



Year 9

Options



2026





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# ARTHUR MELLOWS VILLAGE COLLEGE

## CHOICES



### THE COMPULSORY ARTHUR MELLOWS VILLAGE COLLEGE CURRICULUM

There are some elements of the Key Stage 4 curriculum that are compulsory, students do not get a choice. Everyone will study **English, Mathematics and Science**.

Students are in mixed ability sets for English Language and English Literature. Students are in set ability sets for Science (Double Award) and Mathematics. which will lead in most cases to five GCSE passes.

To complete the compulsory element of the curriculum there are two non-examinable subjects, **Physical Education** and **Lifeskills** (looking after the preparation for life beyond school, including careers education). Spiritual, Moral, Social and Cultural development of students is also promoted as part of the curriculum in lessons, along with Citizenship that is also delivered by Collapsed Days.

The compulsory elements of the curriculum will account for 36 out of 60 lessons of the timetable which runs over two weeks.

(If PE is chosen from one of the option blocks there will be additional lessons in the subject leading to a full GCSE examination or equivalent qualification).

### ENGLISH BACCALAUREATE

The English Baccalaureate is a respected level of attainment valued by employers and higher education establishments.

To gain this qualification candidates must achieve a grade 5 or above in **English, Mathematics, two Science subjects (which can now include Computer Science), a Modern Foreign Language and a Humanities subject i.e. History and/or Geography**.

We believe that all French or Spanish students have the potential to achieve the English Baccalaureate and as such we would strongly advise that students take these subjects at Key Stage 4.

This will require students to choose French or Spanish from Option Block A.

### WHAT CHOICES DO I HAVE TO MAKE?

To fill up the remainder of their timetable students will choose from two blocks of subjects.

Students will end up following **one subject** from Option A and **three subjects** from Option B.

With such a wide choice available we cannot guarantee that all students will be able to follow their first choice, we do not know what is possible until we receive all the students' requests.



**Choose carefully, please select one subject from Option Block A and three subjects from Option Block B, in order of preference when using the online form.**

Option A
Computer Science - GCSE
French - GCSE
Geography - GCSE
History - GCSE
Single Science - GCSE (Biology/Chemistry/Physics)
Spanish - GCSE



## Vocational Level 2 Options

Vocational courses may be either a BTEC Tech Award or OCR Cambridge National qualification and are carefully chosen to offer the best outcomes for students.

Assessment will be a combination of internal assignments and external examinations, and all are equivalent to a GCSE.

Option B
Art - GCSE
Art Textiles - GCSE
Business - GCSE
Citizenship - GCSE
Computer Science - GCSE
Creative Media - Vocational Level 2
Design Technology - GCSE
Drama - GCSE
Economics - GCSE
Engineering Manufacture - Vocational Level 2
Film Studies - GCSE
Food Preparation and Nutrition - GCSE
Geography - GCSE
Health and Social Care - Vocational Level 2
History - GCSE
IT - Vocational Level 2
Music - Vocational Level 2
Physical Education - GCSE
RE - GCSE
Single Science - GCSE (Biology/Chemistry/Physics)
Sport - Vocational Level 2
Travel and Tourism - Vocational Level 2

## Additional Information

Please use the Year 9 Options Evening on **Monday 19 January 2026 from 5.30 pm - 7.30 pm** and the Year 9 Teacher Feedback Evening (virtual) on **Monday 2 February 2026** to talk to teachers and find out about your child's strengths and weaknesses.

Alongside the Options Information Video are a series of videos about some Vocational courses to help further inform you about those subjects, which have not been studied at Key Stage 3.

**Choose carefully**, please select **one subject from Option Block A** and **three subjects from Option Block B**.

We will do our very best to accommodate your first choices. Make sure your choices are submitted by **Friday 6 February 2026**.

# English - GCSE

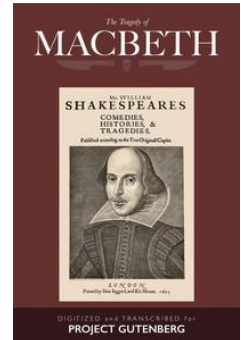
## What will the students do in the subject?

At GCSE level you will build on and develop the skills you have learnt previously in English. You will look at a variety of different sources, including novels, a selection of poetry, as well as having a chance to do some creative writing. Another key focus in English is spoken communication, and you will have lots of opportunities to engage in Speaking and Listening work, including drama, individual and group-based work.

## Who is it suitable for?

EVERYONE! English is so important to everything you do, both now and in later life, that it is not an option but a requirement. Those of you with a passion for reading or writing will find fresh, exciting new challenges, whilst those who are less naturally inclined to English will still find a great deal to explore.

English is not just sitting and reading books but is about exploring the world around you and the way language is used. It is about understanding the power and importance of language and how you can make it work for you; something everyone needs!



## What might the subject lead into i.e. A Level, further education, career choices?

English is sometimes referred to as the 'universal qualification'. It underpins every element of what you will do in the future, whether you become a barrister or a barista. The skills of inference and deduction, and the ability to explain your ideas, both orally and in writing, will support any A Level or Degree course but are equally valid and useful in the workplace.

The most successful English students tend to go on to careers in Journalism; Media; Law, Teaching or Politics, but all students, regardless of ability, will gain a great deal from their GCSE studies.

Any other relevant information?

There are two qualifications: GCSE English Language and GCSE English Literature.



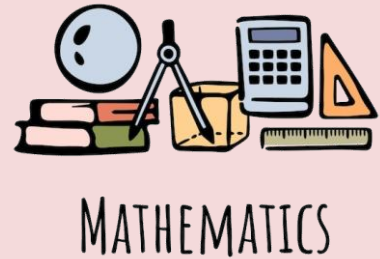


# Mathematics - GCSE

## What will the students do in the subject?

Students will develop a range of transferable skills; they will be able to use in their life and work. These skills enable students to:

- Understand a situation
- Choose an approach to tackle the problem
- Formulate a model using Mathematics
- Use Mathematics to provide answers
- Interpret and check the results
- Explain the analysis and results



## Who is it suitable for?

Mathematics is taken by all students across the Year Group. The course is split into two tiers of entry. Higher tier covers grades 9 to 4 and the Foundation tier covers grades 5 to 1.

## What might the subject lead into i.e. A Level, further education, career choices?

Mathematics at GCSE is important to students and will support the study of many subjects at A Level. These include Advanced Mathematics, Sciences, Geography and Psychology. It is also key to enable students to go on to study most Degree courses.

Mathematics is also highlighted as an important subject for many career paths including careers in Engineering, the Financial Sector, Teaching, the Medical Profession, the Armed Forces and the Retail Industry.

## Any other relevant information:

Mathematics is assessed by examination only, there is no coursework element.

Students will be taught through a variety of teaching styles and a range of resources are used to support learning. Students will need a scientific calculator, as they will learn to use it throughout the course.



