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# Millthorpe School

INFORMATION FOR STUDENTS AND PARENTS

# 2025-27 GCSE Options

[www.millthorpeschool.co.uk](http://www.millthorpeschool.co.uk)



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# Enabling everyone to be the best they can be

Welcome to our Key Stage 4 Options information booklet.

At Millthorpe, we have the highest expectations of our young people and want them to gain high value qualifications for further education and employment.

It is also important that students are given the opportunity to develop the personal and social skills necessary for success in the 21st century. Our Key Stage 4 curriculum has been carefully designed to support both of these aspirations.

Students are placed in a pathway based on their GSCE Predictions, which will enable them to study a broad and balanced range of subjects alongside their free choices.

Our free option choices are broad to keep open as many future careers choices as possible. It is important that Year 9 students take time to talk to staff, older students and of course, their parents/carers so that they make an informed decision but importantly, we advise all students that these choices are personal.

Whilst we endeavour to meet all students first choice there may be some circumstances where this is not possible.

The key dates on the next page will keep you informed of the Key Stage 4 Options process.



If you have any questions regarding the Options process which are not answered in this booklet, please email Mrs Armitage, Vice Principal, [v.armitage@millthorpe.elc.org.uk](mailto:v.armitage@millthorpe.elc.org.uk)

Yours faithfully,

**Kavina Rothenburg**  
Acting Principal



# Core subjects at Millthorpe

## English

All students will study **both** English Literature and English language resulting in **two GCSE Grades**.

**ENGLISH LITERATURE** students will study a range of British prose, drama and poetry.

**ENGLISH LANGUAGE** students will study a range of non-fiction and fiction texts.

## Maths

Students will study a range of mathematical concepts including; algebra, ratio, geometry, probability and statistics. Students will sit either foundation (grades 1-5) or higher (grades 3-9).

## Science

All students study Biology, Chemistry and Physics. Students will study either Triple Science (separate GCSEs in Biology, Chemistry and Physics) or Combined Science.

### TRIPLE SCIENCE

Students who wish to be considered for Triple Science need to choose it as an Option as more time is allocated on timetables for Triple Science students. Students wanting to opt for Triple Science must be **achieving** in Maths, English and Science by the end of Year 9.

Students who opt for Triple Science sit **two exams in each science:** Biology, Chemistry and

Physics, **resulting in three separate GCSE grades.**

### COMBINED SCIENCE

Students who take Combined Science also sit **two exams in each Science** but Combined Science students do not receive separate grades for Biology, Chemistry and Physics. Instead, their marks for each exam are added together and an overall grade for Science is awarded. This grade is a split grade **worth two GCSEs.**

### Post-16 Science

It is worth noting that our local colleges and Sixth Forms have different entry levels for A-Level Sciences. We recommend checking with them directly.

## Physical Education (non examined)

Students will have core Physical Education lessons which promote a healthy, active lifestyle and are great for mental health.

## Personal Development (non examined)

Throughout Key Stage 4, students continue to learn and develop skills and knowledge as well as elements of religious education that will prepare them for life beyond school.



## Key dates

### Millthorpe Options process

#### Monday 13 January, 2025

- Options Assembly Week starts with launch to students.

#### Wednesday 22 January, 2025

- Options Evening 4.30pm-7.00pm
- First presentation 4.30pm
- Second presentation 5.30pm
- Third presentation 6.15pm

#### Thursday 23 January, 2025

- Confirmation of choices 'goes live' via online platform

#### Monday 10 February, 2025

- Deadline for all options forms
- Options process closes

#### Summer Term

- Letter home to confirm choices

## An update on qualifications

### GENERAL CERTIFICATE OF SECONDARY EDUCATION

GCSEs are the main qualification taken by 14-16 year olds. GCSEs are graded 9 to 1 and U (Unclassified). All subjects have one tier of entry except Mathematics, Sciences and Languages which have two tiers of entry; Foundation Tier grades 5-1 and Higher Tier grades 9-3. Foundation students will not be able to access the highest grades.

