



Devonport High School for Girls



KS4 Curriculum Booklet 2022

HEAD OF DEPARTMENT

Mrs H Morgan, BA (Hons), PGCE, NPQSL

GCSE COURSE OUTLINE

Students are assessed for two separate GCSE subjects receiving grades for both English Language and English Literature. The students will be prepared for these subjects in 'mixed ability' sets.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

GCSE English is an essential requirement for many employers; written and spoken communication skills are vital in the workplace.

The skills of analysis, interpretation and evaluation which are taught in the study of literary texts are powerful tools which are transferable across all subject areas.



Course Content

Examination Board	AQA	English Language and Literature Specification Code 8700 and 8702 respectively
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English Language:
100% Terminal Examinations
Paper 1 - "Explorations in Creative Writing and Reading" (50%)
Paper 2 - "Writers Viewpoints and Perspectives" (50%)

English Literature:
100% Terminal Examinations
Paper 1 - "Shakespeare and the 19th Century Novel" (40%)
Paper 2 - "Modern Texts and Poetry" (60%)

Speaking and Listening will be assessed as a separate endorsement.

Literature Texts:

Romeo & Juliet

Pride & Prejudice

AQA Poetry – 'Relationships' cluster

AQA 'Telling Tales' anthology

GCSE COURSE OUTLINE

All students study the Edexcel Higher GCSE course and therefore are given the opportunity to develop their knowledge and understanding of Mathematics to the full extent of their ability.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

It should be remembered that Mathematics, as well as being a subject in its own right, is an indispensable tool for many other subjects and is often an essential qualification for Higher Education and many careers.



Course Content

Examination Board	Edexcel	Mathematics Specification Code 1MA1
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This course encourages students to develop confidence in and a positive attitude towards mathematics. The course is designed to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Assessment is 100% written examination at the end of year 11 via three 1h 30m papers

HEAD OF DEPARTMENT

Mr P Edwards, BSc (Hons), PGCE

GCSE COURSE OUTLINE

Students are taught and assessed for two separate GCSE subjects, receiving separate grades for GCSE Combined Sciences. Each subject is divided into well-defined units of Biology, Chemistry and Physics and each will be taught by a team of subject specialists through a range of approaches including investigative exercises, problem solving and practical activities.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

GCSE Combined Sciences is a suitable preparation, and the preferred option for any student who wishes to study a broader range of subjects at this stage or who still has an open mind about their future study or career. GCSE Combined Sciences would be a suitable preparation for anyone who decides that they would like to study any or all Sciences at A level.

In addition, the transferable skills developed through the study of science would be applicable to a wide range of non-scientific courses or careers.



Course Content

Examination Board	Edexcel	Core Science Specification Code 8464
Biology Content	Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology	
Chemistry Content	Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, energy change, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry and the atmosphere, using resources	
Physics Content	Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure	
Assessment	There will be six written papers and a series of required practicals. The required practicals will be completed in class	

GCSE COURSE OUTLINE

Students are taught and assessed for three separate GCSE subjects, receiving separate grades for GCSE Biology, Chemistry and Physics. Each subject will be taught by a team of subject specialists through a range of approaches, including investigative exercises, problem solving and practical activities. Although the topic headings are the same as Combined Science, the content of each one is extended for Separate Sciences.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Studying GCSE Separate Sciences is a suitable preparation, and a popular option, for any student who is considering a science or technology based higher education course or career e.g. medicine, veterinary sciences, pharmacy, engineering, dentistry or any pure or applied science higher education course or career.

In addition the transferable skills developed through the study of science would be applicable to a wide range of non-scientific courses or careers.



Course Content

Examination Board	AQA	Biology Specification Code 8461
Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.		
Examination Board	AQA	Chemistry Specification Code 8462
Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry and the atmosphere, using resources.		
Examination Board	AQA	Physics Specification Code 8463
Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure, and space physics.		
Assessment	There will be two written papers and a series of required practicals for each subject. The required practicals will be completed in class.	

HEAD OF DEPARTMENT

Mr A Burton, BA (Hons), PGCE

GCSE COURSE OUTLINE

Students will be exploring and trying out a range of techniques and processes as the course progresses. Each student will be investigating mark making, communicating with colour, shape and form. All students will be expected to develop ideas through recording using drawing, painting, printing, sculpture and any other relevant media as they make a personal response to each theme.

