



BRAUNTON ACADEMY
ASPIRE & ACHIEVE



Key Stage 4 Pathways

2026-2028

Dear Parents/Carers and Year 9 students,

The Braunton Academy 2026 Year 9 Pathways Programme

We have now arrived at the time of year when students in Year 9 engage with our Pathways Programme, which is designed to help them to prepare thoroughly for the choices they need to make for their Key Stage 4 programme of study. We are here to guide the students through the process with a series of events and presentations. We hope this will help them feel fully informed by the time they submit their choices.

The presentations at Pathways Evening, the subject fair and this Pathways Booklet will outline the nature of the courses available looking in detail at the subject content covered and the particular demands of the subject. There will also be opportunities to speak to our Careers Adviser about future pathways. Students should now start to think about their future goals and aspirations, their areas of strength and their areas of interest as this will all help to inform their choices.

Parents and Carers naturally play a vitally important role in this process, and this information booklet will give you details about the various subjects on offer and the pathways process. This will then enable you to have informed discussions with your children about the next steps in their education. An introduction to the whole pathways process and subject information presentations will take place on **Thursday 26th February**.

Over the course of the next two years, most of our students will study 9 subjects (GCSEs, equivalent qualifications or vocational qualifications) which will enable them to enjoy and benefit from a broad range of study at Key Stage 4. This will equip them with the skills and qualifications required for future study, training and employment. Where it is appropriate, a small number of students will have a supported study option which would reduce the number of subjects studied overall. All mathematics students will also have the opportunity to study and take GCSE Statistics in addition to their other subjects.

I hope that the pathways we have designed, and the options within the pathways, will allow all our students the chance to 'Aspire and Achieve' giving them the best opportunities for future progression and success.

Yours faithfully

Mr. Twohig
Vice Principal

Mr. A Parsons
'Aspire' Leader

Miss Sayer
Head of Year 9

What do I need to know before I start?

At Braunton Academy, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most students in Year 9 are not completely sure what direction they want to take yet. This is usual at this stage, so it is important to keep your options open to give you the widest range of opportunities later on.

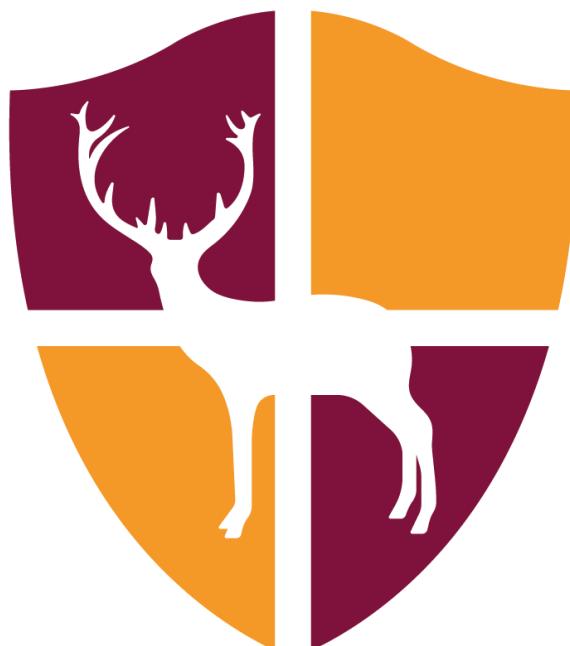
You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your options.

You should also be aware that most universities require three or more good A-Level grades. In order to get onto most A-Level courses (or equivalent), you will need five or more good GCSE grades (which means Grade 9-6 under the new grading system), including English, Maths and Science.

You should also take into account that studying a language is highly valued, as are History and Geography. These subjects demonstrate that you are a student with broad interests, and the skills you develop are considered to help your overall learning. They are well-respected qualifications which can open doors and opportunities in the future. These subjects appeal to universities and colleges, and many more students are taking them now.

It is also important to remember that both universities and employers value a range of subjects and that you should seek to balance the courses you study. Practical and Arts subjects can help you develop in a wide range of valuable areas and skills.

All the information you need is in this booklet, and staff are available to discuss your decisions and options with you.



The Grading of Qualifications

Over the last few years, the government has changed the qualifications and assessment schemes in relation to courses that students undertake.

The main features of the GCSEs are:

- A grading scale of 9 to 1 is used, with 9 being the top grade.
- A grade of 5 or above is considered to be a 'strong pass'.
- A grade of 4 or above is considered to be a 'standard pass'.
- Assessment is mainly by exam. Some subjects still retain an element of coursework where it is needed to test key practical skills. These elements are called NEAs.
- Some subjects offer a tiered approach to examinations (Science, Mathematics and French) whereas all others have just one tier of entry for all students.
- Courses are designed for two years of study with terminal examinations at the end of the course.
- Students who do not achieve a Grade 4 in English Language and Mathematics will be required to re-sit these subjects post-16.

The main features of OCR Nationals and NCFE Level 1/2 courses which are equivalent to GCSEs are:

- They operate a different grading scale to GCSE. (See below)

OCR NATIONAL / NCFE	GCSE
Level 2 Distinction *	Equivalent to GCSE Grade 8.5
Level 2 Distinction	Equivalent to GCSE Grade 7
Level 2 Merit	Equivalent to GCSE Grade 5.5
Level 2 Pass	Equivalent to GCSE Grade 4
Level 1 Distinction	Equivalent to GCSE Grade 3
Level 1 Merit	Equivalent to GCSE Grade 2
Level 1 Pass	Equivalent to GCSE Grade 1

- They offer students the opportunity to sit modules at different points in the year.
- Modules can be taken more than once if required.

Literacy and Numeracy

For each subject on offer we have indicated to what extent literacy and numeracy skills feature in the course and the final assessments. This is there purely to act as a guide.

A rating of 5 would indicate that there is a high level of literacy or numeracy content in the course whilst a rating of 1 would indicate that there is less emphasis placed on those elements in the assessment elements of the course.

The English Baccalaureate (EBacc)

The government has placed increasing emphasis on student achievement in a suite of core academic subjects called the EBacc. The English Baccalaureate is not a qualification in itself; it is a group of qualifications in 'facilitating' subjects - these are subjects which develop good learning skills, and which universities consider to be useful for higher education.

In order to achieve the full EBacc, students will need to secure a 'strong' pass (Grade 5 or above) in the following subjects:

- English Language **or** English Literature
- Mathematics
- Sciences (two GCSEs from Combined Sciences or any two from Biology, Chemistry, Physics or Computer Science.)
- History or Geography
- A foreign language

NB: It is not compulsory that students select their subjects with the EBacc in mind however it is important to note that some universities **may** look for the EBacc as part of their entry requirement for some subjects in the future.

If you wish to check the entry requirements for a particular course, college or university, you can visit the UCAS website which is full of information about options post 18.

[UCAS | At the heart of connecting people to higher education](https://www.ucas.com/)

The EBacc subjects provide a broad basis for future choices in a wide range of subject areas. For this reason we advise that students consider this route very carefully.

Non-Examined Courses

They will also study the following non-examined courses as part of their KS4 curriculum. These form part of the National Curriculum requirements for students in this age group.

They are:

- Physical Education (Core PE)
- Religious Education (BV)
- Personal, Social, Health and Economic Education (PHSEE) through our Personal Development programme.