OLD GRADES	NEW GRADES
A*	D*2
A	D2
B	M2
C	P2
D	D1/D*1
E	M1
F	P1
U	U

### ASSESSMENT WILL BE MAINLY BY EXAM

Courses are designed for two years of study – they are no longer divided into different assessed modules. Students will take their written exams in one period at the end of their course.

### VOCATIONAL QUALIFICATIONS

High quality vocational courses have been developed by exam boards over the last few years. These courses are graded as a Pass (P), Merit (M) or Distinction (D) and are equivalent to GCSEs (see table above). Vocational courses offer the opportunity for students to complete coursework which counts towards the final exam grade.

## Your journey from here...

At Millthorpe, we offer a huge range of subjects that inspire, excite and prepare you for the future. Try to think carefully about your journey beyond Year 11 into sixth form, college, apprenticeship and ultimately your career. **Remember: this is your journey so make the right choices for you.**

### Next steps

It's essential that you read this booklet carefully and more than once! Come along to the options evening and talk to staff about the courses on offer and make sure you ask the opinion of those you trust at home and in school. Once you've collected as much information as possible, carefully make your final decisions and complete your options form, making sure to include a reserve option that you'll be prepared to study.

Options subjects continued overleaf





## Art

The course is broadly based and requires candidates to develop an understanding of Fine Art through the practical activities of making and investigating. The evaluation of their own work and that of other artists, crafts persons and designers from different periods and cultures is an essential component of the course.

This, in turn, leads to a more lively appreciation of the natural and man made environment and enables students to make informed responses to their experiences.

Account is taken of candidates' personal aptitudes and interests in order that they may develop their potential to the full.

By the end of the course, candidates will have experienced working in at least two of the following areas which may overlap and combine.

- Drawing and/or painting
- Sculpture, land art or installation
- Printmaking
- Photography\*, film or video
- Mixed media

Please note that a limited amount of written annotation work is part of this course.

*\*Please note that photography is not 'taught'. Photographs are taken to record and develop ideas.*

### ASSESSMENT >>>

#### Coursework

Candidates are expected to develop a personal portfolio of work undertaken during the course of study which must include more than one project. Students' coursework portfolios account for 60% of the total marks awarded.

#### Externally set assignment

The paper is set by the Examination Board and issued for Year 11.

This examination accounts for 40% of the final marks and consists of a series of general themes or starting points from which the candidates have to select one and make a personal response. The paper is set by the Examination Board and is issued in Year 11.

After the preparation period candidates have to complete their personal project in ten hours of supervised time. Choice of media is at the discretion and preference of individual students.

#### Progression

The AQA Fine Art GCSE is highly regarded by Further Education institutions and employers.



## Child Development

The Cambridge National in Child Development is a practical-based qualification which equips the learner with the knowledge and skills to nurture and care for children in their early years.

This GCSE equivalent qualification will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector. Studying Child Development, candidates will explore:

- The biological development of a baby, from embryo to newborn
- Opportunities to promote positive health and wellbeing for child development
- Creating safe and nurturing environments for children to thrive
- Investigating the nutritional requirements of children from birth to five years and developing suitable meal plans
- Researching appropriate equipment to meet children's needs in their early years
- A Child Study: developing research-based learning opportunities through play and psychological techniques in observation to evaluate their approach.

### ASSESSMENT >>>

All students will study three mandatory topics as follows:

#### RO57 Health and wellbeing for child development (40%)

Students learn about the roles and responsibilities of parenthood and the importance of creating the best conditions for a child to thrive. This is assessed as an external exam. **The following units** are coursework tasks completed in lessons and are 30% of your final grade each.

#### RO58 Create a safe environment and understand nutritional needs of children from birth to five years (30%)

Research child safety and the nutritional and hygiene needs of children aged 0-5, and then demonstrate practically how these needs are met to promote a child's development and well-being.

#### RO59 Understand the development of a child from birth to five years (30%)

Students explore developmental norms for children aged 0-5 and examine how play influences these norms. They demonstrate their knowledge and understanding through practical activities.

#### Progression

This qualification is an excellent choice for students looking for a career in healthcare or childcare, working with babies and young children.



