

# Laude Development Award Handbook

2016 - 2018



International  
Schools  
Partnership

LAUDE  
SAN PEDRO  
INTERNATIONAL COLLEGE



## **What is the Laude Development Award?**

Education neither begins nor ends in the classroom and that much is to be gained by providing individual student challenge in areas such as: sporting activities, skills and community service. Our Laude Development Award seeks to counter balance and complement the rigorous academic disciplines during the last years of secondary school.

## **Why do the Laude Development Award?**

This programme is aimed at Key Stage 4 and 5 students with a view to fulfilling specific objectives in order to help develop their social, personal, organisational, charitable and sporting skills.

The programme is an essential element of the curriculum and will enable our students to access skills and opportunities to help them compete for jobs, college and University applications.

It is becoming an increasingly competitive world within the job and education sector and we believe as educators that students need as many opportunities as possible to compete for jobs and places at top Universities.

## **Our students at Laude San Pedro International College will:**

Have an incredibly diverse knowledge and range of academic skills gained from the GCSE and A Level courses they encounter, and in conjunction with the Laude Development Award they will become an internationally minded, all-round learner.

Laude learners strive to be:

Independent Inquires  
Knowledgeable  
Thinkers  
Communicators  
Principled  
Open Minded  
Good Citizens  
Reflective  
Well Rounded

## **What are the development areas?**

**Citizenship:** students will complete various types of volunteer work. The school will assist students with the organisation of this, but they must make a connection to a charity by themselves.

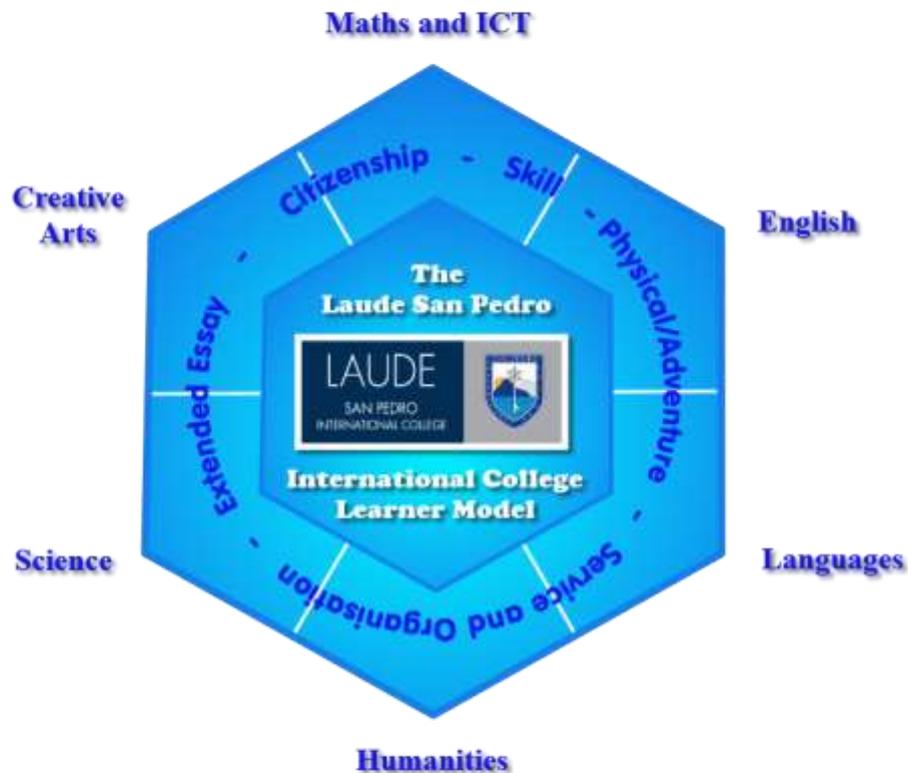
**Skill:** students will select a particular skill they currently have and wish to develop or a new skill they wish to possess to help them achieve their goals in the future.

**Physical/Adventure:** students will complete various typed of sporting activities in order to develop skills and health awareness. This development area is heavily linked to the skill development area.

**Organisation and Service:** students will learn valuable skills such as management, time organisation and planning. Some of the hours for this development area will come from the organisation of the Laude Charity Gala.