The department encourage individuals to go on a personal journey of discovery, be willing to take risks and be open to new ways of looking at the world around them.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A Level Art

Foundation course - 1 Year course

Degree - BA Honours - 3 Year course

Fine art painting, sculpture, printing, ceramics, photography, illustration, graphic design, film and animation, digital arts, fashion, art history, curation, architecture and interior design.



Course Content

Examination Board	AQA	Art and Design Specification Code 8202
Coursework	60%	Portfolio of work created over the course.
Controlled Test	40%	An examination board set challenge that is concluded with 10 hours studio work.

GCSE COURSE OUTLINE

Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- costume design
- printed and dyed textiles
- stitched and/or embellished textiles
- digital textiles
- fashion design and illustration
- constructed textiles
- surface pattern
- soft furnishings and/or textiles for interiors
- installed textiles

They may explore overlapping areas and combinations of areas.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

The Fashion & Textiles Industry splits into three broad areas: design, manufacturing and servicing. The common theme running throughout these areas is an understanding of the properties of fabric. A wide range of career opportunities are available in materials production and processing, product design (textiles, clothing, and fashion design), manufacture of made-up articles, trading in apparel, footwear and textile items and more. The practical skills acquired are also important life skills and the pleasure gained from making products well should not be underestimated.



Course Content		
Examination Board	AQA	Textiles Design Specification Code 8204
Component 1	60% of total marks	Portfolio
Component 2	40% of total marks	External set assignment

HEAD OF DEPARTMENT

Ms D McMahon, BBS, QTS

GCSE COURSE OUTLINE

Business GCSE will motivate and challenge students. The aim of this course is to provide an interesting and inspiring qualification which reflects the demands of a truly modern and evolving business environment that allows students to develop as commercially minded and enterprising individuals. It will enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. It offers students an insight into the real working world as well as equipping them with a wide and varied knowledge. Students will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.

It is a versatile subject which promotes independent thinking and creativity amongst students. Business is a useful GCSE subject to take, both as a preparation for the A Level and out of general interest and, as such, students will become critically aware of current affairs. It helps to build skills that will be of practical use to students in later life.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Business GCSE is a great subject for allowing students to get a taste of how working life will be. We study every aspect of an organisation from sole trader to PLC. We also look at all the functions that operate within business. A qualification in Business GCSE enables students to use their knowledge in different fields.

Career opportunities are diverse, including Law, Accounting, Finance, Banking, Marketing, Insurance, Customer service, setting up your own business, International Marketing or Business, Business Management, Events Management. There are now many degree and sandwich courses which combine Business Studies or Management Studies with other subjects e.g. languages, engineering, ICT, law and a year in Industry.



Course Content

Examination Board	Edexcel	Business Specification Code 1BS0
Written Paper	100%	<p>The qualification consists of two externally examined papers. Assessment takes the form of two written exams: Paper 1 covers topics from Theme 1, Paper 2 covers the topics from Theme 2. Each paper is worth 50% of the total marks and lasts for 1 hour 30 minutes.</p> <p>Students will be assessed on how they apply the skills of application, analysis and evaluation to relevant business contexts relating to the following topics: business activity, influences on business, business operations, finance, marketing and human resources. Students will make justified decisions in their written examination using both qualitative and quantitative skills</p>

GCSE COURSE OUTLINE

Today's students have grown up in the digital age; they have learnt how to use computers, whether they are interacting with others on social media or streaming music on video. How interesting and exciting therefore to delve a bit deeper to find out how computer systems work? In GCSE Computer Science you will learn about both the hardware and the apps and programs that users interact with, to tackle real-life problems creatively.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

The course will provide excellent progression to 'A' level Computer Science, vocational courses and degree level courses in the areas of computing, engineering and science. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.



Course Content

Examination Board	OCR	Computer Science Specification Code J277
Subject Content Algorithms, programming, data representation, computer systems, computer networks, cyber security, Ethical, legal and environmental impacts of digital technology.		
Component 1	50%	Computer Systems. This is a theory unit assessed by a 1 hr 30 written examination. It will contain a mix of multiple choice, short and longer answer questions assessing a student's knowledge of Computer Systems, Networks, Network Security, Systems Software and Ethical, Cultural and Legal impacts of digital technology.
Component 2	50%	Computational thinking, algorithms and programming. This is a more practical unit assessed by a 1 hr 30 mins written examination. The paper assesses students' ability to write or refine algorithms (i.e. outline computer programs) together with the use of software development tools.

