



## GCSE English Language and English Literature

This is a compulsory examination subject

### Material studied on the courses:

Students explore how language is used across a wide range of fictional texts including a 19<sup>th</sup> century novel, a collection of poetry since 1789, a play by Shakespeare and a choice of post - 1914 literature. In addition we examine how language is shaped by purpose, audience and form in a variety of texts including traditional newspaper and magazine articles as well as multi-modal and moving-image examples. The exam board is Edexcel.

### Skills to be developed:

- Accurate and sophisticated verbal and written expression.
- Reading texts and providing detailed analytical explanations of choices writers have made.
- Creative, powerful and accurate extended writing in a range of styles and contexts.
- Planning and re-drafting.
- Speaking and listening: planning, delivering and listening to impressive presentations about challenging issues.

### Methods of Assessment:

1. Examinations at the end of year 11:

English Language

Paper 1: Fiction and Imaginative Writing

Paper 2: Non-fiction and Transactional Writing

English Literature

Paper 1: Shakespeare and post 1914 Literature

Paper 2: 19<sup>th</sup> century novel and poetry since 1789

2. Filmed individual presentations

### Special Requirements – Visits, Projects etc.

- Theatre visits Poetry performances/lectures
- Writing Workshops
- Revision Support

### Equipment

Highlighter pens, Exercise books, Folder of exam preparation work, Dictionary, Thesaurus

### Approach/Techniques of Study:

- Group, class, paired and individual activities, including role-play, use of ICT and media.
- Close study of full texts. Personal reading at home.
- Internet – ICT for word processing and research.

### Homework Demands:

Research, drafting, reading and preparation for lessons, as well as skills-based work on spelling, punctuation and grammar. Frequency and type determined by topic and rhythm of work. All pupils are encouraged to read regularly at home - magazines, newspapers, non-fiction and fiction.

**For more information please contact: Your present English teacher or Mr J Barr, Head of English.**

*Teaching children to climb their own mountains*



## GCSE Mathematics

This is a compulsory examination subject

**EXAMINATION BOARD: EDEXCEL**

### **An overview of the specification:**

- Exams will take place at the end of year 11.
- Flexible course that can be adapted to suit student needs.
- Clear and engaging specification.
- Develops student knowledge and confidence over two years.
- Topics to be covered are:
  - Number
  - Algebra
  - Ratio, proportion and rates of change
  - Geometry and measures
  - Probability
  - Statistics

### **Assessments:**

Regular assessments will take place in order to ensure setting is effective and students are being successful.

All students will take the GCSE at the end of Year 11. There will be three 1 hour 30 minute tests, one is a non-calculator paper and the other two are calculator papers.

The equipment students should bring to every lesson:

- pen
- pencil
- ruler
- scientific calculator
- compasses
- protractor

### **Homework:**

Homework is set once a week and will support the learning that has taken place in class.

**For more information please contact:** Miss Harris, Head of Maths

## **GCSE COMBINED SCIENCE/SEPARATE SCIENCE**

This is a compulsory examination subject

**EXAMINATION BOARD: AQA**

The National Curriculum in Science changed in September 2016.

There are two possible approaches. Most students will follow a Combined Science course achieving two grades on the new 1-9 scale. Some students will follow the three Separate Sciences route and achieve three 1-9 grades in Biology, Chemistry and Physics.

### **Course Content:**

The subject content and required practicals in this specification are broadly common to both routes containing an even mix of Biology, Chemistry and Physics.

Assessment for Separate Sciences will be to a greater depth than Combined Science.

All our science qualifications provide opportunities for progression to A-levels in Science or other subjects through either route, subject to achieving appropriate grades.

**Preparation for GCSE Sciences starts in Spring of Year 9.**

### **Methods of Assessment:**

These courses are completely linear as they are all assessed in external examinations taken in the summer of year 11. Examinations are offered at Foundation and Higher levels.

There is no longer a requirement for students to complete pieces of Controlled Assessment. Instead, all students will complete a series of compulsory assessed practical activities during lesson time throughout the duration of the course and then be assessed by linked questions in the examinations. It is therefore essential that students attend fully throughout years 9 to 11.

Course specific revision guides are recommended for all students and will be available through the department.