Pathway 1 Triple Science and EBacc

For students considering a future career in a science related subject and for whom the EBacc range of subjects will keep options open for university applications and career pathways in the future.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Biology GCSE
- Chemistry GCSE
- Physics GCSE
- History or Geography GCSE (NB: Both subjects can be chosen if the remaining open choice slot is used.)
- French GCSE

Open Choice - Choose ONE additional subject from the following options.

History	Philosophy & Ethics (RE/BV)	Drama
Geography	Health & Social Care	Music
French	Enterprise & Marketing (Business)	Art and Design
Computer Science	Physical Education	Engineering
Creative iMedia	Food Preparation & Nutrition	D&T Product Design

Pathway 2 Trilogy (Combined) Science and EBacc

For students looking for a broad and balanced programme of study that also includes the core academic subjects. This route also keeps options open for university applications and career pathways in the future.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Trilogy (Combined) Science GCSE (two GCSEs equivalent)
- History or Geography GCSE (NB: Both subjects can be chosen if one of the remaining open choice slots is used.)
- French GCSE

Open Choice - Choose TWO additional subjects from the following options.

History	Philosophy & Ethics (RE/BV)	Drama
Geography	Health & Social Care	Music
French	Enterprise & Marketing (Business)	Art and Design
Computer Science	Physical Education	Engineering
Creative iMedia	Food Preparation & Nutrition	D&T Product Design

Pathway 3 Triple Science and Open Choice from Option Blocks

For students who intend to build their KS4 programme with an enhanced Science element. This would perhaps appeal to those students who enjoy Science and are considering studying Science or a Science-related subject at university or pursuing a future career in a science-related area.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Biology GCSE
- Chemistry GCSE
- Physics GCSE

OPEN CHOICE - Choose THREE additional subjects from the following options:

History	Philosophy & Ethics (RE/BV)	Drama
Geography	Health & Social Care	Music
French	Enterprise & Marketing (Business)	Art and Design
Spanish	Physical Education	Engineering
Computer Science	D&T Product Design	Food Preparation & Nutrition
Creative iMedia		

Pathway 4 - Open Choice

For students who wish to follow an individual pathway based on their skills, interests, university or career plans.

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Trilogy (Combined) Science (equivalent to 2 GCSEs)
- Students must pick one choice from History, Geography, French, Spanish or Computer Science

Option Blocks

BLOCK 1	BLOCK 2
History	Philosophy & Ethics
Geography	Health & Social Care
French	Enterprise & Marketing
Spanish	Physical Education
Computer Science	Drama
	Music
	Art and Design
	Food Preparation & Nutrition
	Engineering
	D&T Product Design
	Creative iMedia

Choose ONE subject from Option Block 1 and THREE other subjects from either Block 1 or 2.

Information, Advice and Guidance

Timeline	
From 12th January	In school activities and assembly delivered to all Year 9 students on future careers, options subjects and pathways.
From 19th January	Subject options videos available on the Academy website. These videos will also be shown to students during Period 6.
Thursday 26th February (5pm-6.30pm)	Pathways Evening takes place at the Academy. Discussions should take place at home and options choices should be considered.
Friday 6th March	Deadline for submitting Options Form.

How should you plan your Pathway?

Make your preference for the **RIGHT** reasons:

1. Consider **your** skills, strengths and interests.
2. Consider the nature of the subject matter and style of assessment for each course.
3. Think about what you might need in the future - for your career or for Further Education. There are many routes that you can take at 16 years old, so keep as many options open as possible.

Make sure that your choices are:

1. Well considered. Think hard about the Pathway that will suit you best.
2. Appropriate. Make sure that you select courses that you may wish to follow during Further or Higher Education.
3. Not influenced by your friends' options or by which teacher you have—*these things can change!*

Pathway Choices

The school will consider your Pathway choices very seriously. It is hoped that students will be able to study the subjects they have chosen, **but** there are reasons why first choices can't always be allocated:

1. A course cannot run if too few people have chosen it;
2. Some subjects you have chosen may clash on the timetable;
3. You may choose subjects for which you are unsuited;
4. Some subjects may be over-subscribed meaning that there are insufficient spaces for everyone.



In these cases, after discussion with students and parents, the school will have to make the final decision as to the courses students will follow and the students' **reserve choices** will be allocated. **For this reason, please give careful consideration to your reserve choices.**

Did you know that English has official or special status in at least seventy-five countries with a total population of over two billion people? Did you know that English is spoken as a first language by around 375 million people?

“Getting the language right is a major issue in almost every corner of society. No one wants to be accused of ambiguity and obscurity, or find themselves talking or writing at cross-purposes. The more we know about the language the more chance we shall have of success, whether we are advertisers, politicians, priests, journalists, doctors, lawyers - or just ordinary people at home, trying to understand and be understood.” David Crystal.

English is a core subject and **all** students will be prepared for an appropriate GCSE in this subject. All students will also take GCSE English Literature. This will give students **two separate GCSEs**.

As part of the course you will:

- Develop and deepen your reading skills
- Extend and enhance your writing skills
- Prepare and present a spoken language presentation
- Become an independent, enquiring and analytical thinker
- Develop an understanding and appreciation of important literary texts from the 19th, 20th and 21st centuries.

Method of Assessment:**English Language:**

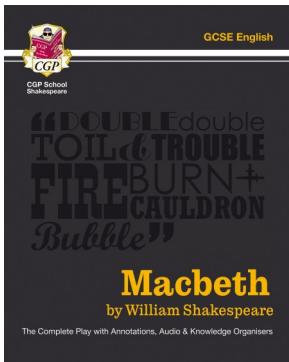
Assessment will be by two exams in Year 11: Paper 1 and Paper 2 which both test reading and writing skills. Each paper is worth 50% of the total marks with equal marks available for reading and writing. Additionally, a Spoken Language Endorsement is assessed in school and reported separately but does not contribute to the final qualification. There are no tiers of entry.

English Literature:

Students enjoy reading what others have written and respond well to both fiction and non-fiction texts. The English Literature GCSE provides the opportunity for students to explore poetry, prose and drama texts in detail. They will develop invaluable transferable skills of interpretation and analysis as well being challenged to expand their imaginative responses and experiences. The study of Literature helps to develop emotional literacy.

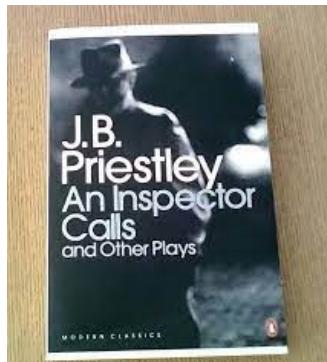
Assessment will be by two terminal exams in Year 11: Paper 1 and Paper 2. Each examination is **closed book**: any stimulus material will be provided as part of the assessment. There are no tiers of entry. These exams are worth 100% of the total mark—there is no coursework element. Paper 1 is worth 40% of the overall marks and Paper 2 is worth 60%.

We teach the following texts:



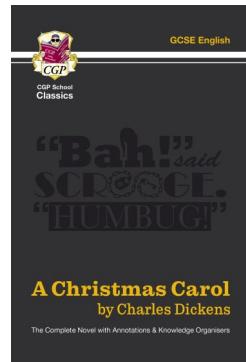
Shakespeare:

Macbeth.



Modern Texts:

JB Priestley – An Inspector Calls.