HEAD OF DEPARTMENT

Mr T Newman, BA (Hons), PGCE, NPQML+

GCSE COURSE OUTLINE

Students opt for GCSE Drama for two reasons: a passion to perform and study the subject in Higher Education, or, to develop confidence and self-esteem. Whatever a student's objectives for opting for GCSE Drama, this subject develops the whole person, equipping students with skills for life. Of the top ten desirable transferable skills employers now look for in young people (according to STEMNET), nine of them are explicitly evident in Drama students, who apply them on a regular basis, and include communication, interpersonal and negotiation skills, problem solving and adaptability.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Any Arts, Performing Arts or Humanities based degree course. Any job related to Public Services (Health, Education, Retail) Psychology (Degree Level) or Law (including at Degree Level). Other career paths include Media/Journalism; Advertising; Social Care; Childcare; Tourism.



Course Content

Examination Board	WJEC Eduqas	Drama Specification Code C690QS
Component One: Devising Theatre	40%	This unit has three parts. Firstly, students create and perform a piece of theatre in a specific style/genre in response to one stimuli from a choice of four, provided by the examination board. Students are additionally assessed on their portfolio of evidence (written or verbal) to explain three key moments of their development process. Finally, students have 90 minutes in examination conditions to write a written evaluation of their final performance.
Component Two: Performance Examination of a Published Play	20%	Students study two extracts from one play text chosen by the school. Students then in a group of two or more, perform parts of both extracts in front of a visiting examiner.
Component Three: Interpreting Theatre:	40%	Although this is a written examination, the preparation for Section A is largely practical exploration. In Section A students have 65 minutes to respond to questions about their set text, ranging from performing an extract to rehearsal techniques, and design ideas for set, lighting and costumes. In Section B students have 25 minutes to answer one question which evaluates an aspect of a live theatre performance they have seen.

GCSE COURSE OUTLINE

By studying Food Preparation and Nutrition GCSE learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities using different cooking techniques and equipment
- develop knowledge and understanding of the nutritional, functional and chemical properties of food
- understand the relationship between diet, nutrition and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of the food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (British and International) to inspire new ideas or modify existing recipes.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Careers are available in the areas of food research, nutrition, dietetics, buying, environmental health, quality management, new product development and more. There is a wide range of interesting Higher Education courses available for students wishing to extend their studies. The practical skills acquired are also important life skills and the pleasure gained from making food products well should not be underestimated



Course Content		
Examination Board	AQA	Food Preparation and Nutrition Specification Code 8585
Component 1	Written examination 1hr 45m 50%	Section A - Multiple choice questions (20 marks) Section B - Five questions each with a number of sub questions (80 marks)
Component 2	Non examination assessment 50%	Task 1: Food investigation (30 marks) Task 2: Food preparation assessment (70 marks)

HEAD OF DEPARTMENT

Mr A Magee, BA (Hons), PGCE

GCSE COURSE OUTLINE

Living with the physical environment

Tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, cold environments, coastal landscapes, river landscapes.

Challenges in human environments

Urban issues and challenges, the changing economic world, the challenge of resource management. Students will also have to complete an issues evaluation and two enquiries based on fieldwork.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Geography is a very employable subject and provides a link between the arts and sciences, it complements many other GCSE subjects.

Geography is a traditional and well recognized academic subject – respected by universities and employers.

Examples of career opportunities linked directly or indirectly to geography are environmental consultant, geologist, town planner, geographical information systems officer, conservation officer, teacher / lecturer, sustainability consultant, tourism officer and cartographer.