# Combined Science - GCSE

## What will the students do in the subject?

**The content of the course builds on subject matter covered in Year 9 and is a double award, which is equivalent to two GCSEs.** Students will cover the three Science disciplines, and they will be assessed through examinations which will contain multiple choice, structured, closed, short answer and open response questions. The course uses examples from everyday life and topical events to help the students appreciate the role of Science in today's society. They will look at the impact of Science and Technology and develop the ability to make informed decisions about Science related issues.

## Who is it suitable for?

Combined Science will be taken by all students who have not opted to take Single Science (GCSE Biology, Chemistry and Physics). The course is split into two tiers of entry - Higher tier covers Grades 9 to 4 and the Foundation tier covers Grades 5 to 1.

## What might the subject lead to i.e. A Level, further education or career choices?

Students who study this course will be able to study any of the three A Level courses in the Sciences that we offer at Arthur Mellows, subject to achieving the minimum entry requirements, or they may choose to study a Level 3 Vocational Qualification in Applied Science.



## Any other relevant information:

Students will have to complete a number of required practical's over the two years. There will also be an element of research using ICT, individual project work and homework. The course is fully supported by relevant text books and revision guides.





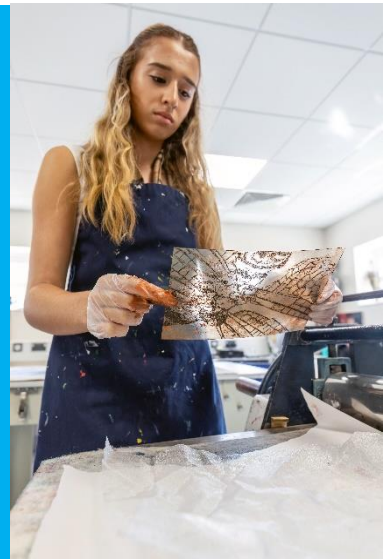


## What will the students do in the subject?

Students follow the Art, Craft and Design course. During the course they will work across the many different disciplines within art such as fine art, 3D designs, art textiles, photography and art history. They will have the opportunity to work in a range of styles and media to build a wide range of practical skills and subject knowledge.

Students will complete a portfolio of work for assessment as coursework and complete an externally set assignment as an examination.

The focus of the course is for students to demonstrate their creative intelligence through the production and development of original and creative pieces of work across the areas of study.



## Who is it suitable for?

The course is suitable for anyone who wishes to think creatively, has an interest in the subject and who isn't afraid to experiment with ideas and materials that are new to them. If you like to create images, make objects, draw, stitch, build or photograph then this course is for you.

## What might the subject lead into i.e. A Level, further education, career choices?

An Art GCSE can lead to a variety of careers or further and higher study. The wide variety of skills and contextual studies covered in the course can give you a good basis to move into a whole range of areas within the Creative Industries. For example, Fine Art; Sculpture; Photography; Fashion; Textiles; 3D Design; Graphic Design; Architecture; Set Design; Special Effects; Interior Design, and the list goes on....



## Any other relevant information:

The Art GCSE consists of one extended piece of coursework, in the form of a portfolio and an externally set assignment. The portfolio is worth 60% of the final grade and the external assignment 40%. Therefore, it is incredibly important that anyone wishing to join the course understands the importance of their coursework to their final grade and the role homework plays in keeping up with their work.

Art students will be expected to purchase an Art Pack at the cost of approximately £43.00 which will include a sketchbook, folder and art supplies needed to complete the course. More information will be provided regarding the packs on selecting the course. Please note students who receive free school meals will be supported in the cost of the pack.

**Note: It is not possible to select Art and Art Textiles GCSE together.**

## What will the students do in the subject?

Students will follow an Art and Design route specialising in Textiles. Students will be introduced to a variety of interesting themes to base projects on as well as exciting techniques exploring a range of textile media and processes, including both traditional and new technologies.

Students will have the opportunity to work in a variety of ways and either specialise or combine areas of interest, some of which are listed below:

- Fashion and/or costume
- Printed and/or dyed materials
- Domestic textiles
- Constructed and/or applied textiles
- Constructed and/or stitched and/or embellished textiles.



Students will also research designers and/or art movements to use as inspiration for their own work. Students will complete a portfolio of work for assessment as coursework and complete an externally set assignment as an examination.

The focus of the course is for students to demonstrate their creative intelligence through the production and development of original and creative pieces of work across the areas of study.

## Who is it suitable for?

The course is suitable for anyone who wishes to think creatively, has an interest in Textiles and Fashion and who is not afraid to experiment with ideas and materials that are new to them. If you like to work with materials; manipulating, reworking and reinventing, then this is the course for you!

## What might the subject lead into i.e. A Level, further education, career choices?

GCSE Art Textiles can lead to a variety of careers or further and higher study. The wide variety of skills and contextual studies covered in the course can give you a good basis to move into a whole range of areas within the creative industries. For example, Fashion Design; Textiles; Domestic Textile Design; Interior Design; Costume Design; Special Effects and the list goes on.



## Any other relevant information:

The Art Textiles GCSE consists of one extended piece of coursework, in the form of a portfolio and an externally set assignment. The portfolio is worth 60% of the final grade and the external assignment 40%. Therefore, it is incredibly important that anyone wishing to join the course understands the importance of their coursework to their final grade and the role homework plays in keeping up with their work.

Textiles students will be expected to purchase a Textiles pack at the cost of approximately £35.00 which will include a sketchbook, folder and other textiles equipment needed to complete the course. More information will be provided on selecting the course. Please note that students who receive free school meals will be supported with the cost of the pack.

**Note: It is not possible to select Art and Art Textiles GCSE together.**

**What will the students do in the subject?**

**The course is made up of two themes.**

**Theme 1: Investigating small businesses.**

Students will study key business concepts, issues and skills involved in start up and running a small business.

**Theme 2: Building a business.**

Students will study how a business develops beyond the start up phase, with an emphasis on aspects of marketing, operations, finance and human resources.



**Who is it suitable for?**

Business is relevant to anyone and everyone. Business provides students with an insight into how to add value, control costs, make sales, boost profits and be successful in the world of business.



**What might the subject lead into i.e. A Level, further education, career choices?**

The aim of GCSE Business is to provide students with:

- A programme of study that enables progression to employment and apprenticeships in business.
- A progression route to advanced level qualifications such as A Levels and BTEC Level 3 Nationals.
- The skills, knowledge, understanding and qualities which are valued by employers and further education.

**Any other relevant information:**

At least one homework per ten day cycle per teacher will be set.

There are two exams, one for each theme. Each exam is 1 hour 45 minutes and worth 90 marks.

The paper consists of short and extended answer questions, including calculations.





## What will the students do in the subject?

Citizenship develops knowledge, skills and understanding that students need to play a full part in society as active and responsible citizens.

