



Year 9 Options Booklet

How many Option subjects will be studied?

In Years 10 and 11, students will study three Option subjects alongside their compulsory curriculum of English, Maths and Science.

By the end of the Options process, students need to have selected **four** Options subjects they would like to study at Key Stage 4. Students choose four but study three to ensure the school has some flexibility in order to timetable effectively. Students will be required to choose subjects from the Pools below.

All students should pick **ONE** option from Pool A:

- GCSE History
- GCSE Geography
- BTEC Sport
- BTEC Health and Social Care

All students should pick a further **THREE** options from Pool B:

- | | | |
|---------------------------------------|-------------------------------|--------------------------|
| • GCSE Art | • GCSE French | • GCSE |
| • BTEC Sport | • GCSE Geography | Photography |
| • GCSE Computer Science | • GCSE History | • GCSE Religious Studies |
| • GCSE Drama | • BTEC Health and Social Care | • GCSE Separate Sciences |
| • GCSE Design and Technology | • GCSE Media Studies | |
| • GCSE Food Preparation and Nutrition | • GCSE Music | |
| | • GCSE Physical Education | |

Students will eventually study THREE of their FOUR chosen Option subjects. One of these choices should be marked as 'Reserve' We will try to ensure that everyone gets their top three choices but this is not always possible. For that reason, everyone needs to be happy with the prospect of studying all of the subjects they choose, including their reserve choice.

Parents and students will be able to select their options choices remotely. More details on this will follow in the coming weeks. Parents will be able to add these choices from **Thursday 2nd February 2026**.

The final deadline for choosing Options subjects is **Friday 13th February 2026**. Any students whose options are not chosen by this point may find their final choices restricted with courses full and a lack of availability.

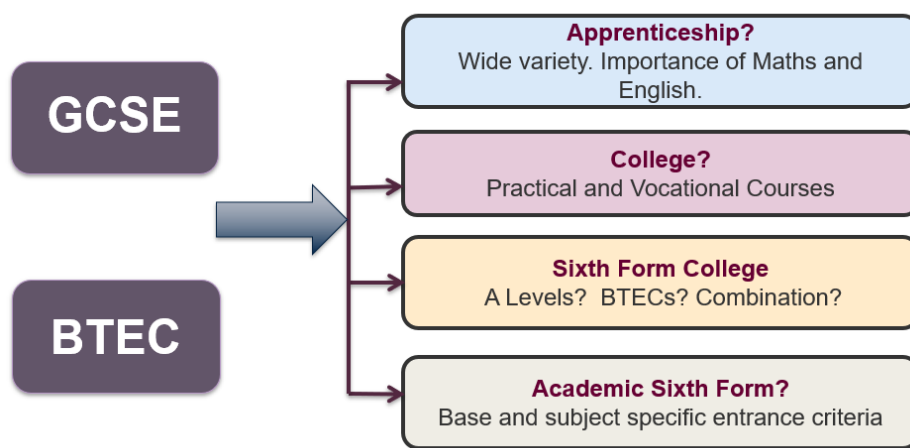
What are the guiding principles for choosing your Options?

1. Progression

The most important thing you need to consider before you make your choices is 'progression'. All students need to consider the choices available to them and the destinations they have in mind after their time at Laurus Cheadle Hulme. These decisions are not just for the here and now, they also have to prepare you for the future.

No matter what route you eventually decide to take, it's important that Key Stage 4 leaves as many doors open to you in the future as possible.

All of the qualifications offered at LCH can lead to a variety of progression opportunities:



2. Breadth and rigour

Our aim is ultimately to provide everyone with a curriculum that helps them come to the end of Year 11 with the best set of qualifications they can. As well as grades, this means considering breadth and rigour.

By breadth, we mean that you need to ensure that the choices you make are not unnecessarily narrow as a result of picking subjects that are too similar. Remember, it's wise to keep as many options available to you for as long as possible.

By rigour, we mean that you should seek to choose qualifications that, as well as providing breadth, are also rigorous. Your choices should challenge and push you. For that reason, the great majority of students at LCH will be expected to complete the English Baccalaureate of English, Maths, Science, a Language and either History or Geography.

3. What not to consider

Don't consider what your friends are doing; what's right for them may not be right for you and it's your future you need to be thinking about.

Don't choose subjects because you think they will be easier than others. All the subjects offered at Key Stage 4 have equivalence. There are no easy options at Key Stage 4.

What different types of qualification are available?

Students at LCH are able to choose from two types of qualification, GCSEs and BTECs. Below is a summary of each, as well as some of the key differences.



GCSEs:

GCSE qualifications take a more 'traditional' approach to assessment, with all assessment taking the form of exams at the end Year 11. All of these exams are set externally by exam boards.

GCSEs are more content driven than BTECs, with success relying upon a student's growing ability to recall and apply factual information and skills.

Colleges and Sixth Forms do not always require GCSEs for further study, but more selective providers may prefer these qualifications to BTECs.

BTECs:

Both of our BTECs offered are Level 2 qualifications. This means that they are the equivalent to GCSEs and are fully recognised by post-16 education providers and employers.

The main differences between BTECs and GCSEs relate to the course content and assessment procedures. BTEC courses are assessed throughout the two-year course by a combination of exams and coursework. Much of that work may be more practically based and linked to real world scenarios.

Importantly, assessment is spread over the two-year course, so BTECs can often work well for some students who may struggle with all of the assessment coming at the end of Year 11.

BTECs provide progression onto Level 3 courses offered by post-16 education providers in the area. These Level 3 qualifications (post-16) attract UCAS points in the same way that their A Level equivalents do, enabling progression to university and further study.

What is the English Baccalaureate?

The English Baccalaureate, or EBacc, is a set of subjects that seeks to maximise young people's options for further study and future careers. In order to complete the EBacc, students need to study English, Maths, Science, a Language and a Humanities subject.