19th Century Novel:

Dickens - A Christmas Carol

Poetry – one cluster of 15 poems from the topic below:

Power and Conflict

Plus:

A wide range of poetry from a range of eras, styles and forms.

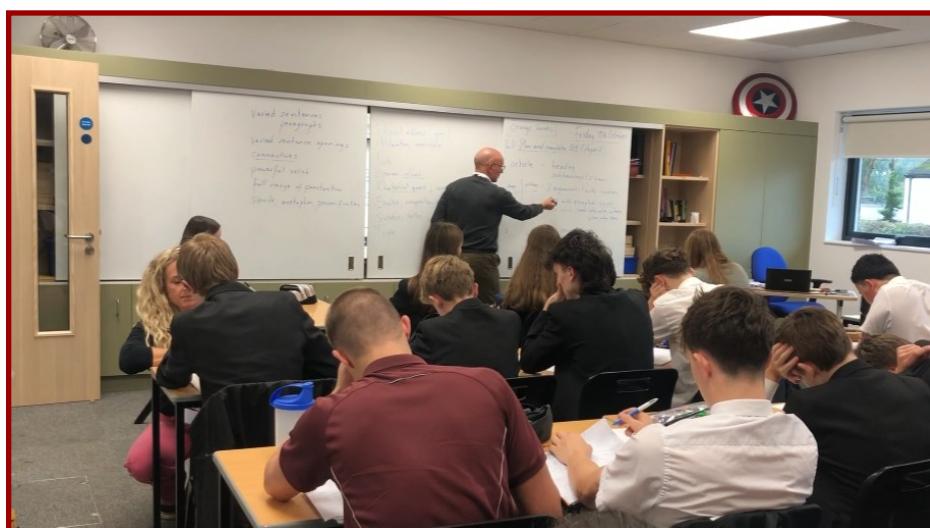
Future Study and Careers:

Journalism, teaching, writing, publishing, marketing and advertising, media and public relations, research and library roles, law.

Our Students Say...

"English is one of my favourite subjects. The fact that you can write whatever you want, fiction and non-fiction, really inspires me. Books bring new worlds to life and I enjoy reading about dystopian futures and alternative universes. English is brilliant, creative and fun."

"English has helped me to gain a great understanding and has aided me across the school curriculum, as well as giving me an insight into fantastic writers and literature."



Just as languages provide the building blocks and rules we need to communicate, Mathematics uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Studying mathematics helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

As part of the course you will be able:

- To look for patterns and solve problems logically
- To use and apply mathematics
- To calculate accurately
- To manipulate algebra
- To work with shapes and measurement
- To handle data and analyse statistics

Method of Assessment:

Edexcel GCSE in Mathematics is a tiered qualification. There are two tiers: Foundation Tier - grades 1 to 5 available. Higher Tier - grades 4 to 9 available. The assessment for each tier of entry consists of three externally examined papers, all three must be from the same tier of entry. Students must complete all three papers in the same assessment series. One of the three papers is non-calculator, the other two are calculator papers.

Future Study and Careers:

Accountancy, aerospace and defence, automotive, biosciences, business support services, construction, consultancies, education, engineering, geophysics and petroleum engineering, financial services, government, healthcare, insurance, IT and computing, manufacturing, media, metals and minerals, operational research, pharmaceuticals, recruitment, academic research, science, telecoms, transport/travel, utilities and many more.

Our Students Say...

“Learning maths is an enjoyable experience”

“Maths is fun and always keeps you on your toes”

“Maths gives you great opportunities and has inspired me to take A-Level maths.”

GCSE Statistics

This subject is offered to all students of Mathematics.

This course will involve some additional teaching which will take place in Period 6 each week.

Students should discuss this additional option with their Maths teacher.



This Double Award in Science teaches Biology, Chemistry and Physics in discrete topics. You will sit six exams and gain the equivalent of two GCSEs. You will be well-prepared to study any of the A-level sciences afterwards.

Some students who follow the Combined Science course will be selected to complete the AQA ELC (Entry Level Certificate) alongside their GCSE. These students will complete a portfolio of work covering aspects of working scientifically and knowledge recall which will earn them a level 1 combined science qualification alongside the GCSE level 2 course.

As part of the course you will:

- Study all aspects of Science within discrete topics.
- Develop your practical scientific skills through a number of required practical tasks.
- Deepen your understanding of what it means to work scientifically.
- Use your numeracy and literacy skills to develop your scientific understanding.
- Prepare yourself for future scientific study.

Method of Assessment:

Six exams: two covering Biology, two covering Physics and two covering Chemistry.

Duration: all of the papers are 1 hour 15 minutes in length.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted.

Future Study and Careers:

Combined Science Trilogy will allow you to go onto further scientific study through a variety of academic and vocational courses at Level 3. Examples of possible careers include:

Research scientist, careers in medicine, environmental science, park ranger, astronomer, surveyor, engineer, chemist, aviation, teacher, forensic science, occupational health and safety, sound engineer.



Our Students Say...

"Science in Year 10 was quite different to the lower years. You go over things you have done previously in much greater depth. You do brand new things and amazing new experiments."

"I have really enjoyed doing science, it enlightens you to the world around you and opens you up to a whole new perspective."

Triple Science is a highly demanding course that is best suited to those students with further study and career aspirations in areas such as medicine and engineering. For those with a keen interest in pursuing this option, an early discussion with your science teacher is essential.

GCSE Biology

This engaging qualification provides an excellent foundation for A-level Biology and combines core biological topics including Cell Biology and Infection and Response, with the latest biological findings.

GCSE Chemistry

You'll learn a mixture of old and new topics – including the periodic table, Organic Chemistry and Energy Changes. You can progress to A-level Chemistry afterwards.

GCSE Physics

This qualification is useful, interesting and thought-provoking. You'll cover a host of interesting topics, including forces, electricity and space physics. Everything it covers will prepare you for the step up to A-level.

As part of the course you will:

- Study the three sciences separately with subject specialist teachers
- Develop your practical scientific skills through a number of required practicals
- Deepen your understanding of what it means to work scientifically
- Use your numeracy and literacy skills to develop your scientific understanding
- Prepare yourself for future scientific study

Method of Assessment:

2 x 1hour 45 minute examinations for each of the three sciences (6 exams in total)

You will be awarded 3 separate GCSE grades (one for each science)

The types of questions will include: Multiple choice, structured, closed short answer and open response.

Foundation and Higher tiers are available

Future Study and Careers:

Research scientist, careers in medicine, environmental science, park ranger, astronomer, surveyor, engineer, chemist, aviation, teacher, forensic science, occupational health and safety, sound engineer.

Our Students Say...

“GCSE Triple Science is incredibly interesting, but it's also challenging. Unless you're willing to be challenged, don't take Triple Science.”

“Triple Science helps you to excel in the modern world as it covers material that is important in everyday life.”

Is it for me?

If you like any of these things, then yes!

- Coding
- Working with others
- Being creative
- Working through challenges to get a solution
- The idea of making a positive difference to the world.

As part of the course you will:

- Experience programming and making new software
- Find out how hackers attack computers
- Discover how computers work
- Solve logical problems
- Explore how computers invisibly run our daily lives
- Learn about the environmental and social impact of computers

Method of Assessment:

Students will complete two exams. A 1 hour 30 minutes written paper and a 2 hour practical, computer-based, onscreen exam, worth 50% each.