Students learn about politics, parliament and voting as well as human rights, the justice system, the law and the economy. They also learn the essential skills of active citizenship.

Following the Edexcel exam board we study five themes:

- Life in Modern Britain
- Rights and Responsibilities
- Politics and Participation
- Taking Citizenship Action



## Who is it suitable for?

Citizenship is a subject for those that are truly interested in the world around them, in the laws that we follow and the people that create and enforce those laws. It is the subject where you find out about how our democracy works in the UK and what you can do to make your local community and even your country a better place. To take this subject you will need to be interested in what is happening in politics and in the news generally and you will need to be keen on debating and forming your own views about the most important issues that face all of us today.



## What might the subject lead into i.e. A Level, further education, career choices?

Politics, Law and Sociology make suitable A levels for students who wish to continue directly with the study of Citizenship education Post 16. Citizenship can also be helpful in terms of other subjects such as History, English and Philosophy and Ethics. This subject is an extremely useful qualification for those that are interested in a wide range of careers such as working in law, journalism, education, the public sector and anything in which you are working with or caring for a range of diverse people.

## Any other relevant information:

The course is assessed by two examinations, both of which are 1 hour and 45 minutes and are both worth 50% of the overall mark.

Students will also take part in an Active Citizenship Project. The project requires students to investigate and research an issue, take responsible action and measure their impact against objectives.



This compulsory part of the course is very exciting as students have the chance to see how their work can impact on the lives of others in their local community or nationally.

## What will the students do in the subject?

Welcome to the GCSE Computer Science course (J277), a comprehensive exploration into the fundamental principles of computing. Throughout this program, you will delve into the intricacies of computer systems, gaining a profound understanding of their inner workings.

The course places a strong emphasis on theoretical concepts and practical applications, particularly in the realm of programming using Python.

### The course covers:

- ✓ Internal computer components
- ✓ Cyber security
- ✓ Data representation
- ✓ Effect of digital technology on society
- ✓ Programming
- ✓ Networking and the Internet



## Who is it suitable for?

This course is tailored for individuals with a genuine curiosity for technology and a passion for understanding its intricate mechanisms. If you thrive on unravelling the mysteries behind the operation of computers, GCSE Computer Science offers a challenging yet rewarding journey.

It is important that students have a keen interest in the subject. Computer Science requires an understanding of abstract concepts and the ability to explain them in simple terms; and so can be challenging if this is not the case. Because of the additional content and demands of the course it is most suited to students who achieve a Grade 2+ or above at Key Stage 3 in Computing and it is also important that students have made good progress in Maths and English for the same reason.

## Academic Rigour

Contrary to misconceptions, this course is not a casual endeavour. Be prepared for a rigorous academic experience, encompassing in-depth theoretical learning and hands-on Python programming. This is not about gaming; it's about cultivating a profound understanding of computer science principles and applying them in real-world scenarios.

## What comes next?

Why invest your time in GCSE Computer Science? Beyond the academic realm, this course opens doors to a myriad of exciting opportunities. In an era where technology is increasingly pivotal, the demand for skilled individuals in the field is on the rise.

Whether your aspirations lead you to A Level Computer Science or diverse career paths such as Engineering, Game Development, or roles in Science and Medicine, this course equips you with the skills necessary to thrive in an ever-evolving technological landscape.

Ready to embark on a journey that transcends the realm of computers, unlocking the potential of your future?

GCSE Computer Science is your gateway to a dynamic and empowering experience





# Creative Media – Vocational Level 2 B

## What do students do in the subject?

This vocational Media course is aimed at students interested in developing into media specialists, with a real focus on practical production tasks in a vocational context so it should appeal to those of you who are very creative, confident when using ICT and digital technologies, or keen at improving your skills. It is especially good for students who are media literate and enjoy watching film, television, music videos and other media texts. Students will enhance their knowledge and awareness of Media in the everyday world exploring current Media forms including print, online and interactive digital media as well as specialist forms such as advertising, comic books and podcasts.



## How will I be assessed?

There are three components completed across Years 10 - 11. Each of these components enhance students' media literacy skills through presentation, analysis and written skills as well as a range of practical production skills.

In Year 10 students will enhance their understanding of wider Media forms, research skills and audience and purpose awareness with **R093 Creative iMedia in the Media Industry**, an examined unit which is assessed at the end of Year 11. They will then explore the first internally assessed unit **R094 Visual Identity and Digital Graphics** completed by the end of Year 10.

In Year 11, students will continue to shape their digital skills by completing the **R098 Visual Imagery** unit followed by a return and then completion of **R093 Creative iMedia in the Media Industry**. Through a mixture of internal assessment moderated by the exam board, and external examination, students will benefit from a range of specialist teacher support and guidance to allow them to succeed.

## Who is it suitable for?

Media is a very good fit for students with a strong interest in the media, from music and film to video games and podcasts. For students who have a creative flair and are interested in how Media forms communicate to audiences this is a subject that you will love.

## What might the subject lead into i.e. A Level, further education, career choices?

The course is particularly useful in terms of future careers. The creative media industries are one of the biggest employers in the UK because popular culture is something we do better than almost anywhere else in the world. The course also teaches you transferable skills such as time management skills and how to create multimedia presentations, which are highly valued by employers. Many of our students' study Media as a Post-16 course and then go to some of the leading universities to study Media at a higher level. Former students have worked at huge global brands such as Disney, Sky Sports, Amazon Prime, Netflix and Marvel.



## What will the students do in the subject?

Design Technology is about understanding people, questioning existing ways of doing things and seeing opportunities for innovative products that will enrich quality of life. Students explore techniques and gain research skills to uncover unique opportunities and develop technical knowledge and skills to turn such opportunities into desirable products to meet real needs.

A GCSE in Design and Technology consists of:

50% Theory with an exam on the topics covered throughout the course.

50% NEA (non-exam assessment) which consists of project-based work on a specific design context set by the Exam Board.

## Who is it suitable for?

The course requires students to be interested and passionate about design, the development of products and the theory and research that goes into creating a product. They need to be keen at experimenting with design through drawing, annotations and show resilience when creating and improving design concepts. They also need to demonstrate confidence in using the tools and equipment explored throughout Key Stage 3, as well as knowledge and skills using computers and design software.

Students also need to be confident with knowledge of materials, their properties and how technological advances influence and change design.



## What might the subject lead into i.e. A Level, further education, career choices?

Design and Technology opens the door to:

A Level Product Design and BTEC Engineering.

It also opens the door for higher education courses in Product Design, Graphic Design, Architecture, Interior Design, Engineering, Civil Engineering and many more.

## Any other relevant information:

It is essential that students have confidence in using computers and drawing 2D and 3D objects. These skills are integral for the course and will be supported even further with homework tasks on coursework and the theory side of the course.