### **Special Requirements:**

None

### **Approach/techniques of study**

Experimental investigations, problem-solving, research, bookwork and an exploration of Working Scientifically.

### **Homework Demands:**

Set at the end of lessons amounting to an hour a week

**For more information please contact:** Mr P Rigby, Head of Science.

## Personal, Social, Health and Economic Education (PSHE)

### **This is a compulsory but non-examination subject**

Some students in Key Stage 4 have 1 x 1 hour lesson of Philosophy and Ethics each week.

Our ethos in Philosophy and Ethics is to ensure that all pupils taking part complete a series of units that offer the best opportunity for them to explore a range of relevant issues. These issues may be important in the context of their own personal life or could help them understand issues that occur in our local community or even at a national level. We are well aware that PSHE needs a flexible approach in its delivery and a key strength in this subject is our ability to incorporate recent events into our scheme of work to help pupils develop well informed opinions. We follow a framework developed by the PSHE Association and this arranges the teaching content into three broad areas:

- Health & Wellbeing
- Relationships
- Living in the Wider World

These themes are developed through the following units in both Y10 and Y11.

Y10            British Culture  
                  Discrimination  
                  Careers  
                  Diversity & Community

Y11            Online Safety  
                  Future Proofing  
                  Careers  
                  Study Skills

### **Techniques of Study:**

Much of the work in PSHE revolves around structured classroom discussion as well and where possible we aim to bring in outside expertise to talk with students. This may include working with organisations such as CADAS, NHS or talking with local employers and businesses. We also aim to take students along to any PSHE events that are provided to educate pupils on local issues.

**For more information please contact:** Mr Griffiths. Head of Humanities

## PE/GAMES (Core)

**This is a compulsory but non-examination subject**

All students in Key Stage 4 have 1 x 1 hour lesson of PE each week.

The National Curriculum states that all students up to and including Year 11 must engage in regular Physical Education. Our ethos for PE and Games in Key Stage 4 at the Lakes School is to encourage everyone to take part as a means of balancing out the pressure of students' academic GCSE studies. Activities are offered to all students on an 'option' basis as far as possible, to try and meet all students' needs and preferences. PE lessons are used by some to develop their skills and expertise in team games for assessment in either GCSE PE or BTEC Sport, whereas others use the opportunity to engage in more recreational sport and activity.

### **Activities offered:**

Team games including hockey, netball, rugby, football, rounders, cricket, softball, volleyball, basketball and roller hockey, unihok, dodgeball.

Individual activities including fitness activities (e.g. aerobics, cross-country running, 'spinning', circuit training, weight training & H.I.I.T training, pilates & yoga), dance, badminton, table-tennis, trampolining, athletics, tennis.

Leadership All students are encouraged to take on roles other than just a 'performer' in PE lessons (e.g. coach, official) in order to develop their leadership skills. There may also be the opportunity to obtain leadership qualifications e.g. Sports Leader Level 1, (JSLA), Netball Leader, Hockey Leader, Dance Leader and to put these skills into practice through a programme of primary school sports festivals.

### **Skills to be developed:**

Practical, physical, aesthetic, communicative, investigative, co-operative and leadership skills via physical activity in its many forms.

### **Methods of Assessment:**

Continuous individual and group assessment.

### **Special Requirements:**

Full Lakes School P.E. kit as in Key Stage 3.

### **Please Note:**

If students are unable to take part for medical reasons they must have a note from home to explain so. They will *still* be expected to be involved in the lesson in an officiating, organising or observation role however.

### **Approach, Techniques of Study:**

Students will be given a choice of activity wherever possible, dependent upon resources, staffing and facilities available.

**Homework Demands:** Not applicable.

**For more information please contact:** Ms Jeffrey, Mr Robinson or Mrs Musetti in the PE Department.

## GCSE Computer Science

EXAMINATION BOARD: OCR

Most of the core ideas in GCSE Computer Science have been around since the 1950s and 1960s, but the application of these core ideas has led to the explosion of technology that parents have witnessed in their lifetimes. We cannot know what will develop in 20 years' time, just as the students and teachers of the 1970s did not anticipate the Internet. What we **can** do, is to understand the foundations on which all this technology works. This is why the subject teaches basic principles instead of how to use a particular brand of software or put together a particular piece of hardware – those skills will be out of date in 5 years, but the material in this course will be relevant for a lifetime.