Course Content		
Examination Board	AQA	Geography Specification Code 8035
Paper 1 – Living with the physical environment Geography	35% of total marks	Tectonic hazards, weather hazards, climate change, ecosystems, tropical rainforests, cold environments, coastal landscapes, river landscapes
Paper 2 – Challenges in the human environment	35% of total marks	Urban issues and challenges, the changing economic world, the challenge of resource management
Paper 3 – Geographical applications	30% of total marks	Students will also have to complete an issues evaluation and two enquiries based on human and physical fieldwork

GCSE COURSE OUTLINE

The GCSE History content comprises the following elements: one period study ; one thematic study ; one wider world depth study ; one British depth study including the historic environment.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

History is invaluable for those wanting to study the subject itself, Politics, Ancient History, Archaeology, Law, Language courses, Art History, joint honours with English and Drama and a range of other subjects at Degree Level. The subject develops valuable skills that can be used in Journalism, the legal profession, the civil service, Foreign and Commonwealth Office, education, business management, heritage conservation, charity work, acting, a role within the armed forces and other professions.



Course Content

Examination Board	AQA	AQA History Specification Code 8145
Paper 1: 3.2 .1 Part A Understanding the modern world.	Section A 1D America, 1920–1973: Opportunity and inequality	In Section A students will investigate the era of boom and bust in the pre-war years, Red Scare in the 1940s and 1950s when citizens were imprisoned and persecuted for communist and left wing beliefs. The key roles played by Martin Luther King and Martin X and others in the struggle for greater equality in the USA for minorities. The growth of the US feminist movement and the demand for women’s liberation.
3.2.2 Part B Wider world depth studies	Section B: Conflict and tension, 1918-39	In Section B there is a study of key turning points in the early C20th, which include the impact of the Treaty of Versailles, creation and failure of the League of Nations, Hitler’s foreign policy and the Origins of World War Two.
Paper 2 3.3.1 Section A: Thematic studies	Section 2A Britain: Health and the people: c1000 to the present day.	Section A investigates the links between modern health care and the past and traces the slow development towards a greater understanding of the causes of ill health and the development of more effective cures.
Section B: 3.3.2 British depth studies	Section B Norman England, c1066–c1100	Section B is a study in depth. The study focuses on major events considered from economic, religious, political, social and cultural standpoints, and contemporary and historical controversies.

HEAD OF DEPARTMENT

Mrs D Broadbent, BA (Hons), PGCE, MA

GCSE COURSE OUTLINE

The aim of the course is to develop a reading competence of Latin and an understanding of the civilisation and values of Roman life in the first century AD. Latin also builds vocabulary and improves literacy for learners of all ages and abilities. Latin provides solid grounding in grammar and develops translation skills whilst forging links across the curriculum.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Students can go on to study Classics as a degree at University (Cambridge will take candidates who have been unable to study 'A' level Latin). Latin can also be combined with other subjects or other Modern Languages. Employers regard Latin students highly, as this subject has taught them analytical skills, accuracy, and attention to detail. The language in itself is extremely useful to those wishing to pursue a career in medicine, science, or law and it creates an excellent impression on the CV.



Course Content		
Examination Board	WJEC (Eduqas)	Latin Specification Code C990PB
Component 1	50% weighting	1 hr 30 mins – Latin Language written examination – translation, comprehension and recognising some grammatical concepts within a short passage of Latin.
Component 2	30% weighting	1 hr 15 mins – Latin Literature and Sources – an open-book assessment on prescribed prose on a theme with prescribed ancient source materials. All the texts have been studied in class. There is a choice between the topics- ‘Love and marriage’ or ‘Romans in the countryside’
Component 3	20% weighting	1 hr – Roman Civilisation – current theme: Leisure and entertainment or Religion

GCSE COURSE OUTLINE

Students can study French, Spanish, German and Chinese GCSE. Students are assessed in the four skills of Listening, Reading, Speaking and Writing, covering the topic areas of lifestyle, leisure, home, environment, work and education.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

There are many exciting higher education possibilities either in languages alone or in conjunction with a whole range of other subjects, from Medicine to Law or Engineering. Valued by leading universities, language study at A level leaves open a wide range of options. Equally job opportunities are diverse for people with language skills – not just teaching, interpreting or translating. A foreign language would be useful in:

- The Media (TV, Radio, Journalism)
- Marketing
- International banking
- Property and Construction
- Intelligence Services
- Travel and tourism
- Import and export
- Multinational companies
- Law