The subjects that count towards this are:

- English (Literature and Language)
- Maths
- Science (Core science, Separate sciences, Computer Science)
- Humanities (History, Geography)
- Languages (Spanish, French)



In the majority of cases, students will be well-placed to complete the EBacc having already studied GCSE Spanish in Year 9, as well as studying a compulsory curriculum of English, Maths and Science at Key Stage 4. By choosing either History or Geography for GCSE, students will complete their EBacc suite of subjects.

The Ebacc is seen to have tangible benefits. A study by the UCL Institute of Education showed that studying subjects included in the EBacc provided students with greater opportunities in further education and increased the likelihood that a pupil would stay on in full-time education. Sutton Trust research also revealed that studying the EBacc can help improve a young person's performance in English and Maths.

The EBacc also has implications for further study. If your ambition is to go to a top university, these universities have made it clear that they will be looking for high grade A-Level passes in some of what they consider to be the most challenging subjects:

- | | |
|-------------------------------|------------------------------------|
| • Maths and Further Maths | • Languages (Classical and Modern) |
| • English Literature | • Economics |
| • Physics, Chemistry, Biology | • Computing |
| • History | |
| • Geography | |

Therefore, if you think you might want to go on to do A-Levels in any of these subjects, then you should think very carefully about taking some of them at GCSE. Maths, English and Science are compulsory and will be well supported by other EBacc subjects.

FAQs

Who do I speak to if I have any questions?

Mr Retberg has overall responsibility for the Options process. Please direct any questions to him. Students can find him in school and can arrange to discuss their options during form time should they need further guidance and support.

What happens if there are insufficient numbers to make a course viable?

At times we have to make difficult choices around the financial viability of a course. We will contact you about this as soon as this becomes a possibility so that you can review the alternatives. We will only withdraw a course when we are satisfied that we have exhausted what we see as the alternative curriculum options.

What happens if you pick subjects too similar in content?

Some combinations of subjects are not allowed. This is usually where the content and assessment procedure are too similar. This information is shown in the Options booklet.

If this happens we will guide you towards alternatives by meeting with you to discuss next steps.

What happens if you change your mind?

Simply, come and talk to us. The first point of contact is Mr Retberg, whose office is on the ground floor opposite Mr Peet. We will always listen and try to find a solution.

When insufficient students select a subject, the course may be withdrawn. We will contact you about this as soon as this becomes a possibility so that you can review the alternatives.

Choices that were available at the outset may not be available later in the process.

What happens if the school can't make any of your Options fit?

We will talk to you as soon as any issue crops up and discuss what is possible. It helps if you can be prepared to be a little flexible.

We will endeavour to create a timetable that allows students to study their preferred three subjects but this will not be possible in all cases. Where applicable, you will need to meet the entrance criteria for certain subjects.

Who has the final say on my options subjects?

Enrolment onto all subjects is subject to approval by both the relevant Head of Subject and the Deputy Head, Mr Retberg.

Core Subjects

GCSE English

Examination Board

AQA English Language

AQA English Literature

Examination Codes

- English Language 8700
- English Literature 8702

Form of Assessment – GCSE English Language

Module	Method of Assessment	Content
English Language Paper 1	Examination 1 hr 45 min	Unseen fiction text and creative writing.
English Language Paper 2	Examination 1 hr 45 min	Comparison of unseen non-fiction texts and transactional writing.

Course Content:

Students will be exposed to a wide range of fiction and non-fiction texts from a variety of different writers, genres and formats, and they will learn how to critically engage with writers' contexts, ideas, attitudes and methods. In so doing, students will hone their ability to craft their own narratives, descriptions, articles, letters, speeches and essays.

Form of Assessment – GCSE English Literature

Module	Method of Assessment	Content
English Literature Paper 1	Examination 1 hr 45 min	Shakespeare and the 19th Century Novel
English Literature Paper 2	Examination 2 hr 15 min	Modern prose/ drama and poetry.

Course Content:

Students will study J B Priestley's *An Inspector Calls*, Charles Dickens' *A Christmas Carol*, William Shakespeare's *Romeo and Juliet*, 15 poems from the Power and Conflict cluster and a variety of unseen poetry from authors from different times and perspectives.

GCSE Maths

Examination Board and Syllabus

OCR Specification GCSE Mathematics (J560) is used. The class teacher will decide on the most appropriate tier of entry for your child.

Form of Assessment

No coursework requirement

Foundation Level: Grades 1 - 5

Higher Level: Grades 4 - 9

Students will sit three examinations to achieve a GCSE in Mathematics, one non-calculator paper and two calculator papers. Each paper is equally weighted, lasts 1 hour 30 minutes and could cover any topics from the whole GCSE course.

All examinations must be taken at the same tier and will take place at the end of Year 11.

Course Content

Students will be assessed on 3 key areas of Mathematics:

- AO1 Using and applying standard techniques
- AO2 Reasoning, interpreting and communicating mathematically
- AO3 Solving non-routine problems in mathematical and non-mathematical contexts

Skills and qualities required for success

- Rational thinking
- Appreciation of different methods and approaches
- Ability to solve problems in familiar and unfamiliar contexts
- Ability to make links, find connections and generalise

Life after Laurus

Computer Games developer, Furniture designer, Actuary, Aerodynamicist, Avalanche researcher are just some of the exciting and rewarding careers you could have if you go on to study Mathematics at college and university,

See www.mathscareers.org.uk for further information about opportunities Mathematics can offer.

Typically, a grade 7 at GCSE is required if students wish to study Mathematics at A Level at an alternative institution. A grade 8 is usually required if students wish to study Further Mathematics at A Level.

Most jobs and Sixth Form Colleges now require a minimum of a grade 5 GCSE for entry. However, increasingly places are asking for a grade 6.

GCSE Science

Examination Board and Syllabus

AQA Trilogy GCSE – Combined Science

Form of Assessment

Students studying the Combined Science course are awarded two GCSE grades. They sit two 1 hour 15-minute exams in each of the three sciences — Biology, Chemistry and Physics — resulting in six exams in total.