This course will follow the OCR Computer Science specification. This involves learning about:

- Fundamentals of Computer Science
- Practical work, writing programs (mostly using Python code)
- Thinking skills and the application of mathematics
- How hardware works and the effects of modern technology

The Lakes School has entered candidates for this course ever since the first pilot group started in 2010. As a 'Lead School for Computing' and with good links to Lancaster University, we are in a strong position to continue developing the subject.

### How is the course assessed?

The assessment is in three parts'.

- 50% written examination – mostly based on the practical experience of programming and how computers deal with numbers, text, sound and audio.
- 50% written examination – mostly based on hardware, networks and the effects of technology
- Practical programming – non exam. Work alone in class to solve a multi-part problem set by the exam board. 20 hours are set aside for this. Although the project does not carry any marks, it is a compulsory section and each student's work must be submitted to the exam board. The GCSE is not awarded unless the project has been submitted.

### Who is the course suitable for and where does it lead?

In Key Stage 3 the focus moves from using Office Applications to Computer Science especially in Year 9. If you have been able to do the Binary Numbers, Scratch, Bebras and Small Basic work you will be able to do the GCSE. Obviously it leads to higher level computing courses, but is also, for some students, interesting just for itself, even if their next steps are in other directions. Perhaps most importantly, it is a great subject to develop problem solving skills.

It should be noted that high grades in Mathematics and Science are good indicators of likely success in Computing.

**For more information please contact: Mr McAloone**

# GCSE Geography

This is an optional examination subject

Examination Board: Edexcel/Pearson

## **Course Materials**

GCSE geography has taken a much broader and balanced view of the world. Using over-arching geographical issues students are encouraged to apply their skills to understanding changes in a UK context as well as looking further afield to a more global overview. Wherever possible, recent and relevant case studies will be used to support student learning.

The course comprises of three units. Components 1 and 2 focus on geographical knowledge, developing case studies and extended written explanations. Component 3 is a decision making paper which looks to apply interpretation, analytical and evaluation skills to the topics covered. Please note, **there is no longer a coursework element**, and all assessment is done through written examination.

## **Component 1 – 37.5% examination**

### ***Global Geographical Issues***

- Topic 1: Hazardous Earth
- Topic 2: Development Dynamics
- Topic 3: Urban Challenges

## **Component 2 – 37.5% examination**

### ***UK Geographical Issues***

- Topic 4: UK Physical Landscape
- Topic 5: UK Human Landscape
- Topic 6: Geographical Investigations

## **Component 3 – 25%**

### ***Making geographical Issues***

- Topic 7: Biosphere
- Topic 8: Forests under Threat
- Topic 9: Energy Resources

***For more information please contact Mr Griffiths or Mrs Jones***

## GCSE History

History is fascinating. It can be inspiring or alarming, heartening or disturbing, a story of progress and civilisation or of catastrophe and inhumanity. Its importance goes well beyond the subject's intrinsic interest and appeal, too. Our own beliefs, cultures, values, institutions and ways of living are all shaped by the past. If we want to understand ourselves fully *today*, and to understand our many possible futures, then we have no choice but to study our collective past and learn from it.

And yet History also demands effort. In order to succeed at History GCSE, in order to fully understand and evaluate the periods you will be studying, you will need to dedicate your time and energy to reading and writing about the past in comprehensive and robust detail. You will need to maintain clear, comprehensive notes at all times and practise examination questions frequently.

And if you do, then you will feel the satisfaction of having explored and understood the following four topics:



### **PAPER 1 SECTION A: America, 1920–1973**

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of both opportunity and inequality when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.



### **PAPER 1 SECTION B: Conflict and Tension in Asia, 1950–1975**

This wider world depth study focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. The two main foci are the Korean War (1950-53) and the Vietnam War (1959-75).



### **PAPER 2 SECTION A: Power and the People, c1170 to the Present Day**

This thematic study enables you to gain an understanding of the history of protest and rebellion over time and the associated development of our democratic rights and institutions. The Unit explores event after event in depth, seeking to spot common themes across the centuries.