## What will the students do in the subject?

This highly practical and successful two year Drama course involves students working in groups to devise, direct and perform various styles and genres of drama, perform sections of script, and complete a written examination on a set text and live performance. See the three sections of the course below:

<b>Section 1 (Year 10):</b> Devising Drama 30%	<b>Section 2 (Year 11):</b> Presenting and Performing Texts 30%	<b>Section 3 (Year 10/11):</b> Performance and Response 40%
<b>Devised Performance:</b> students work in groups to devise a performance based on a stimulus set by the examination board and compile a portfolio  This exam is internally assessed.	<b>Scripted Performance:</b> students work in groups again to stage 2 sections of a text. Texts are contemporary in style and look at naturalistic characterisation (voice and gesture).  This exam is externally assessed by a visiting examiner.	<b>Written Examination:</b> the written examination is split into two parts: <ol style="list-style-type: none"> <li>1. Students are asked questions about a set text they have studied in lesson.</li> <li>2. Students evaluate a live performance they have seen as a class.</li> </ol>



This course is hard work, exhilarating and fun.

### Who is it suitable for?

This course is ideal for any student who enjoys Drama and who is happy and confident to perform both devised pieces and scripted work in front of others.

Students need to have a willingness to attend extra rehearsals with their group.

### What might the subject lead into i.e. A Level, further education, career choices?

Drama is a versatile subject which requires many skills. During the course students will develop skills in teamwork, communication, time management, confidence, presentation, cooperation, negotiation and ultimately performance skills. These skills are not only important in Drama but in numerous other subjects and careers. The GCSE Drama course can lead onto A Level Drama and Theatre or the study of performance related subjects at other Post 16 institutions. It is also

highly regarded by other subjects and employers due to the broad range of skills learnt.

### Any other relevant information:

All of the course is delivered during lesson times. Commitment to extra rehearsals is advised throughout examination units.

Participation in the extra-curricular activities like the school productions and trips to the theatre are actively encouraged for anyone taking this course. There will be one compulsory theatre trip as a course requirement.





## What will the students do in the subject?

Students will look at economic activity from a consumer, producer and government perspective and consider the workings of the global economy, with a focus on real-world issues. Students will use their economic knowledge and skills to investigate national and global economic situations and issues from the last fifteen years.

## Students study two units:

**How markets work:** Students will study the purpose of economic activity, the factors of production and the importance of making choices. They consider how prices are determined and the concepts of supply and demand. Students will then explore market failure, with an emphasis on the significance of externalities.

**How the economy works:** This unit will focus on government objectives and policies, and their role in managing the economy. Students also examine why countries trade, and the significance of the global economy, including free trade agreements. Finally, students will explore the role of money and the significance of the financial markets in modern economies.



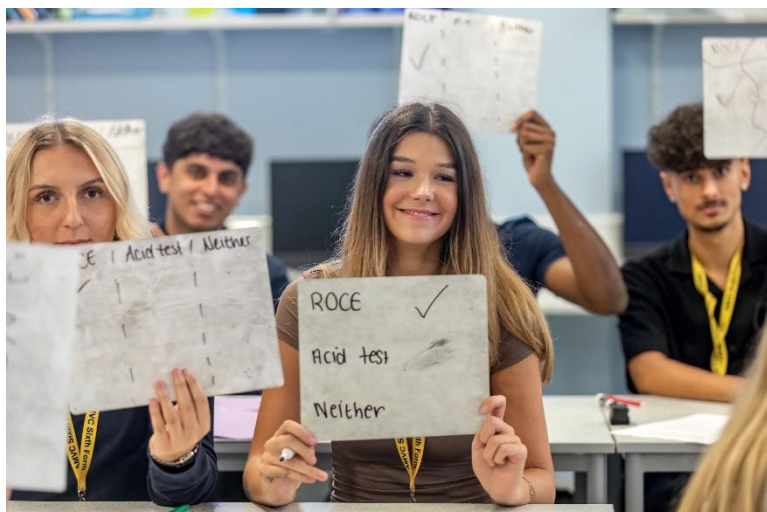
## Who is it suitable for?

Economics is suitable for students who want to:

- Actively engage in the study of Economics (who gets what, where and when) to develop as independent and critical thinkers.
- Use an enquiring approach to distinguish between fact and opinion, build arguments and make informed judgements.
- Apply their Economic knowledge, understanding and skills to current issues in a range of local, UK and EU contexts.

## What might the subject lead into i.e. A Level, further education, career choices?

- The skills, knowledge, understanding and qualities which are valued by employers and further education.
- A progression route to advanced level qualifications such as A Level Economics.



## Any other relevant information:

There are two exams, one for each unit where students will be assessed. Each exam is one hour and forty five minutes and worth eighty marks. They include short and extended answer questions, including calculations.

## Is there homework?

There will be at least one homework set per ten day cycle. This may be reading, independent research, writing or learning key terminology.

# Engineering Manufacture - Vocational Level 2

B

## What will the students do in the subject?

Students taking the Engineering qualification will develop knowledge, understanding, independence and confidence in using practical skills that would be used in the engineering, manufacturing, process and control sector.



## Who is it suitable for?

This course is suitable for students with a genuine interest in Engineering who may be interested in career pathways associated with in the industry in the future. There are three units to complete across Years 10 and 11.

**Unit R014** is an examination which is externally set by the exam board, it is 1 hour 15 minutes and contributes to 40% of the overall grade. In this unit students will learn about the different types of manufacturing processes, the materials that can be used to manufacture products using these processes, and the factors to be considered when determining the manufacturing requirements of an engineered product. They will understand how the properties of these materials relate to their manufacturing characteristics. In addition, they will also develop an understanding of some of the current developments in engineering manufacture.

**Unit R015** requires students to identify the information required to make a product, plan the production of a product and carry out risk assessments for the processes, tools and equipment needed. This will be before manufacturing a product in small quantities, using a range of hand-held equipment and conventional Non-Computer Numerical Control (CNC) machining methods. Students are required to document this process in the form of a detailed written report which contributes 30% of their final grade.

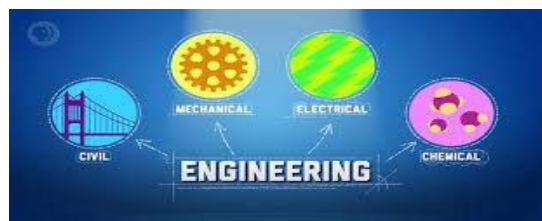
**Unit R016** involves students using CAD software in order to learn about the information needed to facilitate manufacture, and apply this in order to program Computer Numerical Control (CNC) equipment. In addition, students will learn how to set up and operate the CNC equipment and monitor the quality of the manufactured products. Like R015, students are required to document this process in the form of a detailed written report which contributes 30% of their final grade.