## Computer Science

Computer Science offers a practical approach to developing computational skills and an exciting, practical focus on real-life programming and a developing skills relevant to the future. Studying Computer Science will enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems and how they communicate with one another and with other systems.
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity.
- apply mathematical skills relevant to computer science.

Within **Principles of Computer Science**, students will study:

- Computational Thinking
- Data
- Computers
- Networks
- Issues and Impact

Within **Application of Computational Thinking**, students will study Problem solving with programming, within which they will develop code (using Python), look at data types and structures and learn about input/output and operators.

### ASSESSMENT >>>

Students are assessed through two externally-examined papers, each worth 50% of the final GCSE grade. One of these is a written paper focused on computational thinking, data, computers, networks, and issues and impact of computing in the world today. The other is a practical onscreen assessment, which focuses on the ability to analyse and solve problems by designing, writing, testing and refining programs.

#### Progression

Students can progress from this qualification to further studies, for example A Levels or a BTEC in Computer Science. Some computing careers include: Software Engineering; App Development; Games Development; Web Development; Cyber Security; UX Design; AI Engineering and Computer Programmer.



## Drama

This is a practical and creative course for those who have a love of Drama and who wish to develop their skills. It is a challenging but immensely enjoyable course that will enable students to learn new and exciting things about themselves and their abilities.

Over the course, students will produce performance work that includes both acting from scripts and devising their own work from a range of stimulus materials. There will also be an introduction to technical skills such as lighting, sound, design and stage management.

The willingness to work with others, be motivated and share ideas is more important than acting experience. Students must maintain good attendance, attend compulsory evening theatre visits and exams and, when necessary, rehearse in their own time.

### ASSESSMENT >>>

#### Practical Work

Practical work is worth 60% of the total marks and is divided into two components:

- **Devising Drama and**
- **Texts in Practice.**

**DEVISING DRAMA** is worth 40% of the total marks and tests students on their ability to create, perform, analyse and evaluate their own devised work. This is assessed through both the submission of an individual written devising

log documenting the devising process and a final group performance. This component is marked within school and moderated through AQA.

**TEXTS IN PRACTICE** is worth 20% of the total marks and requires students to perform two key extracts from a scripted play. This component is marked by a visiting assessor from AQA.

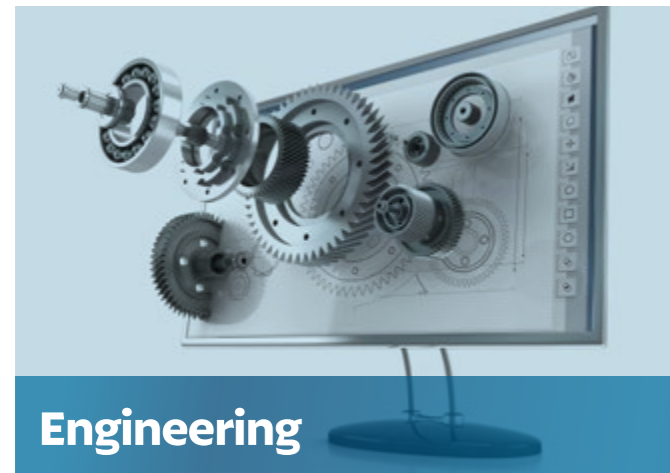
#### Written Paper

There is a final written exam of 1 hour 45 minutes in length covering three areas: testing knowledge and understanding of theatre roles and terminology, study of a set scripted play and analysis and evaluation of a live theatre production seen. This accounts for the remaining 40% of the total marks.

#### Progression

Drama helps build confidence, self-esteem and social skills, and is useful for students wishing to take up jobs working directly with the public. It is an excellent preparation for those who wish to pursue further qualifications in Drama/Performing Arts and for those who wish to audition for Drama colleges.





## Engineering

Students begin to undertake practical projects and design projects at the start of Year 10 and throughout the course to help build up their skills and experiences. These projects may include engineering the following products: precision manufacture, CAD/CAM, production/reading of orthographic drawings, speakers, tools.