### **PAPER 2 SECTION B: Norman England, c1066–c1100**

This focusses on the major aspects of the Normans' conquest of England and their rule over it in the subsequent decades. It offers a wonderful opportunity to study not only a key turning point in our nation's history but to re-visit the very first topic you studied when you first arrived in Year 7.

For further information please contact Mr Pickering

## BTEC Business and Enterprise

Examination Board: Pearson/Edexcel BTEC Tech Award

Every one of you will work in a business when you leave education. Choosing Business helps you understand what is required to be successful. The course is 60% coursework with 40% examination. This helps put students in control of their own progress with **practical elements** being 60% of the course. The students who perform best on this course are those who;

- Can work independently
- Enjoy the challenge of setting up their own business enterprises
- Work steadily through each lesson
- Can communicate with others well
- Are willing to try new learning styles and activities.



**Content: Two units of work**

**Examination Unit – Promotion and Finance for Enterprise 40%**

This unit covers

- **Costs and Profit**
- **Financial documents such as Cash Flow Forecast, Break Even and Balance Sheet**
- **Promoting products and services for the best profit and sales**
- **How to increase profit**

**Coursework (60%) - All of the coursework units have practical elements which build on the theory students learn through class work and case studies.**

1. **Exploring Enterprise** – This is an opportunity to meet local business owners and leaders, have the opportunity to question them on different aspects of their business, and study in depth how to run and develop a business.
2. **Planning for and running an enterprise** – This is an exciting unit where students plan a potential start up business, and ultimately put their plans into action. Great for those budding Young Apprentices out there!

**Business works well with all subjects as it requires a balance of communication skills, creativity and mathematical understanding. It is a very popular option subject at GCSE and A Level.**

**For more information please contact: Mrs L Young, Mrs R Nelson** or any of the students who have chosen the subject in Years 10 or 11

## GCSE Spanish

### Why study AQA Spanish GCSE?

- Learning a language is fun and infinitely rewarding. It is a skill that you will use throughout your life, often when you least expect it.
- Many employers still rank speaking a foreign language as one of the top skills that they look for when seeking to employ new staff.
- The Russell group of universities (the top 24 UK universities) recommends the studying of a foreign language at GCSE
- Spanish is a highly relevant language to speak if you are aiming to work both with and in Europe, Latin America, Africa and Asia.

### Study materials used on the course:

- AQA Course books
- Teacher-prepared resources
- Quizlet – online flashcards ideal for vocabulary learning
- Authentic texts, videos and music
- Online learning games
- Past examination papers and sound files

### Themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

### Skill areas:

Methods of assessment: 100% examination. GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9) and all question papers must be taken in the same series.

- **Listening:** worth 25% of the final mark; the exam includes a variety of verbal and non-verbal answers in both Spanish and English.
- **Speaking:** worth 25% of the final mark; up to 12 min for the Higher Tier ; includes a role-play and a short conversation.
- **Reading:** worth 25% of the final mark; the exam includes a variety of verbal and non-verbal answers in both Spanish and English.
- **Writing:** worth 25% of the final mark; 3 or 4 different writing tasks with a translation.

### Recommendations for equipment and visits:

Students should purchase a quality dictionary that is at least A5 size or larger. The MFL department recommends Oxford / Collins publishers.

Students should aim to immerse themselves in as much Spanish as possible and are encouraged to visit Spain or Spanish-speaking countries whenever possible.

### Study approach:

The main approach for teaching is communicative; however students need to develop a sense of autonomy and responsibility towards their studies. It is imperative that students have a mature attitude towards their studies and a positive attitude towards challenges.

### Homework demands:

Students will be set one or two homework tasks per week – this could be vocabulary based, comprehension exercises, presentations, preparation for assessments. Around assessment time the amount of extra study needed will increase.