Assessment is 100% examination, featuring a mixture of multiple-choice questions, structured responses, short closed-answer items and extended open-response questions. Final grades are determined by taking the average performance across all six exams.

Course Content

The specification is organised into a series of topics, each focusing on key areas within Biology, Chemistry and Physics. Throughout the course, students develop essential practical skills, which are integrated into the learning and assessed through the written examinations.

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	5. Forces 6. Waves 7. Magnetism and electromagnetism

Skills and Qualities required for success

Science is a compulsory part of the National Curriculum, and this course is designed to inspire, motivate and challenge students through a broad, coherent and practical programme of study that feels both rewarding and worthwhile.

It nurtures learners' curiosity about the living, material and physical worlds, offering meaningful insight into how scientific ideas develop and how Science operates in real contexts.

By building strong scientific understanding and confidence, the course empowers students to engage with Science more deeply and to make informed choices about future study and careers in Science and related fields.

Life after Laurus

The course offers a strong foundation for progression to Post-16 study across a wide range of subjects. Students can progress from studying GCSE Combined Science to studying separate sciences at A level.

Options Subjects

GCSE Art and Design

(cannot be combined with Photography)

Examination Board

AQA (Art, Craft and Design)

Form of Assessment

Component 1: Portfolio (coursework)	60%
Component 2: Externally Set Assignment:	40%

Course Content

The course is divided into two main parts: **Portfolio** and **Externally Set Assignment**. Both aspects must satisfy the following assessment objectives:

1. Develop ideas through investigations, demonstrating critical understanding of sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
Written annotation is an integral aspect of the creative process.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are expected to show evidence of written annotation and drawing in both Component 1 and Component 2.

Portfolio (60%)

Throughout Year 10 and 11, students work on a series of projects. Near the end of the course students are required to select and submit from this a **portfolio**. This must consist of a sustained project (including preparatory work, development of ideas and processes, and final pieces) and a selection of further work. Students will have the opportunity to produce work from a variety of starting points. They will investigate the work of artists and designers as well as art from different times and cultures. As the course is a general Art, Craft and Design course, candidates must show evidence of working in at least two of the following areas:

- Fine Art (drawing, painting, printmaking, sculpture, mixed media, photography)
- Graphic Communication (ICT, illustration, typography, package design)
- Textile Design (art textiles, embroidery, paper-making, printmaking)
- Three Dimensional Design (ceramics, sculpture, jewellery architectural design).
- Photography (experimental imagery, location)

Externally Set Assignment (40%)

Towards the end of the course students are given an **Externally Set Assignment**. Here they receive an AQA paper containing a range of starting points from which they must select one and independently produce a unit of work. During this time they are given

general guidance on how to work through this task. They have approximately nine weeks to develop supporting preparation work before they sit a ten-hour practical session, which is split over two days, to create a final piece(s).

The preparatory work is marked alongside the final piece(s) and together with the externally set assignment, contributes 40% towards the final GCSE grade.

Skills and attitudes required for success

This course offers students the opportunity to produce work in a wide range of materials, to build up technical skills and to express their feelings and creative ideas in both two and three dimensions.

This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired at Key Stage 3. It is best suited for those who have a particular interest or ability in art and design and wish to improve their creative thinking and problem solving skills further. Students will need to take the initiative in decision making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Students must also be prepared to work at home, attend lunch and after school sessions.

Life after Laurus

The career opportunities available in the Art world are vast and diverse, as are the routes which students who wish to pursue their art and design education can take; from AS/A2 Levels, to BTEC National courses specialising in specific areas such as 3D Design, Fashion and Clothing and Photography.

Courses such as these can then lead on to Higher Education courses and careers in architecture, fine art, animation and illustration, design and film to name but a few.

Additional Requirements

Students will be required to purchase art materials to support their studies. These will be supplied by the school at a reasonable price. If you have any concerns about costs of materials, please contact the school for details of any support available.

GCSE Computer Science

Examination Board and Code

OCR – J277

Form of Assessment*

Unit 01: Computer systems – External Exam (50%)

Unit 02: Computational thinking, algorithms and programming - External Exam (50%)

Course Content

The subject content for this qualification consists of the following areas of study:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of how computer networks, the internet and the World Wide Web work.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Understand the need to decompose problems into sub-problems
- Ability to create original algorithms or work with algorithms produced by others.
- Ability to design, write, test and evaluate programs.

GCSE COMPUTER SCIENCE allows students, not only the opportunity of developing their knowledge and understanding of programming, but also the underlying principles of logic, decomposition, algorithms, data representation and communication.

Skills and Qualities Required for Success:

- You have a keen interest in the Computer Science topics taught at KS3 (computer components, data representation, networks, programming, logic etc)
- You must have the commitment to put in extra programming practice in your own time
- You have the resilience to keep working at problems, even when your first attempt doesn't work.
- You show attention to detail and review your own work logically to identify and fix mistakes.
- You are keen to develop computational thinking skills and be able to apply these skills to solve real problems and produce robust programs.
- You enjoy working independently, taking what you have been taught and researching further.

Life after Laurus

The skills and knowledge covered during this Level 2 qualification will prepare students for A Level Computer Science and ICT, apprenticeships and degree apprenticeships in the rapidly growing tech sector as well as supporting students who wish to seek employment at entry or trainee level.

Additional Requirements

Throughout the GCSE Computer Science course, you will need to show a keen interest in keeping up to date with emerging technologies and to meet career challenges in the future. It is important that you are committed to practising and applying the skills you learn in lessons in your own time.

Given the content of this course a further consultation with the Head of Department may be appropriate before a student is accepted onto the course.

GCSE Design and Technology

Examination Board and Code: AQA / 8552

Form of Assessment:

1. **External Assessment:** A 2 hour written exam, 100 marks (50% of final grade). Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology, maths and science knowledge contributes 15%.
2. **NEA (non-exam assessment):** Portfolio of work. Undertaking a single 'design and make' activity, which will arise from investigating a contextual challenge set by AQA. (50% of final grade).