Future Study and Careers:

Students can go on to study A-Level Computing or T-Levels at Petroc or Exeter College. At university, students could choose to study a broad range of computing subjects including; Network Management, Cyber-Security and Forensics, Video Game development, Digital Graphics, Systems Analyst and many, many others!

Could it lead you to...

- Designing the next big app
- Predicting the effects of climate change
- Planning routes for medical deliveries
- Transforming how we shop

Our Students Say...

“Computer Science has given me many practical programming skills that I am now able to apply in a real world scenario.” Chloe — Year 11

“It’s always interesting and great fun. It can be used later on in life if you want to become a programmer.” Stan — Year 10

“Computer Science is good as you learn a large amount about computers and how to code. It’s challenging and requires determination.” Mae — Year 11



Get ready for a creative career in the digital industry.

This course will give you skills in digital media production. Throughout the course, you will use various software tools and gain hands-on experience in creating digital media content. You will learn to use graphic design software and multimedia authoring applications and design a visual identity for a brand. You will learn to analyse briefs, plan projects, and execute your ideas effectively. The course uses real life examples, the coursework are set assignment but the skills and practices you will use are used in the real world. There are some elements of research and evaluation too.

Is it for me?

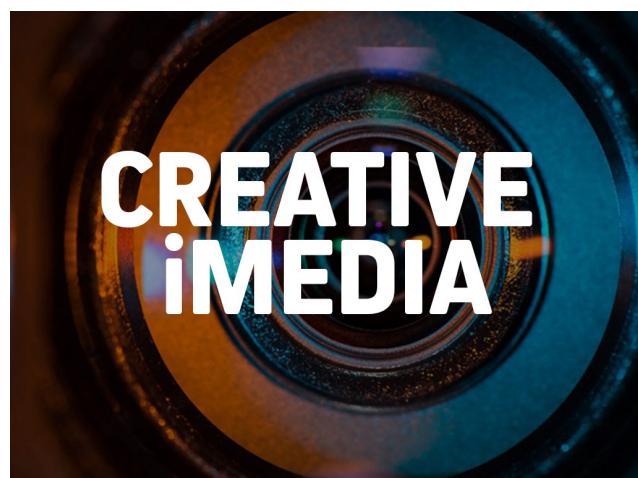
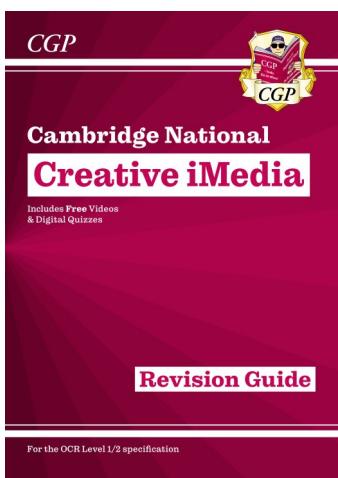
- You are creative and enjoy designing.
- You have many ideas and enjoy planning.
- You want to understand how brands develop their images.
- You enjoy working on a computer.
- You have an analytical eye and can justify your choices.
- You have a good attendance so you can handle the coursework.

Method of Assessment:

- There are two mandatory Units
 1. Creative iMedia in the media industry: exam assessed 40%, the exam is 90 minutes long and taken in year 11. Media industry, how digital media products are planned and media codes to impact audiences
 2. Visual identity and digital products: set assignment coursework 25%. What makes a brand recognisable?
- One optional unit to be chosen by class and teacher, EITHER interactive digital media OR animation and audio (35% of final grade).
- The exam can only be taken once both unit of coursework have been completed.

Future Study and Careers:

A level in media studies, Qualifications in IT and digital media. Working as designer, web designer or animator. Anything that involves working with clients, understanding what they want and delivering a creative solution for them within the media industry.



"Those that fail to learn from history are doomed to repeat it." Winston Churchill

Through the study of our past, we understand more about our present – and thus become better prepared for the future.

By gaining a thorough knowledge of history – both in Britain and the wider world – students develop a greater comprehension of society and, in turn, their places within it. From a broader educational standpoint, students are empowered to think critically, assess evidence, discuss arguments and form judgements. But above all, we foster a love of learning which nurtures curiosity.

As part of the course you will:

- Study Crime and Punishment c.500-present day.
- Conduct an enquiry into Policing in Liverpool 1787-1900
- Investigate the development of the USA 1929-2000 including culture and economics, Black civil rights, international relations, the presidencies.
- Deepen your understanding of the Elizabethan Age 1558-1603 covering religion, politics, rebellion and war.
- Research Germany in Transition 1919-1939 from the Weimar Republic to the Nazi State.

Method of Assessment:**'Depth Study' Exam – 2 hours**

The Elizabethan Age 1558-1603 (1 hour)

Germany in Transition 1919-1939 (1 hour)

'Breadth Study' Exam – 2 hours

The Development of the USA 1929-2000 (45 mins)

Crime and Punishment c.500-present day including a Case Study of Policing in Liverpool 1787-1900.

There will be NO Controlled Assessment or coursework.

Future Study and Careers:

History students don't necessarily go on to become historians, archaeologists and museum experts. A solid grounding in the subject makes careers in law, journalism, politics, the Police and the Armed Forces more accessible.

Good historians need to be scientific, critical, observant and imaginative – and these qualities are the cornerstone of a multitude of career paths and life choices. Whether you're one of life's 'detectives' or 'archivists' – or somewhere in between – history has the capacity to both nurture talent and develop new skills.

Our Students Say...

"The course is difficult in terms of writing essays and adapting to the course expectations but the content is always interesting and engaging."

"History isn't an easy subject, but as long as you enjoy learning in detail about the past, and you are willing to put the effort in, you will enjoy the course."

Geography – The world is your oyster! Study it and learn how today's world was shaped and understand the challenges and changes we face in the future! Geography in the 21st century is central to understanding the causes of these changes and their consequences in different places, including the problems they pose for sustainable futures of societies, resources and landscapes. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs), whilst being encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

As part of the course you will:

- Actively engage in the process of geographical enquiry to develop as effective and independent learners.
- Develop knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Appreciate that people have different views of, and attitudes to, the world, its environments and its issues.
- Develop and apply practical geographical enquiry skills.
- Undertake geographical investigations that include both primary and secondary data collection and presentation, analysis and drawing conclusions.
- Develop and apply learning to the real world through fieldwork. Develop their awareness of global issues and recognise the need for a sustainable future.

Method of Assessment:

Paper 1: Living with the Physical Environment -1 hour 30 minutes = 35%.

Paper 2: Challenges in the Human Environment -1 hour 30 minutes = 35%.

Paper 3: Geographical Applications -1 hour 30 minutes = 30%.

Future Study and Careers:

Geography could lead you to exciting career prospects. The Russell Group of top Universities consider Geography to be a key subject. According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

Our Students Say...

"GCSE Geography is a fun and engaging subject that is enjoyed by students who want to learn and discover new geographical ideas."

"GCSE Geography is very hard with lots of content to learn. It's harder than I expected but I am glad I chose it because it's one of my most interesting subjects and it's engaging!"

"A different language is a different vision of life." Frederico Fellini.

Students will be able to take French or Spanish, depending on the language they studied at KS3

Taking a modern language has never been more important. In a highly competitive job market, students with a good GCSE in a foreign language are far more employable than those without. If you like the idea of an exciting future filled with travel, culture and communication then your best starting point is GCSE MFL at Braunton Academy.