**For more information please contact: Miss M Nunes**

**GCSE and Level 1/Level2 Qualifications PHYSICAL EDUCATION & SPORT 2020**

*We will offer two different courses for students in Key Stage 4 from the courses outlined in the table below.*

<p align="center"><b>GCSE Physical Education</b> (Examination Board: AQA)</p>	<p align="center"><b>BTEC First Award in Sport</b> (Examination Board: Edexcel)</p>
<p>Course comprises of the following components:</p> <ol style="list-style-type: none"> <li><b>Examination 1 (30%)</b> – The Human Body &amp; Movement in Physical Activity &amp; Sport (anatomy &amp; physiology / movement analysis / physical training)</li> <li><b>Examination 2 (30%)</b> – Socio-cultural influences and well-being in Physical Activity &amp; Sport (sports psychology / socio-cultural influences / health, fitness &amp; well-being)</li> <li><b>Coursework (40%)</b> <ul style="list-style-type: none"> <li><b>Practical performance in three activities</b> (minimum of 1 team &amp; 1 individual activity). Assessment based upon LEVEL of performance.</li> <li><b>Written ‘Analysis &amp; evaluation’</b> task on <u>one</u> of your practical activities (usually your best activity).</li> </ul> </li> </ol>	<p>Course comprises of four Units:</p> <ol style="list-style-type: none"> <li><b>Fitness for Sport &amp; Exercise (25%)</b> Externally assessed by on-screen test (75 mins)</li> <li><b>Practical Performance in Sport (25%)</b> (Individual and/or team sports <b>OR</b> Outdoor Activities). Coursework portfolio internally assessed by combination of written portfolio and practical tasks.</li> <li><b>Applying the Principles of Personal Training (25%)</b> Coursework portfolio internally assessed by combination of written portfolio and logbook to plan and undertake a Fitness training Programme.</li> <li><b>Leading Sports Activities (25%)</b> Coursework portfolio internally assessed by combination of portfolio, logbook and practical tasks.</li> </ol>
<p><b>Grading:</b> Final grading is from Grades 9 – 1 <b>Grade 9</b> = ‘old’ A**; <b>Grade 8</b> = ‘old’ A*; <b>Grade 7</b> = ‘old’ A; <b>Grade 6</b> = ‘old’ B <b>Grade 5</b> = a ‘Strong GCSE Pass’ (old ‘C/B’ equivalent) <b>Grade 4</b> = a ‘Standard GCSE Pass’ (old ‘C’ equivalent) <b>Grades 3-1</b> = Level 1 pass equivalent Unclassified = Fail</p>	<p><b>Grading:</b> <b>Level 2 Distinction*</b> = Grade 8.5 equivalent <b>Level 2 Distinction</b> = Grade 7 equivalent <b>Level 2 Merit</b> = Grade 5.5 equivalent <b>Level 2 Pass</b> = Grade 4 equivalent <b>Level 1 Pass</b> = Grades 1-3 <b>Unclassified</b> = fail</p>
<p><b><u>This course is definitely for you if:</u></b> You play at least one sport (preferably 2 or 3) to a good level in a club outside of school and for school teams. You regularly watch and are interested in elite sport. You are interested in the tactics, techniques, technology of high level sport &amp; you keep abreast of current news/issues surrounding sport in society. You are able to revise and learn work for final examinations. You are interested in studying Physical Education at A-Level.</p>	<p><b><u>The BTEC course is definitely for you if:</u></b> You do not like examinations and prefer to be assessed through coursework (although it is important to note that the course contains a compulsory externally examined module worth 25% of the final grade). You are interested in and enjoy playing sport or being involved in activities on a recreational basis or do not play your sports to a high level. You are able to work independently, keep on top of your workload and are able to meet deadlines.</p>
<p><b><u>This course is probably NOT for you if:</u></b> You only play sport recreationally (ie with friends in the park or playground). You have never or have only occasionally played in a school sports team.</p>	<p><b><u>The BTEC course is probably NOT for you if:</u></b> You struggle to motivate yourself to work regularly and independently on written coursework. You are interested in studying A Level PE and/or Sports Science beyond school at college or university.</p>

## GCSE Art

### **Why study AQA GCSE Art and Design?**

Studying GCSE Art and Design will develop your creativity and is a key qualification for entry to a wide range of careers in the arts.

### **What skills will I gain from studying GCSE Art and Design?**

You will learn to record from observation using drawing and photography, gathering visual information including studying work by other artists, designers and craftspeople. You will experiment with a range of art media leading to more resolved final pieces.

Painting and drawing, painting, mixed media, sculpture (including ceramics), printmaking, digital art/photography and applied design are some of the skills that will be developed.

