>
<b>Maths (and Statistics)</b>
<b>Combined Science</b>
<b>PSHE</b>
<b>PE (Core)</b>

<b><u>Ebacc Selection – 2 choices</u></b>	
<i>Note: students in 9I must include a language.</i>	
<b>Geography</b>	
<b>History</b>	
<b>German</b>	
<b>French</b>	

<b>'Open' Option</b> <b>[Two Subjects will be allocated from this section]</b> <i>(Number 1-4 in order of preference)</i> <i>Courses will not run if numbers are small</i>	
<b>Art</b>	
<b>Drama</b>	
<b>Geography</b>	
<b>History</b>	
<b>Music</b>	
<b>Photography</b>	
<b>Sport (BTEC)</b>	
<b>Technology</b>	
<b>Computer Science</b> <i>(if discussed with Mr Barrow)</i>	

Student to sign:	
Parent/Carer to sign:	

Any questions? *Please also use this space for an expression of interest in Triple Science (in Y11).*

**This form should be returned to the front office by Friday 1<sup>st</sup> February.**