**Extended Essay and Project:** an optional development area that students are highly encouraged to undertake in order to attain the Silver and above award. Students will research, investigate and answer a question that they feel is of global importance and most of all, interesting to them.

## Laude San Pedro International College Key Stage 3 and 4 Model



### The Laude San Pedro International College Key Stage 3 and 4 Model

At the core of this model is student centred learning and development. Each student in Key Stage 4 and 5 is an individual and we believe that this model is flexible enough to create an individualised programme for every student.

Students can initially choose subject options to accompany their core subjects, these academic subjects then form a fluid relationship with the Laude Development Award. Each development area within the award enables students to unlock key areas that within a classroom environment would not normally be fully accessible. Full uptake of this programme by a student will enable them to fully become an internationally minded, well-rounded young adult.

## How much time will it take?

The programme is designed to take as long as the student wishes, but the reward and certification at the end of the year will depend on the amount of time accumulated for each of the 4 development areas (Citizenship, Skill, Physical/Adventure and Organisation and Service).

Students must complete a certain number of hours in each development area. One area will be their main and therefore take a longer number of hours

The table below shows the amount of hours needed for each development area to achieve the different certification levels:

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
<b>Citizenship</b>	15 (20 if main)	20 (25 if main)	30 (35 if main)
<b>Skill</b>	15 (20 if main)	20 (25 if main)	30 (35 if main)
<b>Physical/Adventure</b>	15 (20 if main)	20 (25 if main)	30 (35 if main)
<b>Organisation and Service</b>	15 (20 if main)	20 (25 if main)	30 (35 if main)
<b>Extended essay and research</b>	NONE	NONE	COMPLETED to good level (Grade B and above)
<b>Total</b>	65 Hours	85 Hours	125 Hours

A special Platinum award will be available for students that complete the Gold award and either complete an expedition or go above and beyond e.g. organising a whole project.

Students across Years 10-11 will gain at least 7 hours across the year towards one of their development areas within the Development Programme Lessons.

## Will the school organise events for the students?

Yes, Laude San Pedro International College will organise and help place students in a charity they are interested in and in addition to this we will ensure students get a chance to experience various types of charity work.

Whilst we believe it is important for students to work on their independent skills and try and organise placements for themselves, we as a school like to actively take part in community charities.

These regular organised charity activities will form the foundation of the students' Citizenship development area, but it is up to the students to find, organise and attend other charity activities to build on these foundations.

In addition to charity activities the Laude Charity Gala will provide students with the perfect opportunity to gain a foundation in the Service and Organisation development area. This will provide at least 10 of their hours, but again students should supplement this with other activities.

Students other development areas will again be started through school activities such as the running and adventure clubs, but students can use the many extracurricular sports and activities they do in their own time to build on the school-led activities.

Students in Year 12 and 13 have the opportunity to take part in the Enrichment Programme where students sign up to assist

### **Future Learn**

Students can complete as many courses that they feel are relevant to them through the UK based Open University endorsed website Future Learn.

Students visit the website at <https://www.futurelearn.com/>. We encourage a collaborative approach between, students, parents and staff when choosing a course; this ensures the best option is taken for the future of a student.

Students can use screenshots as evidence of completing different stages of the course and we encourage students to regularly update their log books.

### **What are students expected to do?**

1. Complete the online form detailing their current activities and ideas for the future.
2. Organise your development area placements or talk to Mr Litchfield and your tutor to help.
3. Make regular and fixed arrangements to pursue your activities.
4. Pursue your activities; balancing your time to ensure you try to complete at least 1 hour per week.
5. Complete the online log book regularly and provide evidence for each activity completed.
6. Complete the termly self-evaluation sheet, being honest and following up on any actions set by yourself, tutor or Key Stage Coordinator.
7. Complete the end of year evaluation form and ensure you, parents, tutor and Key Stage Coordinator have signed the document.
8. Complete an extended essay and research project, submitted at the end of a two year cycle (if wanting to attain Silver, Gold or Platinum award)
9. Submit your log book, evidence and signed evaluation form by the deadline.
10. Attend the graduation ceremony and collect your well-deserved certificates.