As part of the course you will:

- Develop your understanding of grammar and how to use different tenses
- Become confident in spontaneous speech in the target language
- Be exposed to a range of authentic material and transactional language
- Learn to express opinions and develop your listening, reading and writing skills
- Study a range of engaging topics such as identity, future aspirations and global dimensions

Method of Assessment:

25% listening exam

25% speaking exam

25% reading exam

25% writing exam

Future Study and Careers:

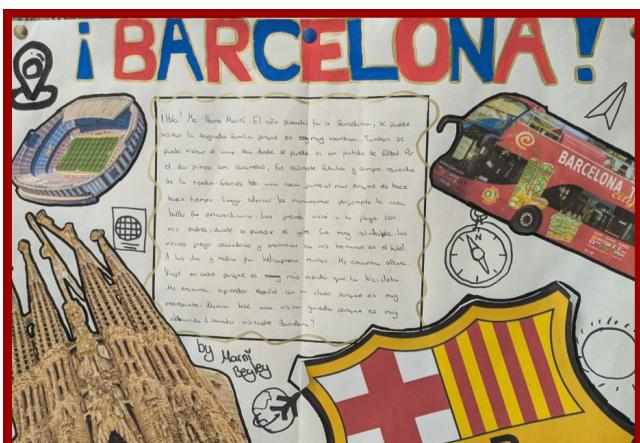
Business, Travel and Tourism, Translation, Interpreting, Education, Media, Journalism, Armed Forces, Law.

Our Students Say...

"Studying languages is totally awesome!"

"You learn about different cultures around the world, as well as their languages."

"Having a second language is a brilliant skill in the wider world."



The GCSE Art course is designed to allow you to further your skills and to broaden your subject knowledge and understanding of Visual Arts.

It is a very practical course based around creating a portfolio (two projects) and a practical exam project in the Spring-Summer in Year 11.

As part of the course you will:

- Further develop your artistic skills
- Have a deeper understanding of other artists' work
- Have an opportunity to use a wide variety of materials
- Produce work as projects from exploration to final outcomes
- Learn how to create a sketchbook
- You will have the opportunity to take part in an educational visit during your course.

Method of Assessment:

60% portfolio forming two projects

40% practical exam, with a lengthy preparation period

Four areas of assessment are to do with: Research, Exploration, Recording and Final Outcomes.

All work is teacher assessed and staff give continual support and feedback throughout the course.

Project based coursework allows for independent choice and study to reflect interests and skills.

All work is moderated externally at the end of the course by a visiting AQA assessor.

Future Study and Careers:

Architect, animator, illustrator, graphic designer, photographer, textile designer, fashion designer, prop maker, painter, craft worker, product designer.

Our Students Say...

"It's the one lesson that I really look forward to on my timetable."

"If you enjoy art, definitely pick it as an option."

"I find Art relaxing."



By choosing Drama GCSE, students will develop their personal communication skills, collaborate with others, think analytically, and evaluate theatre. They will gain the confidence to pursue their own theatrical ventures and are given time to rehearse and refine their efforts to create work that reflects their understanding of the world and their place in it. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable to both their personal and professional lives.

The course offers practical experience of a range of performance methods, genre, styles and topics. Through discussion and application students also further their emotional and intellectual understanding through issue-based projects, the performance of scripted text and responding to both recorded and live theatre.

As part of the course you will:

- Devise drama
- Explore texts practically and work on two text-based performances
- Choose to develop as a performer, designer (lighting, sound, set or costume)
- Have the opportunity to attend at least two performances, one in school and one at a theatre, in each year of study.

Method of Assessment:

Understanding Drama - assessed as written exam, open book, 40%

Devising Drama - devising log and devised performance, 40%

Texts in Practice - performance of two extracts from one play as performer or designer, 20%

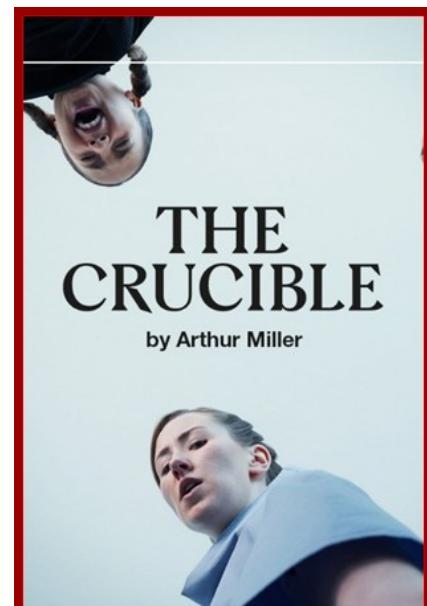
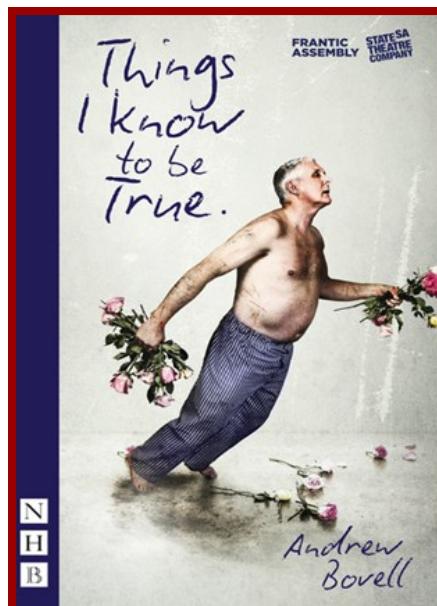
The written exam takes place at the end of the course, usually before other GCSE exams. The devising log and devised performance are marked by your teacher and then moderated. 'Texts in Practice' is marked by an external examiner.

Future Study and Careers:

Actor, Online Creative Producer, Arts Administrator, Drama Teacher, Drama Therapist, Television production assistant, radio presenter, Theatre Director, Youth and Community worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator.

Our Students Say...

"Drama is brilliant! I have the chance to be creative, active and challenged all in one subject!"



“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement.” – Gerald Ford

Students who opt to study music follow the Eduqas GCSE syllabus. This involves performing, composing and appraising music throughout the two-year course.

As part of the course you will:

- Listen to, perform, and compose in a variety of different styles and genres of music
- Work with other musicians, both in and out of school, to widen your experience and understanding
- Develop music theory skills
- Enhance performance skills and self-confidence: students are expected to attend at least one extra-curricular ensemble
- Have opportunities to attend various concerts and workshops
- Develop further social, cultural, moral, and spiritual awareness

Method of Assessment:

The work assessed is 60% practical and 40% based on a final exam.

Unit 1: Understanding Music (40%)

This is a 75 minute examination that students sit in Year 11. Students will listen to music and answer questions based on the excerpts they hear. They will also answer questions about the set pieces they have studied.

Unit 2: Performing Music (30%)

The assessment will take the form of 4 to 8 minutes of solo and ensemble performance. Work will be recorded throughout the course and the best pieces will be submitted.

Unit 3: Composing Music (30%)

Two compositions will be submitted for assessment: one to a given brief and one free composition. The briefs allow for a wide variety of styles of music from rock to film to classical, and students are encouraged to work to their interests and strengths. The two combined compositions must be a minimum of 3 minutes. All work is done as coursework.

