



Welcome to the Y9 Options Event 2026

Our process so far

- Assembly to explain the importance of Y9
- 2 Careers weeks
- Options tasters
- Presentations by staff in class about their subject
- Taster lessons
- PSHE lessons building skills associated with post-16 life
- Enrichment opportunities designed around employability.

Career choices?



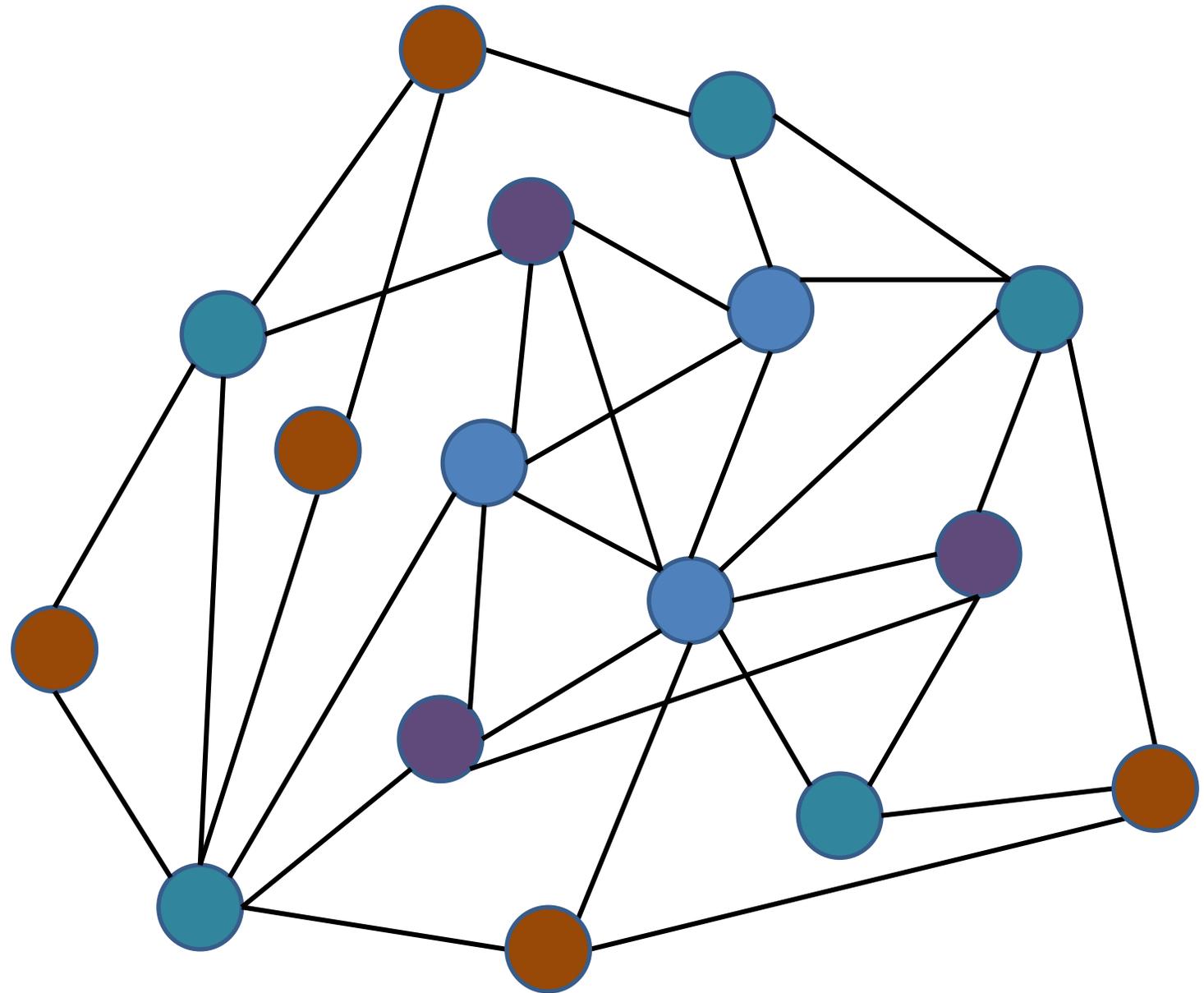
Informed decisions



Our curriculum offer

- 3 yr KS3
- Movement to GCSE in the final half term of Y9
- 16 different option subjects
- New report system that demonstrates where students are not projections of where they might be in the future.
- A strong careers programme that is developing every year
- A mapped and planned tutor system developing key skills for GCSE, general life and career success in the future.
- Work Experience in Y10
- Early preparation for application to college/6th form and apprenticeships