Course content

External assessment – Theory lessons will be taught in parallel to the non-exam assessment in preparation for the 2-hour exam that they will sit in the summer of year 11. The exam consists of three sections;

Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding of;

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles in a range of the following areas;

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions on;

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes.

NEA (non-exam assessment)– The portfolio element to the course will run over years 10 and 11. It will be a single 'design and make' activity, which will arise from investigating a contextual challenge set by AQA. The Criteria for the portfolio of work includes; investigating the design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas and analysing and evaluating.

Skills and Qualities Required for Success

- A natural ability and or a keen interest in design.
- Inquisitive, enjoys investigating and solving problems.
- Able to work independently and direct their own time to ensure deadlines for project completion are met.
- Enjoys experimenting with a variety of materials and practical skills.
- Can work confidently in a busy environment in groups and independently and forward plan.

Life after Laurus

Successful completion of this qualification will allow access to the following career pathways:

- Employment in any specialist field of Design (Engineering, carpenter, product designer, graphic designer, CAD design, CNC manufacture, Architecture)
- **Further study at college for;** NCFE level 3 in Product Design, A level product design or any other design related subject i.e. Resistant Materials, Architecture, Graphics and Engineering to name but a few.

Additional Requirements

Students should show enthusiasm and passion for the subject as well as a record of achievement and positive behaviour from Key Stage 3.

GCSE Drama

Examination Board and Syllabus

Edexcel 1 DRO

Form of Assessment

Component 1: Devising (40% of the qualification). Coursework: a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). Practical assessment: a devised performance (15 marks) Teacher assessed, externally moderated.

Component 2: Performance from Text (20% of the qualification). Students perform in two key extracts from a performance text (48 marks). Externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practice (40% of the qualification). 1 hour 45-minute written examination. Practical exploration and study of one complete text (45 marks) and one live theatre production (15 marks). Externally assessed and moderated.

Course Content

Term 1: Revising dramatic conventions / techniques and collaborating as an ensemble. Component 1 mock devising assessment and practical exploration of the set text.

Term 2: Observation of a live theatre production to feed into Component 3 preparation and further exploration of the set text incorporating written responses. Continuation of set text practical and theoretical exploration.

Term 3: Rehearsal for Component 1 practical assessment and preparation of portfolio. Completion of Component 1 assessment and coursework portfolio. Component 3 preparation continues throughout the term.

Term 4: Preparation for the Component 2 examination. Practical exploration of Component 3 text. Component 3 written exam practice continues throughout the term.

Term 5: Component 2 examination takes place. Component 3 preparation (NB preparation for this exam will be taught throughout the whole course, alongside the other components).

Term 6: Component 3 examination.

Skills and Qualities Required for Success

- Ability to analyse, justify and evaluate in extensive written responses
- Effective social skills and a willingness to mix with groups of people
- Commitment to rehearse outside of lesson time when working on a group task
- Bravery to try out new drama exercises in groups
- Ability to articulate ideas in voice and movement skills
- Desire to direct and encourage others to problem solve using drama strategies and conventions
- Confidence to perform work to others and in front of a live audience
- The ability to give and receive positive and constructive feedback
- Imagination to record drama work in written/diagrammatic form
- Sensitivity to listen and focus attention on others
- Ability to create imaginative drama without a given script.

Life after Laurus

Caring Professions; teaching, law, medicine, the emergency services, social services, therapy, welfare, youth and community work.

Creative Industries; acting, presenting, design technicians (lighting, sound, costume and set), art administration, advertising, marketing and branding, creative media, architecture, computer games designer, tourism, events management, creative management, media and journalism, personnel, retail management.

Additional Requirements

Students should have demonstrated a clear interest in the subject to manage this demanding course. Students must also be prepared to engage with the demanding theory and written side to the course. This will include analysing and evaluating live performance, as well as writing at length from the perspective of a performer, designer and a director. Additionally, students must be willing to write in detail about their drama work on a regular basis in preparation for their controlled assessments.

As part of this course students are expected to attend the arranged theatre visits which form part of their coursework. There will be a small cost involved to cover the payment of tickets and transport.

GCSE Food Preparation and Nutrition

Examination Board and Syllabus

WJEC (Eduqas) C560

Form of Assessment:

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes. 50% of final GCSE qualification.

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment (NEA): internally assessed, externally moderated. Both completed in Year 11. Component 2 is 50% of the GCSE qualification.

NEA 1 Food Investigation Assessment: A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500- 2000 words will be produced. 15% of GCSE mark.

NEA 2 Food Preparation Assessment: Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides of A4 to include all text, photos, charts and graphs. 35% of GCSE mark.

Course Content

This exciting course will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating.

Through this qualification learners are encouraged to cook and practice making informed food choices, to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the challenges that we face globally to supply the world with nutritious and safe food.

Areas of study:

1. Food commodities - cereals, fruit and vegetables, sugars, dairy, eggs, fats, meat, fish and vegetarian alternatives. The course will explore the value of different foods in the diet, in reference to current recommended daily intakes.
2. Principles of nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases.
3. Diet and good health – understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
4. The science of food- the chemical characteristics and functional properties of foods will be investigated through experiments to understand changes occurring during

cooking. This course will explore the sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

5. Where food comes from - understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
6. Cooking and food preparation - be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.

Skills and Qualities Required for Success

- Well-developed practical skills and a propensity for food preparation.
- Clear understanding of fundamental nutrition from Key Stage 3 Food and Nutrition lessons.
- Independence and capability of writing up assignments.
- Drive and self-motivation needed during independent research.
- Ability to work as part of a kitchen team.