Future Study and Careers:

Studying music provides opportunities for the development of social, technical, creative and business skills, which can all help in acquiring the skills that define employability.

Careers and jobs in music-specific professions include: Performer, teacher, administrator, disc jockey, songwriter, conductor, composer, sound engineer, manager, piano tuner, music software developer, musical instrument maker or repairer, music therapist, agent, promoter, music publisher, roadie.

Our Students Say...

“It's enjoyable to do something practical and creative compared to the usual subjects. I enjoyed learning about our set works and using ideas from the Beatles pieces for my compositions and performances.”

“GCSE Music is easily my favourite subject. We get to do lots of performing and composing in lessons which is a great way to let loose and express your emotions whilst having loads of fun.”



By studying different ethical and philosophical issues we can begin to understand how different communities have used both religious and non-religious traditions to shape and transform the world around us.

The study of ethics helps you to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly - all skills that will be of great use no matter what you go on to do in life. It will also help you to better live and work in our increasingly diverse society and changing world.

As part of this course you will:

- Study the beliefs, teachings and practices of two religions.
- Explore a wide range of issues ranging from abortion, euthanasia, animal rights, environment to questioning the origins of the universe as well as the idea of death and an afterlife.
- Examine the idea of justice, forgiveness and reconciliation, war and peace.
- Consider the reasons why people turn to crime, aims of punishment and their effectiveness and evaluating capital punishment.
- Investigate human rights, freedom of expression, types of prejudice, wealth and poverty.

Method of Assessment: 2 x 1hour 45 minute exams

Paper 1: Study of religions: This will examine students understanding of the beliefs, teachings and practices of the two religions studied.

Paper 2: Thematic studies: This will consist of 4 topics as seen above, each with a 24 mark question. **There will be NO coursework element.**

Future Study and Careers:

Students of Ethics and Philosophy go on to careers in a wide variety of fields including teaching, medicine, social service, law, journalism, international business, diplomacy, and religious professions of various kinds.

Our Students Say...

"I enjoy Ethics as it opens up a lot of opportunities and allows me to express my opinions without judgement. It is also very interesting and you get to explore lots of different ethical issues."

"I really enjoy Ethics because it allows me to express my own opinion and have a better understanding of different cultures and religions."



In this GCSE course you will master a variety of technical skills and become proficient in the kitchen. In addition, you will develop an in-depth knowledge of food science, food safety, food choice, nutrition and health. You will develop your knowledge and understanding of why people need to eat a balanced diet and the necessary changes they need to make through life to maintain a healthy lifestyle.

Literacy and numeracy are a necessary part of the course and the majority of Year 11 is spent working on NEA tasks in the computer room. Understanding the meaning of key words is very important along with the ability to measure ingredients accurately and to evaluate your work. You must be very self motivated to complete the independent learning tasks.

You'll also develop transferable skills such as analysis, evaluation, communication skills, working independently, time management, the ability to interpret information and data.

As part of the course you will:

Focus on food preparation skills which will be broken down into five sections:

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

Method of Assessment:

Written exam at the end of the course covering the five sections stated above. This paper will be 1 hr 45min will count towards 50% of the final GCSE grade.

Non-exam assessment Task 1: Food Investigation (30 marks) – students will demonstrate the working characteristics, functional and chemical properties of ingredients.

Non-exam assessment Task 2: Food Preparation (70 marks) – students will demonstrate knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. They will be required to prepare, cook and present a final menu of three dishes.

(Task 1 & 2 make up 50% of the final GCSE grade)

Future Study and Careers:

Hospitality, catering, chef, food scientist, product developer, microbiologist, teacher, food journalist, food technologist, brewer, catering manager, food retail, baker, confectioner, nutritionist, diet consultant.

Our Students Say...

"I am very pleased that I chose this subject because it opens out a lot of career opportunities for me."

"I liked all the practical work but you do need to be organised every week and plan your time properly in lessons. This is because you are left to cook the individual products following your own time plan".

Limited places

Places on this course are limited due to legal Health and Safety requirements. If the course is oversubscribed students may be awarded their reserve choices.



GCSE Design & Technology offers a foundation in the principles of design driven problem-solving product design. This course will focus on building specialist knowledge of the material areas of wood, metal, plastic, fabrics, paper and boards. The best designs for any products are born out of a need by a specific group of potential customers or end users. The course consists of a range of practical, design and theory lessons. These will be complimented with visits to local work places to see the theory in action. This course will allow you to take a creative career path in many areas and will enable you to move onto A Levels, apprenticeships and other further education courses.

As part of the course you will:

- Learn to solve design challenges using a range of techniques and processes.
- Create final prototypes using a number of different materials.
- Give you a clear understanding of the iterative design process (explore, create, evaluate with the end user in mind) which is used in industry where the problem to solve, and the people it affects are at the heart of all design decisions.
- Develop a more in depth knowledge of wood, metal, plastics, fabrics, papers, boards and graphical skills – including CAD packages.
- Develop your critical and creative thinking.

Method of Assessment:

You will undertake a series of small projects involving practical and theory work to develop your clear design thinking, before embarking on the final NEA which will gain you 50% of the final GCSE grade. The remaining 50% of the GCSE is gained through the final exam (2hrs) at the end of the course. As part of the course you will also complete the core theory that explores all material areas relating to the subject of technology. This includes; systems and control, manufacturing processes, wood, metal, plastics, textiles & graphical skills.

Future Study and Careers:

Architect, systems designer, software developer, graphic designer, digital media designer, product designer, production controller, interior designer, magazine production, fashion designer, art worker, toy designer, product developer, industrial designer, Structural engineer, renewable energy designer, carpenter, marine engineer, project manager, CAD technician, teacher, aircraft designer, mechanical engineer, automotive designer and so much more.

This is a great all-rounder course that will give you a versatile set of knowledge and skills to take things further into the creative and engineering industries. It will also give you the skills to think outside the box in any career path which is what employers want, so will complement any other GCSE pathway choices you may make.

Everything we use day to day has been designed by someone. From the home we live in, the clothes we wear, the solutions created to combat our impact on the environment to the gadgets we use. Do you want to be someone that shapes and enhances our future in a positive way? Then pick this course and start your journey in designing a better world.

Have a look at this short film by the Design & Technology Association if you are thinking about any course in Design and Technology: "D&T What is it... and why do we need it?"

[What is Design & Technology? \(youtube.com\)](https://www.youtube.com/watch?v=JyfJLjyfJYU)

Limited places

Places on this course are limited due to legal health and safety requirements. If the course is oversubscribed students may be awarded their reserve choices.



NCFE Level 1/ 2 Technical Award in Engineering

(You will not be able to study both Product Design and Engineering)

Literacy Rating 3
Numeracy Rating 3

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and be able to apply their learning as well as those learners who are motivated and challenged by learning through hands-on experiences.

The study of engineering is the application of maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. You will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.

The qualification focuses on an applied study of the engineering sector and you will gain a broad understanding and knowledge of engineering through practical hands-on tasks and associated theory work. Knowledge and skills will be taught in modules, initially through theory work that will lead onto the practical application through a range of hands on tasks.

As part of the course you will:

- Understand engineering disciplines
- Understand how science and maths are applied in engineering
- Understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- Understand engineering tools, equipment and machines
- Produce hand-drawn and Computer Aided Design (CAD) engineering drawings and understand how to read them
- Demonstrate production planning techniques and processing skills and techniques applied to materials for a manufacturing task
- Understand how to create, present and review art and design work

The disciplines that a learner will study within the qualification include:

Mechanical, Electrical and electronic, Aerospace, Communications, Chemical, Civil, Automotive, Biomedical, Software.