### Content

The practical element of the course (60%) includes the disciplines of electronics, machine work, 2D and 3D CAD, Maths in engineering and creative drawing. Students work with a range of materials such as metals, plastics and woods. Students will develop drawing skills through technical drawing and 3D drawing.

After the first term of Year 10, students apply their new knowledge and understanding to increasingly challenging engineering project, before their **Unit 1 component** is launched on June 1.

### ASSESSMENT >>>

**For Unit 1**, students manufacture a complex engineering product in response to a brief from the exam board and working orthographic drawings.

**UNIT 1** represents 40% of a student's final grade and requires a written folder of evidence to be produced and submitted.

**UNIT 2** In Term 2 of Year 11, the focus is on Unit 2 which covers the Design Development aspect of Engineering. At this point, students will complete a design task in response to a brief from the exam board. This task represents 20% of their final grade.

**FINAL EXAM** At the end of Year 11, students will sit an exam that is 1 hour 30 minutes. This will test their knowledge of materials, processes and drawing techniques. The final exam represents 40% of their final grade.

Students are fully prepared for this examination through the skills they have learned, theory lessons throughout Year 10 and 11 and homework activities.

### Progression

Engineering is a perfect option for anyone looking for a career in the fields of Engineering, Manufacture or STEM. The skills covered during this course lead directly into KS5 design courses, apprenticeships and multiple career paths, as engineers are required in the majority of industries.



## Food Preparation and Nutrition

The Food Preparation and Nutrition GCSE will equip pupils with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating. They will develop vital life skills enabling them to feed themselves and others both affordably and nutritiously. The course also gives students the skills and knowledge to pursue a wide range of careers in the food industry. The knowledge taught across the course is delivered in **five units** which consist of:

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

Pupils will be required to use a wide range of ingredients to cook their dishes. Pupils who need help with sourcing and providing ingredients may be eligible for support with this. Please discuss this with us.

This qualification is suitable for vegetarians or those who have allergies as we always offer alternatives.

### ASSESSMENT >>>

#### **PAPER 1** Food Preparation and nutrition

Theoretical knowledge of food preparation and nutrition from all Sections of the specification.

#### **WRITTEN EXAM**

**1 hour 45 minutes**  
(50% of final GCSE grade)

### Non-exam Assessment

#### **TASK 1** Food Investigation Task (15% of final grade):

Students are assessed on their research and understanding of the working characteristics and functional and chemical properties of ingredients through an assignment based around practical experiments conducted in the classroom.

#### **TASK 2** Food Preparation Task (35% of final grade):

Students are assessed on their knowledge, research, skills and understanding in relation to the planning, preparation, cooking and presenting of food and application of nutritional knowledge related to a set brief.

Students will prepare, cook and present a final menu of three dishes within a 3 hour practical exam, planning in advance how this will be achieved. Work is presented in an electronic portfolio including photographic evidence of **the final three dishes** and **four technical trials** which are part of the preparation.

### Progression

Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways.



## French

This is a two year linear full GCSE. It follows the Edexcel specification and all exams will take place at the end of the course. Students study all of the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Having a GCSE in a foreign language demonstrates to employers that you are an independent learner and have developed strong communication and organisation skills. Languages develop your skills and enable you to market yourself in a global economy.

### ASSESSMENT >>>

#### **PAPER 1** Speaking:

25% of total grade  
Communicating effectively in speech for a variety of purposes

#### ■ Non exam assessment:

■ **Foundation Tier**  
(7-9 minutes, 50 marks)

■ **Higher Tier**  
(10-12 minutes – 50 marks)

#### **PAPER 2** Listening:

25% of total grade  
Listening to and understanding spoken French across a range of contexts

#### ■ Written exam

■ **Foundation Tier**  
(45 minutes, 50 marks)

■ **Higher Tier**  
(60 minutes, 50 marks)

#### **PAPER 3** Reading:

25% of total grade  
Reading and understanding written French across a range of contexts

#### ■ Written exam

■ **Foundation Tier**  
(45 minutes, 50 marks)

■ **Higher Tier**  
(60 minutes, 50 marks)

#### **PAPER 4** Writing:

25% of total grade  
Communicating effectively through writing for a variety of purposes