Life after Laurus

Successful completion of this qualification will allow access to the following further education and career pathways:

- Post 16 study of the following courses: Biology A-Level, Chemistry A-Level, Business A-Level, Level 2 NVQ Culinary Skills, Level 2 NVQ Food Production and Cookery, Level 2 NVQ Professional Cookery.
- Further education courses: Sports Science BSc, Nutritional Science BSc, Biochemistry BSc, Culinary Industry Management BBa, Medicine MBChB, Dietetics MSc.
- Career pathways: Nutritionist, Nutritional Therapist, Dietitian, Nurse, Doctor, Teacher, Product Developer and Food Scientist, Animal Nutritionist, Sport Scientist, Chef, Home Economist, Recipe Developer, Food Writer.

Additional Requirements

- Dedication, self-motivation and a genuine interest in nutrition, health and food science.
- Enjoyment of food preparation and experimenting with food ingredients.
- A proven competency and work ethic in KS3 Food Preparation & Nutrition.
- Excellent organisation and record of bringing required equipment into school throughout KS3.

GCSE Geography

Examination Board and Syllabus.

AQA GCSE Geography

Assessment.

Paper 1 (35%) Living with the physical environment

Written paper, 1 hour 30 minutes

Paper 2 (35%) Challenges in the human environment

Written paper, 1 hour 30 minutes

Paper 3 (30%) Geographical applications

Written paper, 1 hour 30 minutes

All examinations will be sat during the Summer 2025 exam period.

Course Content

Paper 1 – Living with the physical environment:

Section A

- Natural Hazards -tectonic hazards, weather hazards and climate change

Section B

- Ecosystems - Tropical rainforests and hot deserts

Section C

- UK Physical landscapes - Coastal landscapes and river landscapes in the UK

Paper 2 – Challenges in the human environment:

Section A

- Urban issues and challenges

Section B

- The changing economic world

Section C

- Resource management
- One from – *Food or Water or Energy*

Paper 3 - Geographical applications:

This paper is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from Papers 1 and 2.

- Section A - Issue evaluation
- Section B - Fieldwork

Skills and Qualities Required for Success:

Geographers can:

- Make a concise report
- Handle data
- Ask questions and find the answers
- Make decisions about an issue
- Analyse material
- Manage themselves
- Solve problems
- Think independently

Geographers are:

- Good communicators
- Spatially aware
- Socially and environmentally aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible thinkers

Life after Laurus:

Post 16 AS/A2 Level

Geography, Geology, Sociology and Environmental Science.

Career Pathways

Urban/Rural Planning; Environmental Consultancy; Hazard/Emergency Management; Community Development; Climatologist; Oceanography; Teaching; Architecture; Geographical Information Systems (GIS), Journalism, Cartography,

Additional Requirements

An enthusiasm for Geography; an inquisitive approach to the world around you; and a desire to find out how the world is going to change in the future.

There is a Mathematical aspect to the course as students are expected to develop and demonstrate a number of geographical skills, including numerical and graphical skills. Students also need to use and analyse different types of data.

GCSE History

Examination Board and Syllabus

AQA

Form of Assessment

The course has two assessments completed at the end of Year 11:

Paper 1

'Understanding the modern world', 50%, 2 hours.

Paper 2

'Shaping the nation', 50%, 2 hours.

GCSE History does not offer a tier entry.

Course Content

Paper 1

Section A: PERIOD STUDY Germany, 1890–1945: Democracy and Dictatorship

- Germany under the Kaiser, impact of World War I and the growth of democracy
- Weimar Germany, the Great Depression and the rise of the Nazi Party
- The experiences of Germans under the Nazis

Section B: WIDER WORLD DEPTH STUDY Conflict and tension: the inter-war years, 1918-1939

- Peace-making and the Treaty of Versailles
- The League of Nations and international peace
- The origins and outbreak of the Second World War

Paper 2

Section A: THEMATIC STUDY Britain: Migration, empires and the people: c790 to the present day

- Conquered People and Conquerors: including the Vikings, Normans and England's relationship with France during the Medieval period.
- Looking West: The development of empire in the Americas.
- Expansion of empire.
- Britain in the 20th Century: Loss of empire and migration.

Section B: British depth studies and historic environment

Elizabethan England, c1568–1603

- Elizabeth's court and parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

Skills and Qualities Required for Success

An interest in learning about history, the people from the past, and their actions and interactions that have shaped the world we live in today. An ability to think independently and formulate an argument based on the presented evidence. Also, good communication skills to articulate verbal arguments and produce written responses.

Life after Laurus

History is a universal qualification which increases the prospects of any students. The course is highly respected throughout colleges and higher education establishments. The study of History develops the ability to balance arguments, analyse evidence and add weight to any argument. GCSE History is valued for any post-16 course. Furthermore, the skills are transferable to careers that require analysis of situations and handling of information, such as law, broadcasting, accounting, politics, teaching, marketing, and human resources.

Additional Requirements

A sound level of literacy due to the written components of the course.

GCSE Media Studies

Examination Board and Syllabus:

Eduqas

Form of Assessment:

The course will be assessed through two exams (70%) and a non-exam assessment (30%).

Course Content

Component 1: Exploring the Media (40%)

Critical exploration into a range of media forms and products (newspapers, advertising, marketing, film, video games, and radio) covering all aspects of the theoretical framework: media language, contexts, industries, audiences and representation.

Component 2: Understanding Media Forms and Products (30%)

In-depth study of media forms through two set study areas (television and music). The theoretical framework is applied in further depth through detailed study of a specific television genre, two contemporary music videos (including the online, social and participatory media surrounding the artists), and one music video from the past.

Component 3: Creating Media Products (30%)

You will create an individual media production for an intended audience, applying your knowledge and understanding of media language and representation. Although the genre/style and audience for the set production briefs change every year, the briefs take the following form:

TV: Create a sequence from a new TV programme **or** a website to promote a new TV programme.

Advertising and Marketing – Music: Create a music video **or** a website to promote a new artist / band.

Advertising and Marketing – Film: – Print-based marketing material for a new film.

Magazines: Create a new print **or** online magazine.