Method of Assessment:

Unit 1. Written examination: 1 hour 30 minutes, a mixture of multiple-choice, short-answer and extended-response questions. 40% of the technical award.

Unit 2. Externally set NEA brief. This will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. 60% of the technical award.

Future Study and Careers:

- Level 3 Applied General in Engineering. This qualification prepares learners for progression to higher education in the engineering sector.
- Level 3 Technical Level National Foundation Diploma in Engineering. This qualification prepares learners for progression into employment or onto an apprenticeship through specialising in a technical occupation in the engineering sector. Technical Level qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study
- A Levels in Maths, Further Maths, Biology, Chemistry, Physics, and Design and Technology. These will support progression to higher education.
- Learners could progress into employment or onto an apprenticeship.
- This qualification will also prepare learners for recruitment into the armed forces in the Army, Royal Air Force or the Royal Navy.

Limited places

Places on this course are limited due to legal health and safety requirements. If the course is oversubscribed students may be awarded their reserve choices.



GCSE Physical Education encourages students to be inspired, motivated and challenged, and enables them to make informed decisions about further learning opportunities and career pathways. It also develops students' knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Students will also develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance whilst also understanding how the physiological and psychological state affects performance in physical activity and sport.

As part of the theory course you will develop a knowledge and understanding of:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences of sport and exercise
- Health, fitness and well-being

Practically, students will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas whilst understanding the contribution which physical activity and sport make to health, fitness and wellbeing.

Method of Assessment:

Paper 1 - The human body and movement in physical activity and sport

Written exam: 1 hour 15 minutes - 78 marks - 30% of GCSE

Paper 2 - Socio-cultural influences and well-being in physical activity and sport

Written exam: 1 hour 15 minutes - 78 marks - 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport (40%)

Assessed by teachers and moderated by AQA - 100 marks - 40% of GCSE

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) - Assessed by teachers and moderated by AQA - 75 marks - 30% of GCSE
- Analysis and evaluation of performance to bring about improvement in one activity (Coursework) - Assessed by teachers and moderated by AQA - 25 marks - 10% of GCSE



Future Study and Careers:

Future study options

A Level Physical Education; Level 2 BTEC Sport; Level 3 BTEC Sport and Exercise Science or Sport and Physical Development.

University – Bachelor of Science (BSC Hons) Sports Science, Sports Coaching, Sports Management etc. Bachelor of Education (BEd Hons) Primary and Secondary; Post Graduate certificate in Education (PGCE) Primary and Secondary.

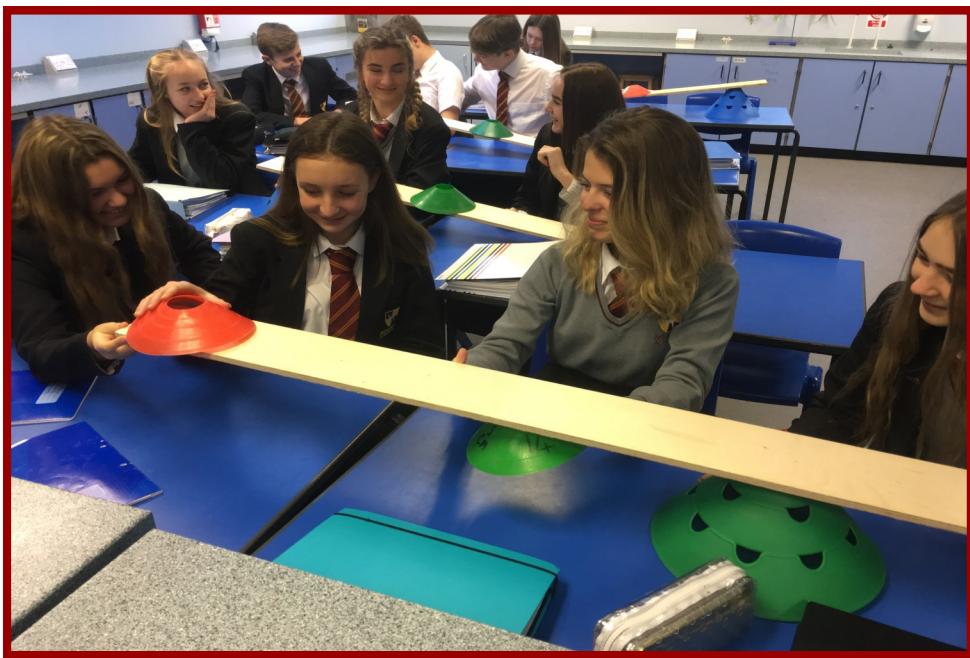
Future careers

Sports scientist, sports psychologist, nutritionist, media and communications, physical education teacher, primary school PE specialist teacher, sports advertising, physiotherapist, professional athlete, journalism, sports consultancy, fitness instructor, personal trainer, sports coach, sports development, emergency services, leisure and tourism, armed forces, analyst, events co-ordinator, lifeguard, occupational therapist.

Our Students Say:

"GCSE PE can be quite a difficult subject but it is really enjoyable and rewarding. I have learnt so much about anatomy and physiology already and I'm looking forward to the next topic which is movement analysis."

"GCSE PE brings out the best in you even though it may be challenging at times you will always get through. The theory side can be quite hard and it involves a lot of writing but if you work hard, listen to your teachers then you will be rewarded when it matters most."



Health and Social Care is both a challenging and rewarding Key Stage 4 subject. There is an increasing demand for health and social care professionals within the UK and globally, and the sector requires competent and knowledgeable contributors and practitioners to shape it to ensure the best outcomes for all. This qualification introduces students to the specialist knowledge and skills needed to work in various care settings.

How is the course structured and assessed?

In Year 10 students are taught two units:

These units are assessed internally through four topic areas. Students are first taught the knowledge they require to be able to produce the assignment work that will be internally assessed by their teacher. All units are moderated by the exam board.

1. R033: Supporting individuals through life events. (Set assignment worth 30%).

This unit is assessed by a Set Assignment where you will learn about the growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

These topics include:

- Area 1: Life stages,
- Area 2: Impacts of life events,
- Area 3: Sources of support

2. Optional unit R034: Creative Activities. (Set assignment worth 30%).

Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give you with the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part.

These topics include:

- Area 1: Therapies and their benefits
- Area 2: Creative activities and their benefits
- Area 3: Plan a creative activity for individuals or groups in a health or social care setting

In Year 11 students are taught the remaining unit which is assessed by an external exam:

1. R032: Principles of care in health and social care setting. (1 hour 15 minute - External Exam 40%)

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

These topics include:

- Area 1: The rights of service users in health and social care settings
- Area 2: Person-centred values
- Area 3: Effective communication in health and social care settings
- Area 4: Protecting service users and service providers in health and social care settings



Enterprise and Marketing is a course designed to allow students to explore key aspects of running businesses with a focus on enterprise and marketing. For those who wish to start their own business in the future or who wish to understand the impact of enterprise and marketing within the economy, this is an ideal course. The skills of working collaboratively and creatively and being able to solve problems are key areas of development within the course.