Developing Schemata



A Guide to Post-16

Staff contact:

Mrs Heath

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We highly recommend students become familiar with the different possible Post-16 routes early. This allows for more informed decisions in their option choices and future. This is a short guide, further details can be found online.

A LEVELS – Academic Route

Offered in most Post-16 establishments. There are a wide variety available with most A-Levels requiring a grade 6+ in relevant GCSE subjects. Most high performing Universities require A-Levels e.g. Oxford and Cambridge

- Mainly exam-based learning
- Choose 3 subjects you enjoy and are good at
- Best for students who enjoy reading, writing and theory
- Needed for some university courses (e.g. Medicine, Law, Sciences)
- Level 3 qualification earning UCAS points
- Pros: Keeps options open
- Cons: Mostly exam assessment

T-LEVELS – Technical Route

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent in size to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships. 2-year course including 315+ hours industry placement

- Focus on one career area (Health, Business, Childcare etc.)
- Great for hands-on learners
- Leads to jobs or university
- Pros: Real work experience
- Cons: Less flexible if unsure about career path

V Levels – AAQ's/BTEC's

These are all vocational qualifications offering a mix of coursework, projects and practical tasks:

APPRENTICESHIPS – Work and Study

Ixworth Careers

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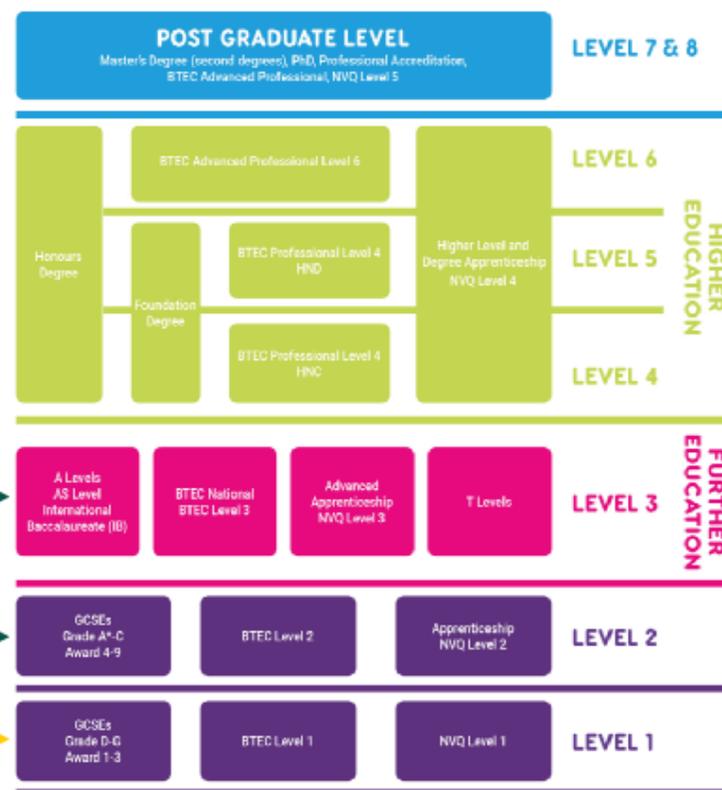
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All students should look to start at Level 3 if they complete their GCSEs at grade 4 or higher. This results in appropriate levels of challenge and the least amount of time before the next stage of employment or higher education.

If your grades are below a 4, you may need to complete a Level 2 course again (GCSE level).

This is the level we want all our students to achieve by the time they leave us.

Some may however, be at the lower level and require Lv 2 before starting their Lv3 qualifications



Be GCSE Ready...