In this subject, you will study a wide range of media forms and products, some of which you may already have some knowledge of. You will look at industries such as television, film and music, and acquire the relevant media language associated with these areas. You will learn how to analyse and interpret various media texts, products and forms, with consideration of the contexts of media and their influences.

You will also have the exciting opportunity to develop your practical skills using a range of contemporary equipment and software to produce your own media production. As part of your study, you will have access to a range of equipment as well as the Adobe Creative Cloud suite to develop your media production, editing and processing skills. You will be taught how to create print media using *Photoshop* and *InDesign* and given opportunities to manipulate and edit film footage digitally using *Premiere Pro* and *After Effects*.

Skills and Qualities Required for Success

Most importantly, you need to have a keen interest in the media, be that film, music, the internet or video games to name but a few. You need to be keen to develop your interest and enjoyment of media communication in local and global contexts.

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently.

Independent effort is of the utmost importance, especially when producing your own media product. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Good teamwork skills are also essential as you will work with others when creating your own media productions.

Life after Laurus

GCSE Media Studies provides the foundations for study of the subject and so can lead onto A-Level Media Studies and BTEC Level 3 Media courses. The ability to analyse critically, understand the contextual influences upon Media and create your own media productions will benefit you in many subjects. Media Studies complements other creative subjects as well as subjects in the humanities and the social sciences, such as sociology.

Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game design, or one of the many other roles that involve interacting with others and using new media technologies.

GCSE French

Examination Board and Syllabus AQA / 8562

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

Of course, the main content of the GCSE French course is the French language! You will learn how to use the language, with lots of speaking and games to practise it all.

You have a huge amount of existing knowledge which you can bring to French. It is a closely related language to Spanish, so it has a lot of the same vocabulary, tenses and structures. You understand the imperfect tense in Spanish? Great – French also has the imperfect tense, and you already know how to use it! You are also already an expert in how to translate, how to write and how to speak to get a good grade, so you will not need to re-learn all of that. That's why in the Laurus Trust **the majority of students who take a second GCSE language do just as well or even better than they did in their first one.**

You will be familiar with the topics that we'll be speaking about in GCSE French, as they're similar to the ones we've spoken about in Spanish. They are:

- People and lifestyle
- Popular culture
- Communication and the world around us

Life after Laurus

Whatever you want to do in life, knowing more languages will grant you more opportunities. As a scientist, you may want to collaborate with universities around the world; as a journalist, you might want to interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking multiple languages could put you ahead of all the other candidates.

Students who are hoping to go to university will benefit particularly from GCSE French. Universities know that languages are demanding, academic subjects; that they improve your ability to speak and write in English; and that they help you recognise patterns and crack codes more quickly than others do. Having extra GCSE languages can therefore mark you out as particularly talented, whatever course you may be applying for.

If you are thinking of studying Spanish at university, taking a second GCSE language will really help. It will improve your abilities in languages generally, and it will therefore improve your ability in Spanish. It will also help you to apply for top University places.

However, of course, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.

GCSE Music

Exam Board & Code: Edexcel

Form of Assessment - Exams and coursework

Component 1: Performing Music - 30%

- Performance 1: Solo Performance
- Performance 2: Ensemble (Group) Performance

Component 2: Composing Music - 30%

- Composition 1: Composition to a brief set by the examination board
- Composition 2: Free composition (students choose their own style and instrumentation)

Component 3: Appraising - 40%

- Listening to, commenting upon, and answering questions about musical extracts (both unfamiliar music & study pieces).
- A 1 hour and 45-minute exam.

Course content

This is a discrete Edexcel GCSE Music course that provides flexibility by offering greater musical choices. In doing so students can enjoy and appreciate the benefits of being involved in performing, composing, and understanding music.

There are four areas of study and students will study 2 set works from each area:

- **Instrumental Music** – Bach's *Brandenburg Concerto No. 5* and Beethoven's *Piano Sonata - Pathétique*
- **Vocal Music** – Purcell's *Music for a While* and Queen's *Killer Queen*
- **Music for Stage and Screen** – *Defying Gravity* from the musical *Wicked* and the *Main Title* from *Star Wars: Episode IV*
- **Fusions** – *Release* by Afro Celt Sound System and *Samba Em Preludio* by Esperanza Spalding

Skills and Qualities Required for Success

A genuine passion for this subject is essential.

Students should play a musical instrument (this includes the voice) that can be used for performances in both solo and ensemble performances. Students do not need to have passed graded examinations to take this course, but a performance level that is equivalent to an ABRSM grade 3 (or above) would be preferable at the beginning of Year 10. Students should also be willing to commit to daily instrumental/vocal practice and should view this as an essential part of the course.

Students will develop sequencing and recording skills using music software as a tool to help them develop their ideas. This course is an opportunity to take creative risks,

enhance musical awareness of a wide range of musical genres and experience what it means to be a musician.

Life after Laurus

This GCSE Music course provides a solid foundation for A Level Music or Music Technology courses, as well as preparation for a music related career. Even if music is not a career path, universities prefer students who are well rounded and have skills outside of their chosen subject. Music is a perfect subject for this, combining linguistic skills (needed to read and process musical notation), historical research (used for appreciating the context of the pieces studied) and artistic awareness (needed for understanding the intentions of the composer). Aside from this, GCSE Music equips students with the skills that are preferable to employers such as teamwork, communication, presenting skills, confidence, perseverance, and problem solving.

Additional requirements

Attendance at one extra-curricular activity per week during the course is compulsory, as is weekly instrumental or vocal lessons (either internally or externally). This supports performance and musical growth.

GCSE Physical Education

Examination Board and Syllabus

Edexcel GCSE in Physical Education

Form of Assessment & Course Content

Theory 60%

This is externally assessed through two written examination papers. These include multiple-choice questions, short-answer, and longer-answer questions.