Course Content

Examination Board	AQA	Specification Codes: French 8658, Spanish 8698, German 8668, Chinese 8673
Scheme of Assessment		
Unit 1 Listening	25% weighting	Final Examination – 45 mins – comprehension of spoken language.
Unit 2 Speaking	25% weighting	Final Examination – 10-12 mins – Role play and conversation in target language.
Unit 3 Reading	25% weighting	Final Examination – 1 hr – comprehension of written language, translation into English.
Unit 4 Writing	25% weighting	Final Examination – 1 hr 15 mins – Written tasks and translation into target language.
In Language lessons emphasis is placed on the application of grammar and manipulation of vocabulary both by the department, and the examination boards so that students are encouraged to be as creative and as imaginative as possible in their productive skills, but also so that they are well prepared for A Level study.		

HEAD OF DEPARTMENT

Ms S Mitchell, BA (Hons), QTS, LWCMD

GCSE COURSE OUTLINE

The Edexcel GCSE Music course is designed to expose students to a wide variety of music including Western Classical Music, Pop Music, Musical Theatre and World Music. The practical elements of the course (performance and composition) can be largely designed by the student giving them the opportunity to develop their own performance and composition skills in whatever musical style they choose. The course is divided into three key aspects as shown below.

The main requirement in taking this course is an ability to play a musical instrument or sing. Students will also need to have a willingness to engage in musical performance and creativity, as well as a desire to further develop subject knowledge and understanding, musical skills and personal interests. The ability to read and write music is an advantage but not essential.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Progression from the Edexcel GCSE in Music can lead to study in:

A Levels in Music and Music Technology and a range of vocational Level 3 qualifications.

Following a Higher Education qualification in Music, career opportunities include music producer, music therapist, professional musician, private music teacher, secondary or primary school teacher, sound designer, sound engineer, sound technician and special effect technician.



Course Content

Examination Board	Edexcel	Music Specification Code 1MU0
Performing Music	30%	Students will have to submit a minimum of 4 minutes of performance work which must include at least one solo performance and one ensemble performance. In order to access the higher marks students will need to be approximately grade 4 (ABRSM) by Year 11.
Composing Music	30%	Students will be required to complete two compositions; one free choice and one to a given brief set by the examination board.
Listening and Appraising	40%	As part of the course students will explore Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen along with Fusion styles. The final examination is divided into two parts which are based around the set works.

GCSE COURSE OUTLINE

60% Theory, with the written examination in Summer 2024. 40% Practical which is assessed throughout the course and moderated externally towards the end of the third year.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Sports Science

Sports Development

Sports Coaching

PE Teaching

Sports Physiotherapy



Course Content

Examination Board	AQA	Physical Education Specification Code 8582
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GCSE PE is split into theory and practical lessons. Students will cover at least six different physical activities within lessons, these may include; netball, badminton, trampolining, swimming, rock climbing, dance, Athletics and another sporting activity. These lessons will be taught in line with GCSE criteria and individual marks from the top three activities will be put forward for assessment. Each student will put forward one individual and one team sport and their third mark will come from their next highest mark, either individual or team. It is an advantage to participate in at least one sport or activity outside of school, to a significant level e.g. playing for a club.

GCSE specifications in physical education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to :

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

HEAD OF DEPARTMENT

Mr A Abbotts, BA (Hons), PGCE

GCSE COURSE OUTLINE

This qualification is linear, meaning all examinations are taken at the end of the course. There are no controlled assessments and the two examinations are each 1 hour 45 minutes.

The syllabus has two components.

Component 1: 'The study of religions: beliefs, teachings and practices' will focus on Christianity and Hinduism.

Component 2: 'Thematic Studies' will focus on teachings and ethical issues regarding Religion and Life (e.g. the origins of the universe and the value of human life), crime and punishment, relationships and peace and conflict.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Medicine, Law, Media, Journalism, all Arts and Humanities degrees, Philosophy, Archaeology, Ancient History, Education and the Health Service.



Course Content

Examination Board	AQA	Religious Studies Specification Code 8062
The Study of Religions: Beliefs, Teachings and Practices	50%	Marks are awarded for knowledge and understanding.
Thematic Studies	50%	Marks are awarded for your ability to argue.