### **What will I study?**

#### **GCSE Units of Work**

##### **Unit 1 – Portfolio (60%)**

All work carried out in Years 10 and 11 will count towards this element of the qualification. Unit 1 is a practical unit where a range of skills and techniques will be developed.

##### **Unit 2 – Externally Set Assignment (40%)**

A practical unit developing work on one of a choice of themes over 12 weeks culminating in a 10 hour final piece.

### **Homework Requirements**

Homework is an integral part of the coursework assignments. It is extremely important that it is carried out to the best of each student's ability using the skills and methods developed in the classroom. Homework is always set in relation to the requirements of the coursework completed in class and is set and completed in an increasingly independent manner as the course proceeds.

### **How will I be assessed?**

All work will be assessed regularly throughout the course (with interim assessments giving clear targets to improve work before final deadlines).

Regular folder reviews help our students get the best grades in this area.

### **What level of support can I expect?**

The Art Department is open access and art staff are available to help with coursework issues every break and lunchtime. In addition a regular after school session runs throughout the year for students who wish to extend their learning.

### **What goes well in Art and Design?**

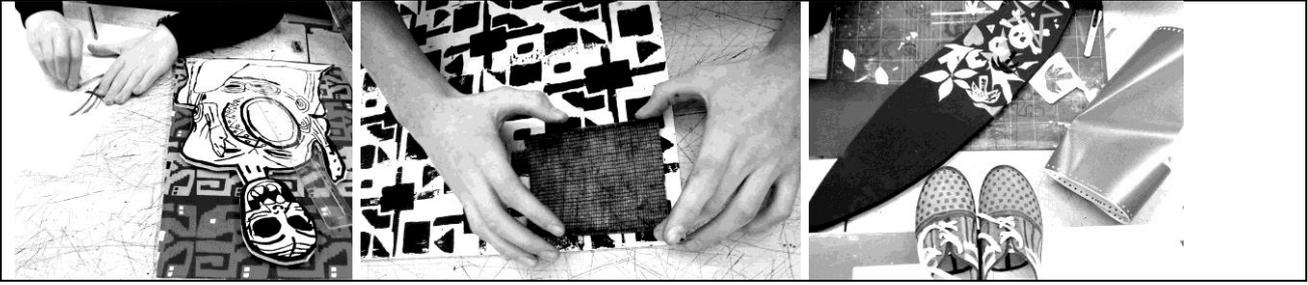
Studying GCSE Art will help to develop your creativity. Creativity is a key transferrable skill, and one which is increasingly prized by employers both within and outside the arts. Creativity means being inventive and imaginative – being prepared to take risks in order to access the full range of opportunities.

### **Where can Art and Design lead?**

Art and Design is a key qualification for students wishing to study creative courses in higher education such as fine art, illustration, graphic design, fashion and textiles, photography, film and video and animation.

The research, creative and practical skills are broadly transferable and would complement more academic areas of study.

**For more information please contact: Mr R Hardy or Mrs E Benson**



## GCSE Drama

### **What is GCSE AQA Drama all about?**

GCSE Drama is designed to develop your understanding and awareness of live performance work. You will develop skills required for performing in front of a live audience and you will learn how to prepare both devised and scripted work for performance. You will study a range of play texts as well as having the opportunity to experience as much live theatre as possible.

### **How will I be assessed?**

GCSE Drama is assessed both theoretically and practically with students taking part in Performances as well as completing a Written Exam at the end of Year 11. The course is delivered in 3 components:

#### **Component 1 – Understanding Drama – Written Exam**

- Study of a Play Text (currently 'Around the world in 80 days' by Laura Eason)
- Analysis and Evaluation of a Live Theatre Production (or broadcast)
- Written Exam – 1 hour and 45 minutes (3 Sections)
- 80 marks = 40% of GCSE

#### **Component 2 – Devising Drama – Practical Performance**

- Creating, Devising and Performance of Original Drama
- Devising & Rehearsal Log
- 80 marks = 40% of GCSE

#### **Component 3 – Texts in Practice – 2 Practical Performances**

- Performance of Two Play Text Extracts
- 50 marks = 20% of GCSE

### **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that is practical and creative whilst giving you the opportunity to study different theatrical styles and different play texts. You may be an experienced performer; or you may have always wanted to devise and direct your own performance material – the important thing is that you are passionate about live theatre and performance.