These units will require a consistent effort from motivated students to provide the necessary evidence to satisfy the requirements of the exam board, as whilst each unit contains practical activities these must be recorded and reported on in detail by students in their written coursework.

## What might the subject lead into i.e. A Level, further education, career choices?

A Level 2 Award in Engineering provides a pathway to further vocational qualifications such as a Level 3 BTEC qualification, apprenticeships or A Level courses such as Product Design.

The Engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. The Engineering Manufacture course will give new entrants to the engineering sector the underpinning knowledge and skills needed to help meet these needs. For this reason, it is a good choice for students who may wish to work in Engineering and Manufacturing industries.



## Any other relevant information:

Engineering will be taught in the Innovation Centre where there are dedicated facilities to support this subject. It will include access to, and use of, advanced engineering machinery, tools and techniques combined with theoretical engineering processes and applications.



# Film Studies - GCSE

B

## What will the students do in the subject?

Across the two year course you will develop and grow a love of film, as well as enhancing your understanding of filmmaking and screenplay writing and the ways in which this important medium creates meaning in the world we live in. Across the course you will study the following areas:

### Students will also study the following concepts:

Film Technology; Narrative and Genre; Representation; Film Style; Film Criticism.

You will study the key elements of film form including cinematography, mise en scene, editing and sound. You will also study the contexts of the films and what happened when they were made.

What can a film tell us about history and society at that time?



### Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes  
35% of qualification

This component assesses knowledge and understanding of **three** US films chosen from a range of options. Assessment consists of **four** questions on **one** pair of US mainstream films and **one** US independent film:

#### Section A: US film comparative study

- **one** stepped question on the **first** of the chosen pair of films (produced between 1930 and 1960)
- **one** stepped question on the **second** of the chosen pair of films (produced between 1961 and 1990)
- **one** question requiring a comparison of the chosen pair of films

#### Section B: Key developments in film and film technology

- **one** multi-part question on developments in film and film technology

#### Section C: US independent film

- **one** question on one US independent film.

### Component 2: Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes  
35% of qualification

This component assesses knowledge and understanding of **three** global films produced outside the US chosen from a range of options. Assessment consists of **three** questions in three sections:

- **Section A:** **one** stepped question on one global English language film
- **Section B:** **one** stepped question on one global non-English language film
- **Section C:** **one** stepped question on one contemporary UK film.

### Component 3: Production

Non-exam assessment  
30% of qualification

This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce:

- **one** genre-based film extract (**either** from a film **or** from a screenplay)
- **one** evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

## What Exam Board?

Eduqas/WJEC [https://www.eduqas.co.uk/qualifications/film-studies-gcse#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/film-studies-gcse#tab_keydocuments)

## What films will we study?

Students will watch and analyse a range of films but the set films we have chosen to study are:

### Year 10: Component 1: Key Developments in US Film

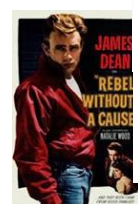
Rebel Without a Cause (Ray, USA, 1955) & Ferris Bueller's Day Off (Hughes, USA, 1986) The Hate U Give (Tillman Jr, USA, 2018)

### Component 2: Global Film, Narrative, Representation and Film Style

Slumdog Millionaire (Boyle, UK, 2008)

The Wave (Gansel, Germany, 2008)

Attack The Block (Cornish, UK, 2011)



## How will students be assessed?

There are two exams at GCSE, each worth 35% of the qualification with a 30% Production component

## What skills will students develop?

Studying Film at GCSE enables students to see the world in a completely different light and develop a wide range of transferable skills for further education, work and life:

Creative thinking; Critical thinking; Essay writing; Evaluative skills; Emotional intelligence; Film analysis; Textual analysis; Communication; Research skills; Literacy; Technical competencies.

## What might the subject lead into?

Studying this course at GCSE will provide all students with great knowledge to continue onto the A Level in Film or the Level 3 Media course. Equally students may gain the skills needed to pursue an apprenticeship where there are many roles in the Film sector.

## What will the students do in the subject?

Food Preparation and Nutrition focuses on practical cooking skills. The course gives students a thorough understanding of nutrition, food provenance and the working characteristics of food ingredients.

The course is split 50% non-exam assessment and 50% final written examination. The non-exam assessment consist of one food investigation (15%) (a 1,500 to 2,000 word report) and one food preparation assessment 35% (plan, prepare, cook and present a 3 course menu).

A final written examination worth 50% of the final mark takes place in the Summer Term of Year 11.



## Who is it suitable for?

Food Preparation and Nutrition will suit any student who has enjoyed the work in Year 9 and who wants to build on their acquired skills. It will suit any student who has a keen interest and passion in food. It requires organisation and planning, as the emphasis is on the making. It is also suitable for anyone who wishes to take the subject further at Post 16 level. Let us not forget that the food industry is still one of Britain's largest employers.

## What might the subject lead into i.e. further education, career choices?

Over the years that it has been taught, we have had students go on to study a food related degree. We have also had a number of students study catering at college who are now in various careers from the Navy to top class hotels in London. Food Preparation and Nutrition can also lead to employment and careers in The National Health Service eg Dieticians, Nutritionists.

## Any other relevant information:

Food changes on a daily basis. There is always going to be need for food and new products. If you want a subject you can really enjoy, choose Food.

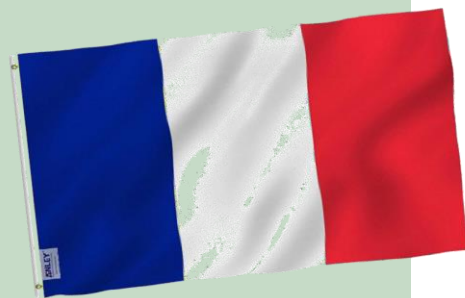


## What will the students do in the subject?

When you study a Modern Foreign Language at GCSE listening, speaking, reading and writing skills are assessed through topic areas where you explore the language, countries and communities which is through a variety of media, such as computers, textbooks, the internet and online learning.

Students will have regular conversation lessons with the Foreign Language Assistant and be able to participate in the forthcoming trip to Paris.

You will also be able to correspond with a French person your age, who lives in France with our new Pen Pal Scheme.



## Who is it suitable for?

Students continuing with French to GCSE level will be expected to have studied it in Years 7 to 9. A Modern Foreign Language is a traditional, academic subject, which is accessible and valuable to all students. However, studying a language at GCSE requires students to apply themselves and have a strong work ethic.

Learning French is also great fun and hugely rewarding, so be confident in your ability to succeed in this exciting subject.

## What might the subject lead into i.e. A Level, further education, career choices?

It is a multilingual world and UK companies are now realising that they need foreign languages to compete when trading internationally.

Employers value the key skills developed by language learners – these include: communication skills, team working, interpersonal skills, presentation techniques, problem solving, organisational skills, good learning strategies.