As part of the course you will:

- Learn about the techniques businesses use to understand their market and develop products; investigate what makes a product viable and understand how businesses attract and retain customers.
- Learn about key aspects of small businesses, including ownership and functional activities.
- Respond to a business challenge creating a researched and costed business proposal. You will need to undertake activities such as conducting market research, presenting data, using idea generation tools, seeking and acting on feedback, and costing proposals.
- Prepare for and pitch your own business proposal. Alongside developing a brand identity, you will investigate how to best promote your product and then plan and prepare a pitch.

Method of Assessment

- Students will build up a portfolio of evidence covering a range of key skills during the course that will be assessed internally in two NEAs. This will be worth 60% of the overall qualification.
- External Assessment—students will sit one paper of 1 hour 15 minutes which is worth 40% in total.

Future Study and Careers

Market research, finance, accountancy, advertising, retail management, leisure and tourism, human resources / personnel, business management.

Our Students Say...

“So far the topics have been challenging but I’ve enjoyed them all.”

“The course made me think about how I interact with businesses and now I have a greater understanding in this area.”

Personal Development (Compulsory)

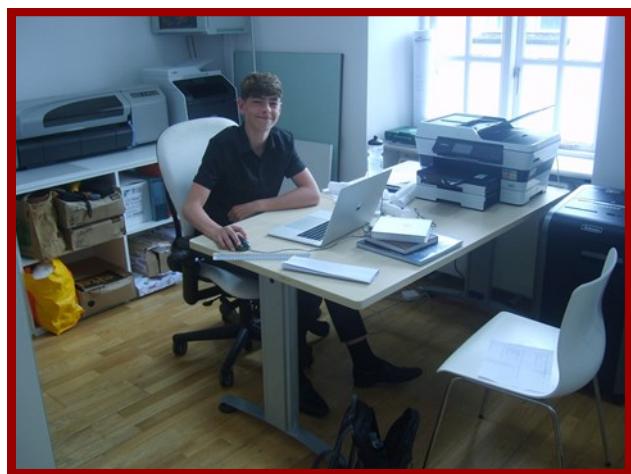
Personal Development provides learning opportunities through which young people can consider and evaluate knowledge, attitudes and beliefs pertaining to self and the community to which they belong. It strives to develop skills and understanding which will enable students to be responsible, competent, caring and active members of society.

Students follow the following key curriculum areas:

- Careers
- Citizenship
- Health and Relationships

During Personal Development lessons, a wide range of outside presenters and organisations visit to help deliver all aspects of the course. For some students accreditation may be available if we feel that the student will benefit.

All students are expected to prepare for and undertake one week's work experience in May of the Summer term in Year 10. Students arrange their own work experience placement in the field of their choice. For some work placements out of the area there may be a charge for necessary health and safety checks; this is charged for on an individual basis. Any employer taking on work placement students must be able to provide evidence of the Employers' Liability Insurance upon request.



Year 10 Work Experience

Work Experience is a fantastic opportunity for your child. Work Experience is invaluable in finding out about the world of work and beginning to apply the skills that students are developing at Braunton Academy. It is all about helping the students achieve economic well being and giving more relevance to their learning so that they can make a positive contribution to the school's community. Work Experience takes place in the week before May Half Term for Year 10 students.

The onus is on students to find their placement. The process of contacting and communicating with employers is the first step in developing their confidence and engaging in the world of work. Students should aim to try something different so that they gain new experiences and insight into that career area. There are strict deadlines that students must meet in finding their placement and this again is a valuable lesson in their transition to adulthood.

Careers Education Information Advice and Guidance

Seetec is a service for all young people, giving students between 13-19 independent impartial information, advice, guidance and practical help in preparing for adult and working life.

**Worried about your option choices?
Confused about all the different qualifications available?
Interested in finding out about courses, training, jobs and careers pathways?**

The Seetec adviser based in Braunton Academy is Josie Cuffe. She can be contacted via Mr Parsons in school. Appointments with Josie can be arranged after the launch of the pathways process.

During the year, there are a range of careers activities and events that your child can access. Mrs. Martin will share these on the school newsletter.



Key Stage 4 – Physical Education - Core PE (non-exam)

It is compulsory for all students to participate in two sessions of Core Physical Education each week.

Therefore **all** students will continue to follow the Physical Education National Curriculum until the end of Year 11. The aim of this course is to enable all students to study, through active involvement, a variety of activities. Some modules will extend students' learning in activities covered at Key Stage 3, whilst others will introduce 'new' activities that give the students more ideas of how to lead a healthy active lifestyle after leaving school.

Each student is given the opportunity to select 10 different activities below that best suit their interests. Using this student survey, the PE staff will then design the KS4 PE curriculum based on the most popular activities selected. Students will then get a further opportunity to select each specific activity for their PE curriculum for each 4 week block of activities throughout the year.

Instructions

- 1. You will receive an email with a link to an online Microsoft Form**
- 2. You will complete the online Microsoft Form selecting one of the pathways below to follow in KS4**

		Option 1	Option 2	Option 3
Unit 1	Compulsory	Fitness Testing	Fitness Testing	Fitness Testing
Unit 2	Options	Trampoline	Football (AGP)	Cycling
Unit 3	Options	Table Tennis	Rugby (AGP)	Gymnastics
Unit 4	Options	Danish Longball (AGP)	Netball	Volleyball
Unit 5	Options	Benchball	Dodgeball	N/A
Unit 6	Options	Offsite Recreational Walking	Basketball	Health & Fitness Training
Unit 7	Options	Badminton / Table Tennis	Football (AGP)	Just Dance
Unit 8	Options	Trampoline	Handball	Offsite Recreational Walking
Unit 9-11	Compulsory	Athletics	Tennis	Rounders/Cricket (AGP)



OPTIONS FORM (2026-28) - DEADLINE IS FRIDAY 6TH MARCH TO MR TWOHIG

Student Name: _____

Tutor Group: _____

Please choose one of the four pathways available below

Pathway 1 Triple Science and EBacc

English Language	✓
English Literature	✓
Mathematics	✓
Biology	✓
Chemistry	✓
Physics	✓
French/ Spanish (Pick 1)	✓
History/ Geography (Pick 1)	✓

Either: History or Geography

Either: French or Spanish

Complete all lines below

Open choice 1: _____

Reserve choice 1: _____

Reserve choice 2: _____

Pathway 3 Triple Science and Open Choice

English Language	✓
English Literature	✓
Mathematics	✓
Biology	✓
Chemistry	✓
Physics	✓

Complete all lines below

Open Choice 1: _____

Open Choice 2: _____

Open Choice 3: _____

Reserve choice 1: _____

Reserve choice 2: _____

Pathway 2 Combined Science and EBacc

English Language	✓
English Literature	✓
Mathematics	✓
Combined Science	✓
French/ Spanish (Pick 1)	✓
History/ Geography (Pick 1)	✓

Either: History or Geography

Either: French or Spanish

Complete all lines below

Open choice 1: _____

Open choice 2: _____

Reserve choice 1: _____

Reserve choice 2: _____

Pathway 4 Open Choice

English Language	✓
English Literature	✓
Mathematics	✓
Combined Science	✓

Choose one from (tick one box)

History

Geography

French

Spanish

Computer Science

Complete all lines below

Open Choice 1: _____

Open Choice 2: _____

Open Choice 3: _____

Reserve choice 1: _____

Reserve choice 2: _____