Component 1 - Fitness and Body Systems - 36%

Exam 1 hour 45 minutes

Topics include:

Applied anatomy and physiology - body systems

Movement analysis

Physical training

Use of data

Component 2 – Health and Performance - 24%

Exam 1 hour 15 minutes

Topics include:

Health, fitness and well-being

Sport psychology

Socio-cultural influences

Use of data

Practical 40%

Component 3 - Practical Performance – 30%

All students must complete three practical activities one of which must be a team activity and one must be a game activity.

Component 4 – Personal Exercise Programme – 10%

Students will be required to plan, carry out and evaluate their own personal exercise programme. This must be done on one of the three activities from component 3.

Examinations and Coursework dates

Final Practical Examination – Date to be set between March – May 2025

Final Theory Exams x 2 - May 2025 (60% of Final Mark)

NEA – Personal Exercise Programme – Due to be completed in the summer term 2024.

Students can offer off site activities if participating to a high standard. A full list of activities is available on the Edexcel website.

Skills and Qualities Required for Success

Students taking GCSE Physical Education will be required to work independently, in pairs and also in teams in the practical elements of the course. **They will also be expected to attend elective clubs – there will be a requirement that students attend an extra GCSE practical session before school during the course.** In theory lessons students will be required to make notes, complete presentations and research projects and produce and perform a six-week personal exercise programme.

Life After Laurus

As well as ideal preparation for the A Level Physical Education course, PE allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, recreational management, leisure activities, the fitness industry, coaching and officiating.

Additional requirements

- An exemplary record of attendance and kit in PE lessons
- Evidence of extra-curricular activity both in and outside of school – must already be undertaking elective clubs in at least one activity and regularly participating in an activity outside of school from the examination boards recognised list of activities.
- Genuine ability in **THREE** different practical areas
- Strong performance in Maths and Science
- Some students may need a further consultation with the subject leader for PE and a member of SLT before being accepted on to the course.

BTEC Tech Award in Sport

Examination Board and Syllabus

Edexcel – Level 2

Form of Assessment

The course will be assessed through the following methods:

Students will complete 3 components.

Component 1 - *Preparing participants to take part in sport and physical activity.* Students will explore the different types and provision of sport and physical activity available. They will look at 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.* Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport. They will 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.* This component is externally assessed, it is worth 60 marks and is a 90-minute exam.

Course Content

During practical sessions students will reinforce the work covered in class and computer rooms. Students will require ICT skills to access information required for independent study, ensuring work is presented to a high standard.

Students will study a wide range of practical activities – health and fitness, including fitness testing and methods of training, Badminton, Basketball, Netball, Football, Trampolining and Athletics, Leading Sports Activities and Training for Personal Fitness.

These areas of study have been chosen to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or to provide career development opportunities for those already in work.

Skills and Qualities Required for Success

- A keen interest in all areas of sport, not just practical lessons.
- Competence in the use of computers.
- A keen interest in how the body copes with sporting activities.
- Ability to work independently on a task over several lessons.
- Bringing your PE kit to every practical lesson.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

Life After Laurus

BTEC Tech Award in Sport allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: nutrition, analysis of sporting performance, recreational management, leisure activities, the fitness industry, coaching and officiating.

Additional Requirements

An enthusiasm for the subject and the ability to keep to deadlines.

GCSE Photography

(cannot be combined with Art and Design)

Examination Board and Code

AQA 8206

Form of Assessment

Component 1: Portfolio (coursework): 60%

Component 2: Externally Set Assignment: 40%

Course Content

The course is divided into two main parts: **Portfolio** and **Externally Set Assignment**. Both aspects must satisfy the following assessment objectives:

- Develop ideas through investigations, demonstrating critical understanding of sources: this is the work of artists, photographers and other sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses. Written annotation is an integral aspect of the creative process.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are expected show evidence of written annotation and drawing in both Component 1 and Component 2.

Portfolio (60%): Throughout Year 10 and 11, students work on two projects which are both submitted as Component 1, the Portfolio. This must consist of a sustained project (including preparatory work, development of ideas and processes and final pieces) which will be started in the second half of Year 10 and the first project which starts in September of Year 10.

Students will have the opportunity to produce work from a variety of starting points for the second main project. They will investigate the work of photographers and fine artists as well as art and photography from different times and cultures. Students will explore a range of techniques and processes including both traditional and new technologies. The course will predominately focus on digital lens-based media where students will explore ICT when manipulating and developing their photographs with the use of Adobe Photoshop. As well as working digitally, students are required to evidence drawing skills, this may include light drawing, composition designs and physically or digitally manipulating images.

Externally Set Assignment (40%): In January of Year 11 students are given an **Externally Set Assignment**. Here they receive an AQA paper containing a range of starting points from which they must select one and independently produce a unit of work. During this time, they are given general guidance on how to work through this task. They have approximately nine weeks to develop supporting preparation work before they sit a ten-hour practical session (split over two days) to create a final piece(s). Students may take all photographs prior to the practical session to allow time during the session to manipulate their photographs and produce a final piece(s).

The preparatory work is marked alongside the final piece(s) and contributes 40% towards the final GCSE grade.

Skills and qualities required for success

This course offers students the opportunity to explore the technical and creative aspects of Photography. They will explore the digital camera and develop skills in a range of techniques and processes. Creativity will be encouraged throughout the course and students will be encouraged to work collaboratively as well as alone to create a range of innovative pieces.

This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired at Key Stage 3. It is best suited for those who have a particular interest or ability in art and design and/or photography and wish to improve their creative thinking and problem-solving skills further. Students will need to take the initiative in decision making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Students must also be prepared to attend lunch and twilight sessions.

Life after Laurus

The career opportunities available in the art/ photography world are vast and diverse as are the routes which students who wish to pursue their art and design/ photography education can take; from AS/A2 Levels, to BTEC National courses specialising in specific areas such as, Fashion and Clothing and Photography.

Courses such as these can then lead onto Higher Education courses and careers in architecture, fine art, animation and illustration, media, jewellery design, fashion, education, graphic design, furniture design, photography and film to name but a few.