#### ■ Written exam

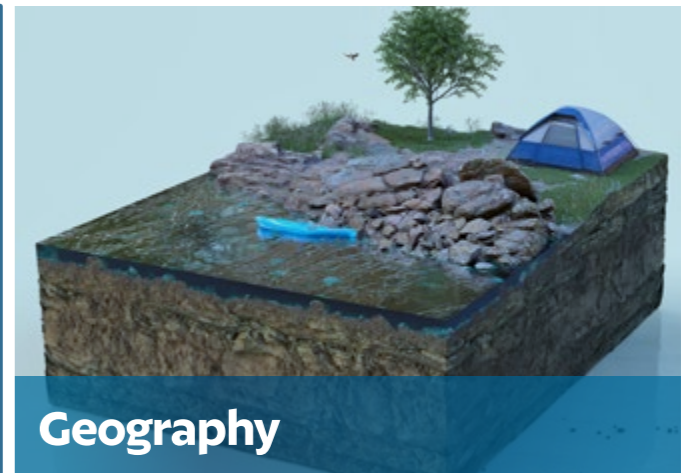
■ **Foundation Tier**  
(1 hour 15 minutes, 50 marks)

■ **Higher Tier**  
(1 hour 20 minutes, 50 marks)

### Progression

The study of French broadens students' horizons, encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Students with language skills could go on to any field, including working in sports, government, engineering, teaching, medicine, international business, hospitality or law.



## Geography

Geography is a 'discovery subject'. It provides a way of thinking about the world: looking at it, investigating it, perhaps even understanding it in new ways.

Students will travel the world from the classroom, exploring case studies in the UK, newly emerging economies and lower income countries.

### ASSESSMENT >>>

#### **UNIT 1** Living with the Physical Environment – 35%

This unit is concerned with the dynamic nature of physical processes and systems, and human interactions with them. The aims of this unit are to develop an understanding of the tectonic, geomorphic, biological and meteorological processes and the need for management strategies to deal with the consequences of human interference with these processes. Topics include:

- The Challenge of Natural Hazards
- The Living World
- UK Physical Landscapes

#### **UNIT 2** Challenges in the Human Environment – 35%

This unit is concerned with human processes, systems and outcomes. Topics include:

- Urban Issues and Challenges
- Changing Economic World
- Challenge of Resource Management

#### **UNIT 3** Geographical Applications – 30%

In this topic students will be required to draw together knowledge, understanding and skills from the full course of study. The *Issues Evaluation section* contributes a critical thinking and problem solving element to the assessment structure whilst the *Fieldwork section* requires students to undertake two geographical fieldwork investigations.

This means that there will be an opportunity for a trip to examine the coast in Year 11. An optional residential field trip to Iceland will be offered providing practical experience of the Glaciation, Rivers, Tectonics and Urban elements of the course.

### Progression

In our ever changing world, Geography allows you to keep up to date with interesting global events and topical issues; to see how they will impact on our everyday lives. The range of skills that Geography helps to develop is so diverse that geography graduates today have the highest rates of employment of all university leavers.





## German

This is a two year linear full GCSE. It follows the Edexcel specification and all exams will take place at the end of the course. Students study all of the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Having a GCSE in a foreign language demonstrates to employers that you are an independent learner and have developed strong communication and organisation skills. Languages develop your skills and enable you to market yourself in a global economy.

### ASSESSMENT >>>

**PAPER 1 Speaking:**  
25% of total grade  
Communicating effectively in speech for a variety of purposes

■ **Non-exam assessment:**

- **Foundation Tier**  
(7-9 minutes, 50 marks)
- **Higher Tier**  
(10-12 minutes – 50 marks)

**PAPER 2 Listening:**  
25% of total grade  
Listening to and understanding spoken German across a range of contexts

■ **Written exam:**

- **Foundation Tier**  
(45 minutes, 50 marks)
- **Higher Tier**  
(60 minutes – 50 marks)

**PAPER 3 Reading:**  
25% of total grade  
Reading and understanding written German across a range of contexts

■ **Written exam:**

- **Foundation Tier**  
(45 minutes, 50 marks)
- **Higher Tier**  
(60 minutes – 50 marks)