## **Extended Essay & Project**

### **In brief...**

- 1,500-3,000 word essay and project covering a topic of interest.
- Allows you to engage in independent research whilst collaborating with students, staff and other interested parties.
- It can be written about any topic of global significance that interests you.
- This is not mandatory, but needs to be completed for Silver, Gold and Platinum awards.
- The essays and projects are marked internally by a designated teacher.
- Facilitates the transition from GCSE to A Level and University
- Provides you with an opportunity to become; an inquirer, open-minded, free thinking, logical, effective communicator, caring, balanced and reflective.

### **The emphasis and theory behind the Extended Essay & Project**

The extended essay is an in-depth study of a topic chosen from a subject topic you are interested in. Its purpose is to acquaint you with the kind of independent research and writing skills expected at A Level and Universities. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay and project in compliance with these guidelines.

### **Suggested topic areas**

Art/Design, Biology, Business & Organisation, Chemistry, Classical Languages, Computer Science, Design Technology, Economics, Environmental Systems, Geography, History, Mathematics, Music, Peace & Conflict Studies, Philosophy, Physics, Politics, Psychology, Social Anthropology, Theatre Arts, World Religion.

### **Choosing a topic**

The topic is a particular area of a chosen subject. You should choose a topic that is both interesting and challenging to you. If possible, the topic should also relate to your surroundings and/or cultural background. The topic chosen should be limited in scope and sufficiently narrow to allow you to examine an issue in depth. It should present you with the opportunity to collect or generate information and/or data for analysis and evaluation.

A broad topic is unlikely to result in a successful extended essay. A topic which requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay.

## **The Research Question**

When an appropriate topic has been chosen, you should narrow the focus of the investigation and formulate a specific research question. For many extended essays this will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are acceptable. By frequently referring to the research question, you should be able to maintain the purpose and orientation of the investigation.

E.g. *"North and South Korea"* versus *"Will unification be achieved as a result of the process and efforts being made between the two Koreas?"*

## **Structure of the essay/project**

### **Introduction**

The introduction should include:

An indication of why the topic chosen is interesting, important or worthy of study.

Some background information and an attempt to place the topic in appropriate context.

An indication of whether the topic has been narrowed to a focus of more manageable proportions.

A clearly and precisely stated research question.

A clear concluding statement of the thesis and argument, i.e. the response to the research question that will subsequently be developed in the body of the essay.

### **Body/Development**

The essential feature of the body is a convincing answer to the research question. The structure and approach will depend on the subject in which the essay is being undertaken. Some subjects may require sub-headings for major sections within the main body. Scientific investigations will usually have separate sections for method and results. In other subjects, sub-headings should be avoided because they disrupt the flow and unity of an essay.

### **Conclusion**

The requirements of a conclusion are that it:

Is clearly stated

Is relevant to the research question being investigated

Is substantiated by the evidence presented

Indicates issues, unresolved questions and new questions that have emerged from the research.

## **Role of the teacher**

You understand that the teacher is there to:

Encourage support  
Provide advice and guidance  
Make sure your work is not plagiarised  
Complete report on your essay and project

You understand that the teacher is NOT there to:

Give you a research question  
Edit your work  
Remind you of deadlines  
Chase you for your drafts

## **Marking Criteria**

### **A Research Question**

#### **Achievement Level**

- 0** The research question (or specific issue to be investigated) is not stated.
- 1** The research question (or specific issue to be investigated) is stated but not in a precise manner.
- 2** The research question (or specific issue to be investigated) is clearly and precisely stated but it is too broad in scope to be effectively treated within the word limit.
- 3** The research question (or specific issue to be investigated) is clearly and precisely stated and is sharply focused and is therefore susceptible to effective treatment within the word limit

### **B Data Information**

#### **Achievement Level**

- 0** The data gathered/generated and/or background information selected is completely irrelevant to the research.
- 1** The data gathered/generated and/or background information selected is largely irrelevant to the research.
- 2** The data gathered/generated and/or background information selected is generally relevant to the research.
- 3** The data gathered/generated and/or background information selected is directly relevant to the research.