Successful language students tend to go on to careers in translating, interpreting, journalism, media, business, teaching, medicine, nursing or law.

Most people who study a language say it has supported them in a multitude of ways, from understanding other cultures better, and having the confidence to travel the world and live abroad, along with making international friendships and improving self-confidence.



## What will the students do in the subject?

You will be studying a wide variety of current topics and issues through the Geography course.

The Physical Geography topics, such as coasts, biodiversity and climate change allow you to explore questions ranging from how earthquakes and volcanoes shape our lives to how we are changing tropical rainforests. The Human Geography topics, such as development, population and cities help you to understand questions ranging from 'how demand for oil could cause wars?' to 'why are we finding it harder to feed the world's population?' Many students have commented on how much they enjoy this course.

In class, you will take part in group work, discussions, presentations, games and many other activities. You will also use new technologies, such as GIS (Geographical Information Systems).

You will carry out fieldwork in two different places - at the coast and in an urban area.

The Geography Department has offered residential enrichment trips in past years, such as Sorrento in Italy, Iceland and Switzerland.



## Who is it suitable for?

Anyone! If you have an interest in the world around you and want to learn a range of new skills, this is the course for you! As with any GCSE, it is essential that students apply themselves and have a strong work ethic.



## What might the subject lead into i.e. A Level, further education, career choices?

Geography A Level is a natural progression from Geography GCSE, however, Geographers learn many transferable skills that make you suitable for a range of opportunities. It is a useful subject and complements other subjects, such as Science, Maths, Business, ICT (to just name a few!), it also makes you highly employable.

## How will you be assessed?

Your progress will be monitored throughout the course and you will have practice GCSE questions and mock exams in Years 10 and 11. Homework is set on a weekly basis.

There are three Geography exams sat at the end of Year 11. There is no coursework element.

# Health and Social Care - Vocational Level 2

B

## What will the students do in the subject?

Did you know that the NHS is the largest employer in Europe, employing 1.1 million people? Or that there are over 350 different careers available in the NHS? Health and Social Care introduces students to issues that all staff in the NHS have to deal with. We study issues such as communication, we look at the needs of individuals in our diverse society, and also study many aspects of human development.



## Who is it suitable for?

This course is suitable for anyone who thinks they may follow a career in the NHS or be involved in a 'caring' profession. It involves completing assignments using word, creating resources, conducting research and interviews - as well as discussion, internet research and independent study. It is most suitable for those who like to focus on something they are interested in and are able to work well on their own coursework once a task has been explained. An interest in people of all ages and the care they might need, health choices they make, communication they use and support they may need is helpful.

## What might the subject lead into i.e. A Level, further education, career choices?

You can study Health and Social Care Cambridge Advanced National (AAQ) at Level 3 within the Sixth Form, or college settings are now offering T Levels in health-related courses, such as Mental Health and Nursing. This course is suitable for anyone; the content is based around 'real-life' experience, and friends and family can be excellent subjects upon which to focus the coursework upon. Many of our Sixth Form students go on to university to study nursing, midwifery, plus other health related and non-health related careers, or secure apprenticeships, for example, with the NHS.

## Any other relevant information:

This course links well with other subjects such as Science and PE, as certain topics cover similar content. Therefore, it is fair to say that Health & Social Care covers a broad spectrum of topics and supports other learning in key curriculum areas. A 'can-do' positive attitude is essential to ensure success on this course.





## What will the students do in the subject?

Students will study aspects of:

- Crime and Punishment from medieval times until modern day with a depth study on Whitechapel. The examined unit is worth 30% of the overall GCSE.
- Early Elizabethan England looking at the problems Elizabeth faced when she became queen, the Spanish Armada, Mary Queen of Scots and exploration. The examined unit is worth 20% of the overall GCSE.
- Superpower Relations and the Cold War 1945-1991. Focus on key Cold War events including the Berlin Blockade, the Cuban Missile Crisis and the Arms Race. Examined unit, worth 20% of the overall GCSE.
- Weimar and Nazi Germany 1919-1939. Focus on Germany at the end of WW1, the failure of the Weimar Republic and the subsequent election of Adolf Hitler. Students then take an in depth look at life in Nazi Germany. Examined unit, 30% of the overall GCSE.



## Who is it suitable for?

History at GCSE is suitable for all students. However, sound literacy skills are a distinct advantage.

## What might the subject lead into i.e. A Level, further education, career choices?

We offer a popular and enjoyable A Level option in Years 12 and 13. Students cover such topics as the English Civil War and Rulers of Russia.

Many of our students go on to study History at university but the skills learnt at GCSE are transferable to many other courses and careers.



## Any other relevant information:

History has always been a popular option at Arthur Mellows with many excellent results.

Many students comment on how much they enjoy GCSE History and go on to study the subject at A Level.

Educational visits in Year 11 will add to your enjoyment of the subject.

## What will the students do in the subject?

By gaining an IT qualification you will be able to understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything; Data Manipulation and Augmented Reality. You will gain technical skills which can be used to plan, design, create, test and evaluate/review IT solutions and Augmented Reality (AR) products that are appropriate for a defined target audience and meet requirements. This course is equivalent to a GCSE and provides grades up to the equivalent of a Grade 8.



## Assessment

For the exam unit, students will learn the theoretical knowledge and understanding to apply design tools for applications, which includes human computer interfaces and the use of data and testing. Students will also learn about the 'Internet of Everything' and the application of this in everyday life, along with cyber-security, legislation and the different types of digital communications software, devices and distribution channels. Students will complete a coursework unit on Data Manipulation using spreadsheets, where they will learn skills to plan and design a spreadsheet solution to meet client requirements. Students will complete a further coursework unit on Augmented Reality (AR), where they will learn the purpose, use and types of Augmented Reality and

will develop skills to design and create an AR model prototype.



## Who is it suitable for?

This course is suitable for students who have an interest in IT as this greatly improves their chances of success. You must be independent and well-motivated and be able to complete the various tasks and activities within a set time.

## What might the subject lead into i.e. A Level, further education, career choices?

As with any IT course the core skills and knowledge gained will benefit students considering any career, as IT is an integral part of work and social life. This course will also give a sound foundation for further courses in IT including Key Stage 5 courses available at the College.

## What will the students do in the subject?

Studying Music at Key Stage 4 aims to develop students' interest and enjoyment in Music that has been gained from Key Stage 3 studies and taking this interest forward so that it can be sustained in later life. Students will have the opportunity to develop their own musical interests and skills including working as a soloist, composing and performing as a group. Students will give several performances during this course, both informal and formal. Students will learn about many key styles of music and learn to perform and compose within these styles. There is a heavy focus on students developing their skills to become better performers and composers. Students are assessed on their ability to demonstrate improvement on their musical skills leading to final performances. It is a very practical course, but students need to balance the practical activity with the ability to document progress in appropriate ways. There are three units in the course, two are internally assessed and one is externally assessed. There is no formal written exam in this course.