GETTING READY

The best way to ensure you are ready to start your GCSE course is for you to take part fully in all lessons and complete your homework. The curriculum is designed to move students seamlessly from KS3 to KS4. Therefore, the completion of all set work in KS3 means students are fully prepared, often not noticing the step change as a result. This increases the likelihood of being successful over the two year course.

Having a **clear and dedicated workspace** for homework and coursework supports students to be prepared and reduces procrastination. A well equipped space with all the items that you might require such as paper, pens, post-it notes, highlighters etc, means students do not have to clear a table, make find their equipment and setup. This is not always easy in some homes, however, finding a clearly dedicated space somewhere along with protected time to use it and set times for homework and revision.



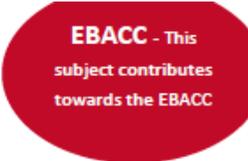
Read around the subject, not just when deciding which to choose but throughout the course. There is a significant amount of literature on all of the subjects, by reading around the topic, you will develop a better understanding of the topic and its wider context. This will aid your responses in exams and coursework. Additionally, you require a reading age in excess of 16 in order to access the full exam.

Visit, watch and take an interest in the subjects. Watch documentaries on the subject to get other views and increase knowledge. Visit museums, monuments, galleries etc to see the art/history/designs in a real setting rather than just in books or over the internet. This helps to make the aspects you are studying real and relevant to you.



Start looking at **possible Post-16 options, careers and experiences**. The sooner you investigate ideas about future routes, even if they are not the one you will take, the stronger your desire to succeed will be, giving you goals, targets and ambition. What are your back-up choices if it doesn't work out? How could you give yourself lots of possibilities for your future rather than just a narrow number? Where could you go to study these aspects beyond just the locality? Having a full understanding of all the routes supports you in your current stage and prepares you for the next one.

Ancient History



Exam Board:
OCR

Assessment Methods:
2 Exams - 4 papers - Paper 1 & 2, Persia and Greece & Alexander the Great.
Paper 3 & 4, Foundation of Rome, Britannia - Conquest to province

Staff Contact:
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- Exam board, contacts and assessment methods
- Careers associated with the subject
- Employability skills associated with the subject.

Career paths
Military
Archaeology
Conservation and Restoration
Historian
Criminology
Theatre, TV and Film
Psychologist
Museum / Art Curator
Anthropologist
Lecturer
Security Service
Archivist
Heritage Work
Author
Investigative services
Secret service

Ancient History has been designed to help learners develop their understanding of the ancient world and the legacy of that world in today's society. It is a wonderful opportunity to study a period of history that does not cease to fascinate many people, providing inspiration to countless generations. This course is rarely delivered in secondary schools giving students at Ixworth a rare opportunity to set themselves apart from the rest!

The Persian Empire
The first study will explore a 94 year period in the Persian Empire. Students will investigate the substantial developments and issues associated with the period focusing on understanding of the process of change.



The Early Roman Republic
The longer period study on the Roman Kings and the early Roman Republic will focus on the most significant events and characteristics of different eras across a period of just over 300 years. The longer period of study will reveal wider changes in aspects of society over time and allow comparisons to be made between different eras. This will include political change, religious and social change, and the impact of warfare and military change.

The longer period study has a requirement for learners to understand the nature and origin of the historical evidence for this period. This allows learners to separate myth from the individuals and events.

Learners must study two depth studies. Alexander the Great, 356-323 BC, and Britannia: from conquest to province AD 43-C84.

In the depth studies, the focus will be on the critical use of ancient source material in investigating and assessing historical questions, problems and issues.

Learners will need to understand the detailed historical context of the events/situations for each depth study. The links between the depth studies and the period studies will make it easier to understand historical background, context and to develop awareness of how the study is located within the longer term developments of the topic. The focus of each depth study will focus on the ancient source material, and the use, analysis and evaluation of the evidence the ancient source material provides.



- What subjects link well with this subject
- Information about the subject itself

Choosing your options

- Choose courses in which you are likely to achieve success, courses you like or have an interest in.
- 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, start at the end and work backwards.

Choosing your options

- Look carefully at the balance of subjects being considered. Too many coursework based subjects will place significant demand on your time at a similar point in the year.
- Pay attention to the method of assessment try to 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.