## **C Analysis/Evaluation**

### ***Achievement Level***

- 0** There is no attempt to analyse/evaluate the data/information derived.
- 1** There is some attempt to analyse the data/information derived, but the techniques of analysis are inappropriate or incorrectly applied. Where an evaluation is appropriate, it is subjective with no attempt to recognise alternative interpretations.
- 2** The data/information derived has been analysed, but not all techniques are correctly applied. There may be some attempt to apply inappropriate techniques.
- 3** The data/information derived has been analysed using appropriate and correctly applied techniques. Where an evaluation is appropriate, different interpretations have been considered.
- 4** The data/information derived has been systematically and competently analysed using appropriate and correctly applied techniques. Where an evaluation is appropriate a range of interpretations have been considered and their merit appraised.

## **D Discussion/Argument**

### ***Achievement Level***

- 0** The major part of the discussion/argument is not relevant to the research question (or specific issue being investigated)
- 1** The discussion/argument is not relevant to the research question (or specific issue being investigated)
- 2** The discussion/argument is consistently relevant to the research question (or specific issue being investigated) but is not organised.
- 3** The discussion/argument is consistently relevant to the research question (or specific issue being investigated) but is difficult to follow owing to the way it is organised.
- 4** The discussion/argument is consistently relevant to the research question (or specific issue being investigated) and is well organised and therefore easy to follow.

## **E Conclusion**

### ***Achievement Level***

- 0** No attempt has been made to provide a conclusion to the essay.
- 1** The conclusion is confusing and/or irrelevant to the research question.
- 2** The conclusion is relevant to the research question but is not substantiated by the evidence presented. In cases where it may have been appropriate to do so, no reference is made to unresolved questions or new questions that have emerged from the research.
- 3** The conclusion is clearly stated and is relevant to the research question and is substantiated by the evidence presented. If appropriate, limited reference is made to unresolved questions and new questions that have emerged from the research.
- 4** The conclusion is clearly stated, is relevant to the research question and fully substantiated by the evidence presented. If appropriate, the conclusion clearly indicates unresolved questions and new questions that have emerged from the research.

## **F Abstract**

### ***Achievement Level***

**0** An Abstract is not included **or** the Abstract exceeds the 300 word limit.

**1** Within the Abstract, the topic, the research question, the scope of the investigation and the conclusion(s) reached are not all clearly stated and/or one or more of these requirements is/are omitted.

**2** Within the Abstract, the research question, the scope of the investigation and the conclusion(s) reached are all clearly stated.

## **G Requirements of the Extended Essay/Project**

### ***Achievement Level***

**0** The essay exceeds 3,000 words.

**1** The essay is within 1,500 – 3,000 words. The student has received a **poor** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

**2** The essay is within 1,500 – 3,000 words words. The student has received an **adequate** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

**3** The essay is within 1,500 – 3,000 words. The student has received a **good** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

The essay is within 1,500 – 3,000 words. The student has received an **excellent** standard with regard to the overall presentation of the essay; in particular, the contents references, bibliography and appendix (if included).

### **Overall Assessment**

The grade descriptions are:

A Work of an excellent standard

B Work of a good standard

C Work of a satisfactory standard

D Work of a poor standard

E Work of a very poor, basic standard

### **Multimedia/Web features of the essay:**

Is the essay attractively laid out?

Is it presented in a readable fashion?

Have gimmicks (bells and whistles) taken over from functionality and fitness for purpose?

Are graphics used; do they contribute to the overall thrust of the essay; are they referred to in the text?

Are links used to Web sites; are they relevant; are there any dead links?

Have any hyperlink pages been created; do they contain relevant additional information /primary material?

Is navigation easy; do you always know where you are?

### **Judge your essay against these criteria:**

Is the essay a reasoned argument in which the writer endeavours to persuade a sceptical reader of the justifiability of the line of argument adopted?

Is there an argument? Is each part of it clear? Is it easy to understand and does it make sense? (The argument should be clear from the beginning and not tacked on the end)

Does the essay develop logically through a series of arguments or points?

What evidence is used to support arguments (too little, too much, inappropriate)?

Does the essay show evidence of the imaginative use of a variety of sources?

Is the essay clear and readable? (pay attention to grammar and spelling)

Does the essay contain repetitive or irrelevant material?

Has a bibliography of all materials consulted been included?

Are all quotations properly footnoted?

Is a word count been included, and is the essay within limits?