## Who is it suitable for?

This course is suitable for all students in Key Stage 3 who are working towards a higher level in the subject and who are competent performers on any instrument or as a singer. Students who take either course are required to be able to play an instrument, or sing, and present coursework on that instrument. There are no restrictions as to the nature of the instrument(s) offered. Students do not need to be able to read music and can perform music that they have learnt by ear.

Students will learn about different styles of music, learn to perform and compose in those styles and use this to develop their skills on their chosen instrument.

## What might the subject lead into i.e. A Level, further education, career choices?

This qualification enables students to proceed to Level 3 courses in Music or Music Technology. There is a wide range of employment opportunities available in Music and the performing arts, which offer exciting prospects to those with a qualification in Music.

## Any other relevant information:

Students can offer coursework on any instrument, even unusual instruments and rap.

You **HAVE** to have some ability on an instrument or voice to start this course as you will be entering assessment almost immediately.





## What will the students do in the subject?

### Course content:

Assessment of the academic element of this course is in the form of two written examinations, worth a combined total of 60% of the final grade. Students will choose three sports to be assessed in practically and this will form 30% of the final grade. Lastly, students will design, complete and evaluate a Personal Exercise Programme (PEP) which will account for 10% of the final grade.



### Component 1: The human body and movement in physical activity and sport (1hr 15 exam).

- ◆ Applied Anatomy and Physiology
- ◆ Long and short term effects of exercise on the body
- ◆ Cardio-vascular system, respiratory system, muscular system, skeletal system.
- ◆ Movement analysis
- ◆ Exercise and fitness components
- ◆ Principles and types of training

### Component 2: Socio-cultural influences and well-being in physical activity and sport (1hr 15 exam).

- ◆ Socio-cultural influences
- ◆ Wellbeing and influences
- ◆ Influences on a healthy and active lifestyle
- ◆ Governing body and educational opportunities
- ◆ Nutrition and diet
- ◆ Sports Psychology

### Component 3: Practical performance (Internally assessed, moderated by AQA).

For each of their three activities, students will be assessed in skills in progressive drills and in the full context. Students will be assessed in 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).

Students will also be assessed on their analysis and evaluation of their own performance to bring about improvement in one activity through a Personal Exercise Programme (PEP). This will enable students to take responsibility for improving their own sports performance.

## Who is it suitable for?

You should choose GCSE PE if you love being active and want to find out more about the Science, Psychology and Sociology behind sport, alongside how to improve your own performance. This is a course particularly for those who are fascinated by physical education, therefore seeking a potential future career in the sport industry.

It is a prerequisite for this course to have achieved **Level 4 (or very close) in PE, Science and English** by the end of Year 9.

It is also compulsory for those who want to choose this course to take part in a sport **competitively outside** of school or **currently represent a school sports team**.

## What might the subject lead into i.e. A Level, further education, career choices?

Students that study GCSE PE may choose to continue their interest into the future by undertaking A Level PE. Within this they study a broad spectrum of modules from Sports Psychology, Sociology, History to Physiology. Students may also decide to further their studies by taking Level 3 BTEC Sport.

Many students pursue a sports related course at degree level such as Sports Science. Possible career routes include, Dietician, Physiotherapist, Strength and Conditioning Coach, Sports Therapist, Physiologist, Sport Medicine, Teaching, Sporting Event Management, Sports Coach, Sports Marketing, Occupational Therapist.

### What will the students do in the subject?

The issues associated with religion, philosophy and ethics are all around us today, regardless of whether you consider yourself religious or not. There is no escaping the relevance of issues such as terrorism, the treatment of criminals, forgiveness and justice. This is an exciting and interesting GCSE that is gaining in increasing popularity nationally due to its relevance in today's society, as well as being highly regarded academically.

Our areas of study in Religious Education focus on topics such as religious belief and practices, good and evil, relationships, life and death and human rights.

Students will develop:

- An appreciation of religious thought and its contribution to individuals, communities and societies.
- Knowledge and understanding of two religions (Christianity and Hinduism) enabling them to understand and articulate their own and others' beliefs, values and commitments.
- Analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to A Level study.

Assessment consists of exams at the end of Year 11. There is no coursework element.

### Who is it suitable for?

*Do these questions interest you?*

Is abortion always wrong? Should the death penalty be brought back? Is suicide a selfish or courageous act? Why is there suffering in the world? Is there a God?

*If so then RE GCSE Full course is for you!*

The course is suitable for anyone who has an opinion about what is going on in the world. If you enjoy debating and discussing ideas and want to learn about different views on topical issues you will enjoy this course.



### What might the subject lead into i.e. A Level, further education, career choices?

If you plan to stay on for Sixth Form, then this course is obviously good preparation for a number of A Level courses. It has direct links to Philosophy and Ethics, Sociology, History, Psychology and English. Or, alternatively if you are looking forward to employment, RE GCSE Full course is an excellent qualification to have on your Curriculum Vitae.

If you are interested in a career in law, child care, medicine, social work, education, the media, the armed forces, the police, or retail then RE GCSE is a much valued subject because of its relevance to the world in which we live. It develops key communication skills and an understanding of society which is needed in all walks of life, from employment to higher education. RE and Ethics is about people and how we live and so is an invaluable subject, whatever your future plans.



# Single Science - GCSE

## Biology, Chemistry and Physics

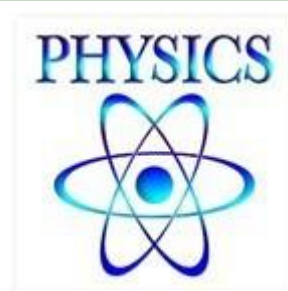
A

B

### What is Single Science?

This course leads to the award of three GCSE's - Biology, Chemistry and Physics (formerly known as Triple Science). Much of the content is the same as GCSE Combined Science but the difference is that each of the Science subjects adds to and extends the content and concepts.

There is a lot to cover so an additional six lessons per fortnight are allocated. Students will be assessed through examinations which will contain multiple choice, structured, closed, short answer and open response questions. The course is fast paced, demanding and challenging. It uses a variety of modern contexts so students can appreciate impact of Science on everyday life.



### Who is it suitable for?

It is important that students have a keen interest in the subject as they will be spending over 25% of their time studying Science. Because of the additional content and demands of the course it is most suited to students who achieve a Grade 4 or above at Key Stage 3 in Science and it is also important that they have a good understanding of Mathematics and English for the same reason.

Students with a high Grade 3 at Key Stage 3 will be considered for the course if they demonstrate enthusiasm for the subject and willingness to work hard to learn the extra material. For

Gifted and Talented students this course would provide a more challenging and stimulating choice. The course is split into two tiers of entry: Higher tier covers Grades 9 to 4 and Foundation tier covers Grades 5 to 1.