Avoid...

- Choosing subjects just because your friends are choosing them.
- Choosing a subject just because you get on well with your teacher. You might well have a different teacher at KS4.
- Choosing a subject because you think it will be easy. All subjects have equally difficult elements and require full commitment.
- Choosing too quickly or giving it little thought.
- Choosing before looking at possible routes into Post-16 or careers, this may well change your needs as a result of the entry requirements or skill set.

Options models – parental consultation...

3 option model

One less option:

- Reduced cognitive loads
- Less Exams to prepare for (2-3 av. Reduction)

Parents from previous cohorts felt this would benefit their children

Increased Core lesson time

Slightly smaller groups possible in options subjects

Increased likelihood of getting first choices.

Or

4 option model

One additional exam subject on your CV

Allows an increased breadth of subjects to be taken.

For some, they will find it easier to choose between options when they can pick four.



Next Steps...

You are here!

Speak to staff, read the booklet, find out as much as you can about our range of option choices.

Parent/carers: Give your opinion in the voting boxes about the 3 or 4 option model.

Take your time...

Look at websites about courses and careers of interest, discover what qualifications you require for different perspective routes. Speak to the careers team, your tutor, teachers, parents, friends etc.

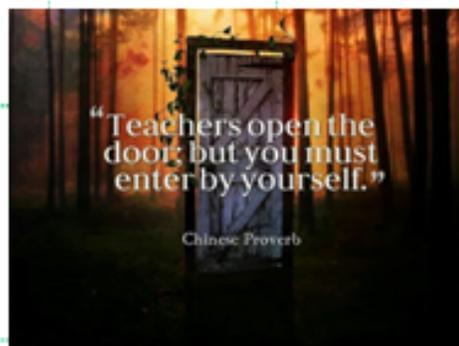
Make your choices...

Complete the options form and return it signed by you and your parents to your tutor. This form will be transferred into the spreadsheet and the data analysed.

Wait for confirmation...

Once received and following the deadline for submission, we will look at the combinations and decide what options will be offered and who is allocated to which subject.

Our aim is to ensure as many as possible get first choices, however, this is not always possible.



KS4 begins...

All Year 9 move to Y10 at May/June half term. Starting their GCSE option courses before the end of the academic year. By making this alteration, students have an additional 1/2 term of study in their GCSE option subjects. In addition, a summer holiday project may be deemed suitable for the subject. This will support a higher outcome at GCSE later in the year and provides additional teaching time to ensure the full course is covered.

Deadline for submission:

Fri 17th April

Completing your choices

Three Option Model							
Four Option model							
Choose any one from:	X	Choose any one from:	X	Choose any one from:	X	Choose any one from:	X
History		*Art		Engineering		Engineering	
Geography		*Photography		Health and Social Care		Health and Social Care	
French		*3D Design		PE		PE	
		Music		Food and Nutrition		Food and Nutrition	
		Drama		Ancient History		Ancient History	
		French		Citizenship		Citizenship	
				Computer Science		Computer Science	
				*Art		*Art	
				*Photography		*Photography	
				*3D Design		*3D Design	
				Music		Music	
				Drama		Drama	
				History		History	
				Geography		Geography	
				French		French	
				Religious Studies		Religious Studies	
Reserve options – choose any one reserve option from the list above for each of the three columns.							

- The form is available in the gym/restaurant/it is located in the back of the book.
 - You may also download all the materials via the website – Curriculum – KS4 Pathways – Available from Monday.
 - Must be signed by both a parent/carer and students with all sections completed.

Note:

- Your attendance and punctuality really do count
- The Grade impact in Y11 alone = 1.9x more likely to achieve a grade 5+
- Attitude towards lessons can significantly impact on outcomes – the higher your engagement, the higher the understanding and therefore outcome.
- No reduced route available due to evidence suggesting it does not improve outcomes for the students.
- Once choices are made and courses started, we will not support movement except in exceptional circumstances and not from Sept onwards.

Options event

- Speak to teachers about the subject demands
- Collect your Options booklet from the Restaurant/Gym
- Vote on your thoughts about the number of options taken.