For more information please contact Mr Cartwright

## BTEC Tech Award in MUSIC PRACTICE (Level 1/2)

**No of Units:** 3

**Awarding Board:** Pearson

**Course Code:** 603/2973/7

### **Unit Outline and Assessment**

**Component 1:** Exploring Music Products and Styles

- 30% of the total BTEC Award
- Internally assessed assignments

**Component 2:** Music Skills Development

- 30% of the total BTEC Award
- Internally assessed assignments

**Component 3:** Responding to a Commercial Brief

- 40% of the total BTEC Award
- Externally assessed task

### **Further Information:**

The BTEC Award in Music Practice provides students with contextual knowledge, cultural appreciation and practical skills to help them prepare for further development in creative arts education, as well as for jobs and careers in the industry. The 3 components are designed to allow students a strong element of freedom in their choice of practical skills, use of technology and own interests, whilst ensuring a well-rounded appreciation of music history and its role in shaping local and global societies over time.

**Component 1** focuses on the idea that all music belongs to a particular time and place. By studying the contextual background of a particular song/musical genre students learn about wider links music has with culture, society, politics, technology, and much more. Students will examine why particular music has been commercially successful at different times, and explore the techniques used in the music through practical work.

**Component 2** focuses on developing students' practical skills, e.g. playing an instrument, singing, or using music technology. Two different disciplines must be chosen early on, so progress and achievement can be tracked and monitored over time. Regular targets will be agreed to ensure practice is effective and suitable to their chosen disciplines. This component also provides the opportunity for students to relate their developing skills with real jobs and careers in the music/creative arts industry, and to see their work as a musical product (see Component 1).

**Component 3** focuses on the creative process of writing/recording/producing music. A brief will be announced to students in Year 11, which they will respond to using their existing and developing musical skills. The brief allows students to choose from a range of options which encourage their own interests and passion. Students may choose how they wish to respond, e.g. using live instruments or music technology, and the final work must be presented visually along with audio/video recordings and written reflections.

### **Trips:**

If possible, students will attend live music shows, meet with music industry professionals, and explore a diverse range of music through museums and arts centres.

### **Possible Career Destinations:**

BTEC Music is a valuable step towards any career within the creative arts/media industry as a whole, not just the music industry. There are a wide range of transferable skills which open up pathways to further education, including the BTEC Level 3 Certificate, A Level Music, and further undergraduate music courses.

**For further information contact:** Mr Clarke

**Mini-Guide to BTEC Tech Award in Music Practice:** [Please click here](#)

## WJEC LEVEL 1 / 2 AWARD in HOSPITALITY AND CATERING

If you're reading this you will no doubt enjoy cooking and be looking to take your skills and knowledge to a much higher level.

This course will offer you all of this and more.

Firstly, we guarantee a significant amount of your time will be spent doing the thing you love – cooking.

Year 10 is all about learning new skills and gaining the confidence to cook high level dishes with confidence. For example you will make your own pasta then create an authentic Italian lasagne from fresh ingredients.

Practical lessons will be interspersed with some theory sessions to prepare you for a written exam taken at the end of Y11.

Occasionally we invite guest presenters from the catering and hospitality industry to give specialist inputs. These range from developing practical skills e.g. choux pastry to learning about how to set out a table in a fine dining restaurant.

Graeme Hedley, front of house manager from Kendal College Restaurant working with Y11 students, December 2017

As you move into Y11 you will be issued with a menu brief set by the examination board. Over a period of weeks you will be required to research, plan, cook and present two dishes to restaurant quality.

Your written and practical work represents 50% of the available course marks.

The theory exam makes up the remaining 50%.

By opting for this course you are opening up amazing possibilities for yourself in the future.

You will gain:

1. Skills required for independent learning and development
2. A range of generic and transferable skills
3. The ability to solve problems
4. The skills of project-based research, development and presentation
5. The fundamental ability to work alongside other professionals, in a professional environment

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

### **Unit 1 The Hospitality and Catering Industry (Written Examination)**

### **Unit 2 Hospitality and Catering in Action (Coursework Project)**

Learners must complete both units. This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Through the two units, learners will gain an

overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level 1 or Level 2 NVQ Diploma in Professional Cookery

**For more information please contact:** Mr Sharp/ Miss Anderson

## WJEC Level 1 / 2 Award in Engineering (Design & Technology)

If you are reading this then you will no doubt have a love of making things. You will be looking for a course that builds on the enjoyment and skills you've developed so far and gives you the opportunity to take things to a whole new level.