Alternatively, if a student would rather enter the work place post 16, then there are many careers in the creative industries that would welcome a GCSE in Photography, some of which provide further learning opportunities within them, for example a Modern Apprenticeship.

Additional Requirements

Proven competency and work ethic in KS3 Art.

Students will be required to purchase some materials to support their studies. If you have any concerns about costs of materials, please contact the school for details of any support available.

GCSE Separate Sciences

Examination Board and Syllabus

AQA - GCSE Biology (Triple)

AQA - GCSE Chemistry (Triple)

AQA - GCSE Physics (Triple)

Form of Assessment

Students studying the Separates Science course are awarded three GCSE grades. They sit two 1 hour 45-minute exams in each of the three sciences — Biology, Chemistry and Physics — resulting in six exams in total.

Assessment is 100% examination, featuring a mixture of multiple-choice questions, structured responses, short closed-answer items and extended open-response questions. Final grades are determined by taking the average performance across all six exams.

Course Content

The specification is organised into a series of topics, each focusing on key areas within Biology, Chemistry and Physics. Throughout the course, students develop essential practical skills, which are integrated into the learning and assessed through the written examinations.

GCSE Biology	GCSE Chemistry	GCSE Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	5. Force 6. Waves 7. Magnetism and electromagnetism 8. Space physics

Skills and Qualities required for success

The course is designed to inspire, motivate and challenge students through a broad, coherent and practical programme of study that feels both rewarding and worthwhile.

It nurtures learners' curiosity about the living, material and physical worlds, offering meaningful insight into how scientific ideas develop and how Science operates in real contexts.

By building strong scientific understanding and confidence, the course empowers students to engage with science more deeply and to make informed choices about future study and careers in science and related fields.

Life after Laurus

Although not essential, the Separate Sciences course is highly recommended for those students considering choosing Sciences at A Level. The course provides an excellent grounding for A Levels in a broad range of subjects (especially in the sciences) as well as other Further Education courses.

Additional requirements

We recommend that students with a strong interest in science choose Separate Science as an option. This pathway provides additional curriculum time, allowing learners to explore all three disciplines in greater depth.

GCSE Religious Studies

(Religion, Philosophy & Ethics)

Examination Board and Syllabus:

AQA (8062)

Form of assessment:

Paper 1: The study of beliefs, teachings and practices in two religions - Christianity and Islam (Exam: 1 hour 45 minutes, 50% of the GCSE, marked out of 96 with 6 marks available for spelling, punctuation and grammar)

Paper 2: The study of Ethical and Philosophical Themes (Exam: 1 hour 45 minutes, 50% of the GCSE, marked out of 96 with 3 marks available for spelling, punctuation and grammar)

Course content:

Students on this course will study two components over the two years, each assessed by a written examination at the end of Year 11. Component one (Paper 1) involves the study of the beliefs, teachings and practices of two major world religions: Christianity and Islam. Component two (Paper 2) is a study of four Philosophical and Ethical themes, which involves looking at the issues raised by those themes from the perspective of the two religions studied in Paper 1.

This exciting and thought-provoking course offers a GCSE in Religious Studies, but more importantly offers the opportunity to develop a deep understanding of the diversity of beliefs and practices within two major world religions and to reflect upon many of the philosophical and ethical matters relating to what it means to be a human being living in today's complex world. Themes on offer include relationships, sexuality and families, views on the value of human life and how those may be challenged by modern medical and scientific developments (abortion, euthanasia, genetic experimentation), arguments relating to the nature and existence of God, questions of whether violence and war can be justified, arguments relating to the aims and methods of punishment for crime, and matters of rights, social justice and equality in today's society.

Skills and Qualities Required for Success

- A curiosity about the religious, philosophical and ethical beliefs of others and how such beliefs influence people's lives and choices
- Extended writing and English skills
- Respect for other people and their views
- A willingness to listen to others and respect their opinions
- The ability to work independently and exercise research skills
- A willingness to listen to different ideas and to justify your own point of view

Life after Laurus

A GCSE in RS is a highly valued qualification. Colleges, universities and employers recognise the study of religions, philosophy and ethics as an academically challenging and rigorous subject that provides students with vital transferable skills and an appreciation for issues of relevance to individuals, communities and professions across the whole of our society. Possible pathways include:

- Progression onto further study – obvious progression routes include A Level Religious Studies or A-Level Philosophy, although the content and skill development in this course has relevance for a wider range of subjects at the next academic level, including: History, Geography, English, Law, Psychology, Ethics, Theology, Sociology and Politics.
- Careers which favour an RS and Philosophy qualification. These include: academia, the police service, teaching, medicine, law, journalism, sport, hospitality, social work, the armed forces and many more.

Additional Requirements

Students wishing to choose this course should be dedicated and self-motivated to independent research. They should enjoy participating in class discussion and respectful debate and have a good record of being organised and prepared for lessons.

BTEC Health and Social Care

Examination Board and Syllabus

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care 603/7047/6

Form of Assessment

60% - Internal assessment (coursework)

40% - External examinations

Course Content

Through this course learners will explore the Health and Social care sectors, looking at how people progress through their milestones and the factors that affect this. This will include; human development, social issues, human rights and self-concept. Learners will also look at the different stakeholders within the sectors and how they contribute to the overall well-being of those under their care.

Course outline:

Component 1: Human Lifespan Development

- Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.
- Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component 2: Health and Social Care Services and Values

- Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care
- Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.

Component 3: Health and Wellbeing

- Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.
- External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks

Skills and Qualities Required for Success

You will need to be organised as the coursework projects have strict deadlines. You will need to work independently as well as part of a group. You will develop debating skills as we discuss key issues and current affairs in class.

You will develop compassion and empathy as you learn about different people and wider society.

You will probably learn a lot about yourself too!

Life after Laurus

The BTEC in Health and Social Care qualification can lead on to a Level 3 Health and Social Care (A level equivalent) studied at college, or careers within the Health and Social Care sectors.



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