**PAPER 4 Writing:**  
25% of total grade  
Communicating effectively through writing for a variety of purposes

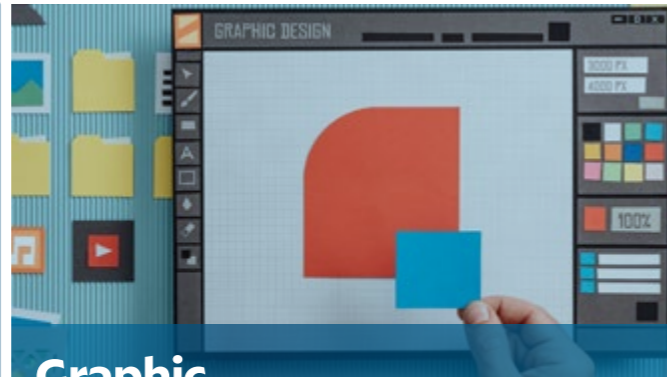
■ **Written exam**

- **Foundation Tier**  
(1 hour 15 minutes, 50 marks)
- **Higher Tier**  
(1 hour 20 minutes, 50 marks)

### Progression

The study of German broadens students' horizons, encouraging them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Students with language skills could go on to any field, including working in sports, government, engineering, teaching, medicine, international business, hospitality or law.



## Graphic Communication

GCSE Graphic Communication is intended for those students who are interested in Graphic Design, Advertising, Illustration and in the promotion of ideas, information and new images.

Students explore a wide range of Art and Design techniques including both physical and digital manipulation of images.

The course involves working from a range of starting points, identifying and exploring problems, gaining inspiration from artists and designers, developing and refining ideas, using appropriate equipment and materials, designing and working in a variety of media including computer graphics. Students utilise Photoshop, which is industry standard software, to develop quality outcomes.

Areas of study include:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Interactive design (including web, app and game)
- Multi-media
- Package design
- Signage
- Typography

**ASSESSMENT >>>**  
Students are required to produce a portfolio of evidence throughout the two year course. This portfolio is worth 60% of their qualification.

Students are also required to complete an Externally Set Assignment, which is similar to the first Portfolio of work but produced in a more controlled time. The theme for this assignment is chosen from a selection of starting points set by the exam board in January of Year 11 and the final outcomes are completed in a 10 hour practical exam at the end of the unit.

- 60% – Portfolio
- 40% – Externally Set Assignment

### Progression

Students completing the Graphic Communication course will gain the necessary skills to continue their development as a designer at further then higher education level. The course offers a broad skills base including design, creative ICT applications, Photoshop and use of mixed media which equips students to go on to Graphic Design courses as well as other design disciplines.



## History

We believe in the importance of not just learning history but learning from history. Understanding past events, people and their significance gives students a better insight into the world around them.

This is a two year course that is examined with two AQA papers at the end of Year 11.

### Year 10

**PAPER 1 The Modern World**  
In **Section A** we study **Germany 1890-1945: Democracy and the dictatorship**. The focus is on key developments in this country's history over a 50 year period including the growth of democracy, the Depression and the experiences of Germans under the Nazis.

In **Section B** students will study **conflict and tension in Asia 1950-1975**, including how and why conflict and tension arose, what the consequences were and the role of the nations and states involved. This topic looks at conflict in Korea and the Vietnam War.

**ASSESSMENT >>>**  
These two topics will be assessed in a **2 hour exam** at the end of Year 11 and is worth **50% of the marks**.

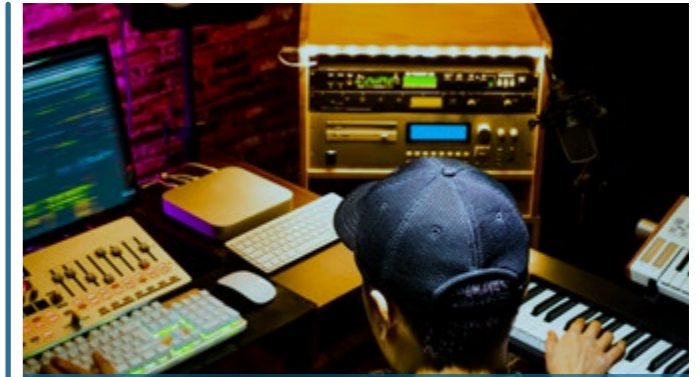
### Year 11

**PAPER 2 Section A: Britain – Health and the People.**  
In **Section A**, students are able to look at key developments over a long sweep of time from the year 1000 to the present day.