The beauty of this course is that it provides you with a more practical alternative to GCSE and yet it is equal in weight to a GCSE.

This course will inspire you to learn:

- about materials
- design processes
- engineering processes
- the safe use of tools and equipment
- how apply maths that engineers use (smart thinking)

Design & Technology at The Lakes School has a long and proud history of excellence. Our philosophy is about 'learning through doing'. Our students regularly exceed their targets because they are provided with opportunities and support to achieve.

Our key driver is the pursuit of quality and we begin the course as we mean to go on...

Question:

What's the link between an Engineering student in Y10, WW1 and a 21<sup>st</sup> century nuclear submarine?

Answer:

A WW1 soldier's folding pit shovel.

Here's your first challenge in Y10. Can you turn a few lumps of steel into an engineering masterpiece?

During this process you will develop a wide range of skills in order to pit your wits against your peers in pursuit of a cash prize. Engineers from BAE Systems will assess your work against their standards for building a nuclear submarine.

Key point: A link with local industry



Issac Hodgson, his steel shovel and representatives from BAE, February 2017.

Problem solving is critical to working in engineering. During the first half of the course you will be challenged so be prepared to 'leave your comfort zone'.

By now you will already be able to design on computer so pick this up where you left off in Y9 and make the technology work for you! Our 'in house' ICT suite offers the very best in Computer Aided Design to further inspire your thinking.

The second half of the course requires you to complete two projects that are set by the exam board:

### **Unit 1: Engineering Design (25% of qualification)**

You will learn how to analyse a product so you can see what features make it work and how it meets certain requirements. You will be shown how to take ideas from different products in order to produce a design specification for a product. Be creative and original!



A Concept CAD model of a phone charger, Kyle McGrath July 2018

### **Unit 2: Producing engineering products (50% of qualification)**

The purpose of this unit is for you to show off the skills developed since Y7 to produce an engineered USB powered desk lamp that will blow the examiner away. By this stage in your development there should be no holding you back!



USB Powered Desk lamp, Aidan Lea January 2019

External Exam:

### **Unit 3: 1hour 30 minute paper (25% of qualification)**

By now you will be a confident, self-assured, engineer. This will be one exam you should look forward to because you really will know your stuff!

Moving on:

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide you with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications. These include:

- A Level in D& T (The Lakes School)
- Diplomas in Engineering (Kendal College)
- Apprenticeships in Engineering (inc. BAE Systems)

**For more information please contact:** Mr R Sharp

## GCSE DESIGN AND TECHNOLOGY - Textiles

Examination Board: Eduqas

### **Introduction:**

This course is designed to build upon the knowledge, skills and understanding learnt at Key Stage 3. It will enable you to design and make high quality products and is based almost entirely on learning through making.

In Year 10 you will begin with a project that enables you to learn and refine a variety of textile techniques, entwined with theory knowledge to gain a better understanding of the purpose of textiles within the environment. You will learn how to create detailed fashion drawings to support your design work, how to pattern-cut and construct a final piece with accuracy.

You will learn core knowledge and skills of design and technology within the 21<sup>st</sup> Century; design and technology and our world, smart materials, electronic systems and programmable components, materials, mechanical components and devices.

Further projects will follow during Year 10 to refine the skills learnt before starting your main GCSE project in Year 11, where you will develop your own project based on a variety of themes; fashion, soft furnishings etc.

### **Assessment**

During the course all of your work will be assessed and feedback given on how to improve.

The course is assessed in two units.

- Component 1: Design and Technology in the 21st Century Written examination (50%)
- Component 2: Design and make task Non-exam assessment (50%)

### **The exam basics:**

It is a 2 hour examination and is split into two sections:

- Section 1-technical, designing and making principles
- Section 2-knowledge and understanding of specialist area: fibres and textiles

**For more information please contact:** Miss Anderson