### What might the subject lead to i.e. A Level, further education or career choices?

The course gives a thorough grounding in the three Sciences and is particularly suited to students who may go on to take an A Level in any one or more of the Sciences, subject to achieving the minimum entry requirements. Students may also choose to study a Level 3 Vocational qualification in Applied Science.

### Any other relevant information:

Students will have to complete a number of required practicals over the two years. There will also be an element of research using ICT, individual project work and homework. The course is fully supported by relevant textbooks and revision guides. The three Sciences are assessed independently and hence strengths and weaknesses for a particular Science will be recognised.

## What will the students do in the subject?

When you study a Modern Foreign Language at GCSE, listening, speaking, reading and writing skills are assessed through topic areas where you explore the language, countries and communities through a variety of media, such as computers, textbooks, the internet and online learning.

Students will have regular conversation lessons with the Foreign Language Assistant and be able to participate in the forthcoming trip to Spain

You will also be able to correspond with a Spanish person your age, who lives in Spain with our new Pen Pal Scheme.



## Who is it suitable for?

Students continuing with Spanish to GCSE level will be expected to have studied it in Years 7 to 9. A Modern Foreign Language is a traditional, academic subject, which is accessible and valuable to all students. However, studying a language at GCSE requires students to apply themselves and have a strong work ethic.

Learning Spanish is also great fun and hugely rewarding, so be confident in your ability to succeed in this exciting subject.

Most people who study a language say it has supported them in a multitude of ways, from understanding other cultures having the confidence to travel the world and live abroad, along with making international friends, and improving self-confidence.



## What might the subject lead into i.e. A Level, further education or career choices?

It is a multilingual world and UK companies are now realising that they need foreign languages to compete when trading internationally.

Employers value the key skills developed by language learners – these include: communication skills, team working, interpersonal skills, presentation techniques, problem solving, organisational skills, good learning strategies.

Successful language students tend to go on to careers in translating, interpreting, journalism, media, business, teaching, law, medicine and nursing.



## What will the students do in the subject?

Students will follow a two year course following a variety of modules. They will have an additional six lessons a fortnight as well as their three core PE lessons.

### **Component 1: Preparing Participants to Take Part in Sport and Physical Activity (30% of the final grade, Exam Board Set Assignment/Coursework)**

In this component learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation

in sport and physical activity.

They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.



### **Component 2: Taking Part and Improving Other Participants Sporting Performance (30% of the final grade, Exam Board Set Assignment/Coursework)**

Throughout this component learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (40% Examination)**

This is the external exam for this course and takes place at the end of the 2 years in either the January or June of Year 11. Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

## Who is it suitable for?

This course is suitable for students who have a genuine interest in Sport. We deliver the course in a practical way, whenever possible. We like students to learn through applying their knowledge and understanding of topics through their own sporting experiences.

## Any other relevant information:

We also offer the Junior Sports Leaders Award to all students in Year 10. This will take up just one of their three core PE lessons over the two weeks. All students taking BTEC and who have a genuine passion for leading sports to young people are encouraged to study this Award.

## What might the subject lead into i.e. A Level, further education, career choices?

This subject can lead onto several avenues of further study. Students often make a choice to study the A Level Physical Education or BTEC Level 3 National in Sport through our Sixth Form. As the course explores many areas of sport, it is seen as a very useful insight into the many different careers there are in the sports industry. These range from fitness instructors to physiotherapists and coaches to teachers. Many careers such as the Armed Forces or Nursing see a knowledge of sport and fitness as invaluable. But even if none of these are your chosen path the knowledge you gain by looking after your body in the right way is going to be useful to you for your whole life.



## What will students do in the subject?

Travel and tourism is one of the UK's largest sectors, currently employing over 3 million people. Throughout the course, students will develop sector-specific knowledge and technical skills to better understand the dynamic tourism industry.

There is also a strong emphasis on employability skills, enabling students to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, teamworking, business and customer awareness, problem solving, communication, literacy and numeracy, a positive attitude to work, and the use of IT.

The course is made up of three components. The first two are equally weighted, internally assessed coursework modules while the third component is a 2 hour exam sat at the end of Year 11 weighted at 40% of the overall grade.

1. Travel and Tourism Organisations and Destinations (the different parts of the UK travel and tourism industry, and the wide variety of tourist types and destinations).
2. Customer Needs in Travel and Tourism (the needs and expectations of different customers, and how those needs can be met across a range of tourism organisations).
3. Influences on Global Travel and Tourism (how external factors like pandemics and natural disasters impact tourism, and how organisations and destinations respond to these factors to ensure sustainable development).



## Who is it suitable for?

Anyone; particularly those with an interest in the world around them and how businesses operate. Travel and Tourism provides a wide range of skills useful in whatever career you end up pursuing.

## What might the subject lead into i.e. A Level, further education, career choices?

You can continue your education through a Level 3 Travel and Tourism course at Arthur Mellows Village College or elsewhere. There is a broad range of courses at university that build upon this course. Alternatively, students could seek opportunities for employment in the sector or transfer their new skills into many other business areas.

# YEAR 9 OPTIONS 2026

Please complete the online form (which will be sent home) indicating the Option Choices your child wishes to study.

Students will follow one subject from Option Block A and three subjects from Option Block B but we cannot guarantee that all students will be able to follow their first choice. We make every effort to meet student preferences where we possibly can, however, with such a wide choice available we do not know what is possible until we receive all the students' requests.

We will do our very best to accommodate students' first choices, but they should choose a reserve subject, just in case this is not possible. Option forms that are completed correctly will be given priority. Students will be spoken to if Option Block issues arise.



## Key Dates



- |  |   |  |
|--|---|--|
| <b>December 2025</b>   | - | <b>Year 9 Options Booklet distributed</b>  |
| <b>Monday 5 January, Tuesday 6 January, Wednesday 7 January 2026</b> | - | <b>Students will opt for their induction sessions in registration</b>  |
| <b>Monday 19 January 2026 from 5.30 pm - 7.30 pm.</b>                | - | <b>Year 9 Options Information Evening in school</b>  |
| <b>Tuesday 20 January 2026</b>                                       | - | <b>Year 9 online Options Form to be sent to parents/carers</b>   |
| <b>Week commencing Monday 19 January 2026</b>                        | - | <b>In registration, students will have 1:1s with their tutors to discuss their choices ahead of their decisions.</b> |
| <b>Friday 23 January 2026</b>  | - | <b>Year 10 Induction Day for students (Periods 1 – 4)</b>  |
| <b>Monday 2 February 2026</b>  | - | <b>Year 9 Teacher Feedback Event (virtual)</b>   |
| <b>Friday 6 February 2026</b>  | - | <b>Deadline for online Year 9 Options Form to be submitted</b>   |
| <b>July 2026</b>   | - | <b>Options are confirmed for students</b>  |