**PAPER 2 Section B: Elizabethan England, c1568-1603.**  
In **Section B**, students will examine British society at a critical time in the country's development and how the historic environment was shaped by that society. Students will study Elizabeth's court and parliament, life in Elizabethan times and the troubles she faced at home and abroad.

### Progression

Some careers that are favoured by people with a History background are: Law, Journalism, politician, company director, archaeologist, curation (museums, galleries, archives and libraries), business, economics and social research.



## Music

This is a varied and exciting course which is a perfect choice for any student who likes composing, performing and analysing Music.

**60% of the GCSE music course is based around practical coursework** in the form of performing as both a soloist and part of an ensemble and composing.

**The other component, a listening and appraising exam is worth 40%**, which is a 1 hour and 15 minutes listening and analysing exam.

Students are not required to get instrumental lessons, although this is advised. However, students must have an interest in a particular instrument and be willing to work hard to develop their skills on it throughout the course (this can include voice).

All students studying GCSE Music will also be required to take part in the Music extra-curricular programme and regularly perform in concerts.

### ASSESSMENT >>>

**PERFORMANCE** Students will prepare and perform one solo and one ensemble piece which will count towards **30% of their GCSE grade**.

**COMPOSING** Students will compose two pieces of music which will count towards **30% of their GCSE grade**.

**UNDERSTANDING MUSIC** Students sit a **1 hour 15 minute written examination** which determines the final **40% of their GCSE grade**.

### Progression

Students can progress to further and higher education in music and related subjects, and provides all students with a platform to inspire a lifelong interest and enjoyment of music.

### Content

Throughout the two year course, we learn about the following **four areas of study**:

- AoS 1: Musical Forms and Devices
- AoS 2: Music for Ensemble
- AoS 3: Film Music
- AoS 4: Popular Music

These areas of study cover music from the Baroque, Classical and Romantic eras right through to the music of today. They help to develop an in-depth knowledge of the theory of music, musical elements and musical language. They can also provide a rich source of material when developing performance and composition skills.







# Planning for your future

We've put together some helpful pointers which students should consider when choosing options subjects:

- You need a range of courses that are broad and balanced.
- You need to be realistic about which kinds of subjects you do best in; refer to your last report.
- If you are very clear about what you want to go on to study post-16 and potentially at university, you need to have that in mind now.
- Above all, you need to choose courses that you will be interested in, which you are committed to, which will give you every chance of success and which will keep as many doors open as possible in the future.

## Understanding the options process at Millthorpe

- All students will need to complete an Options Form (*one that is specific to their pathway*) in order to choose the combination of GCSE subjects.
- This booklet will be available on the school website.
- While we do our very best to accommodate the subject choices of all our students, please be aware that some courses may not run or have a limited number of places. Students will be informed if this is the case and other options will have to be considered.



## Key dates

### Millthorpe Options process

#### Monday 13 January, 2025

- Options Assembly Week starts with launch to students.

#### Wednesday 22 January, 2025

- Options Evening 4.30pm-7.00pm
- First presentation 4.30pm
- Second presentation 5.30pm
- Third presentation 6.15pm

#### Thursday 23 January, 2025

- Confirmation of choices 'goes live' via online platform

#### Monday 10 February, 2025

- Deadline for all options forms
- Options process closes

#### Summer Term

- Letter home to confirm choices

- If you have any questions regarding the Options process which are not answered in this booklet, please email Mrs Armitage, Vice Principal, [v.armitage@millthorpe.elt.org.uk](mailto:v.armitage@millthorpe.elt.org.uk)

## Notes/questions

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