The Extended Curriculum

Enrichment Days/Week

As well as offering a broad and enriching curriculum there are themed Enrichment Days over the course of the year. We have no set timetable on these days leaving students free to explore topics and tackle challenges in areas not necessarily covered in our everyday provision. Students are encouraged to develop transferable skills that they can use across the curriculum. During the summer term we have a whole school enrichment week in July. The week provides students with a wide range of activities to select from, ranging from day courses in school to international visits.

International visits

Devonport High School for Girls has a proud tradition of forging international links, which affords our students the opportunity to take part in many visits and exchanges. Recent examples include our work with the ERASMUS programme with visits to German, Poland and Romania. We work with Camps International to give our older students the chance to travel further afield and work on conservation and community based projects. The last two expeditions were to South America – Peru and Ecuador. Regular ski trips to the Austrian Alps take place during February half term.

Enterprise Days

Students have the opportunity to take part in Enterprise Days where business people visit school to set challenges and judge outcomes. Students gain experience of designing business models, managing budgets and meeting strict deadlines.

Bude activities week

During the summer term Year 9 students have the opportunity to attend an outdoor education week based at Bude on the north coast of Cornwall. The focus for the week is on challenge, teamwork and fun with students tackling a range of activities including surfing, canoeing, climbing, abseiling and potholing.



Duke of Edinburgh Award

We are a self-certificating Duke of Edinburgh Centre and run a vibrant unit at Devonport High School for Girls with students completing a personal programme of activities in four sections:

- Volunteering - helping someone, your community or the environment
- Physical - becoming fitter through sport, dance or fitness activities
- Skills - developing existing talents or trying something new
- Expedition - planning, training for and completing an adventurous journey

We have students completing the Award at all three levels – Bronze, Silver and Gold.

Ten Tors

The Ten Tors challenge is an annual weekend hike organised and run in early May for 2,400 young people by the British Army on Dartmoor. There are three different distances that participants can tackle; 35 miles, 45 miles and 55 miles. We enter teams at all 3 distances.

Sports Leadership

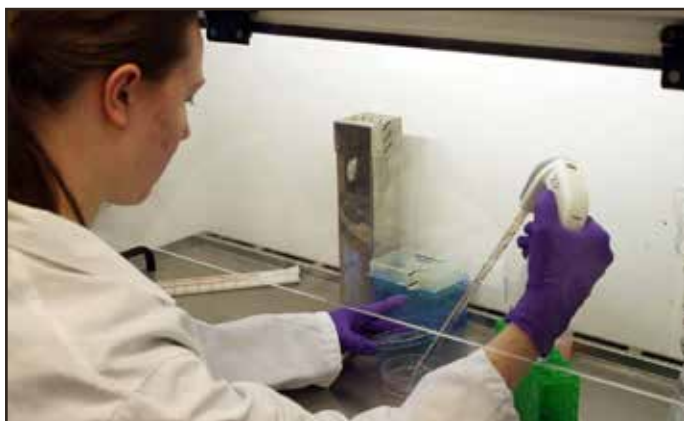
A Sports Leadership Award is run in school by our PE staff. The award, devised in-house, helps young people over the age of 14 develop their leadership skills. Students organise clubs and fixtures as well as visiting local primary schools to coach younger children.

STEM

Science, Technology Engineering and Mathematics

We recognise that STEM education plays a vital role in equipping young people with the knowledge and skills needed to contribute to society and solve tomorrow's global problems. Nationally women continue to be under-represented in STEM occupations. However, as a school, we are proud of the fact that a large number of our students study STEM subjects with us and continue this trend into Higher Education. Our students are provided with many opportunities outside the curriculum to extend their involvement in STEM. We regularly welcome speakers both academics and those employed in the STEM sector. We draw upon a large network of support from Education and Industry sometimes calling upon parents/carers or alumnae.

We encourage participation in local and national STEM competitions such as 'Go4SET' and run STEM related activities during lunch and through enrichment days working with, for example, The Engineering Development Trust, The Royal Air Force and Babcock International. Many students take part in projects and work placements with STEM employers running alongside their curriculum or during the holidays. Working in collaboration with other schools through the Ogden Trust increases the amount of extra-curricular opportunities offered to students in Physics and Engineering



Music

Students have the opportunity to have instrumental lessons via one to one tuition with our peripatetic teachers. We run choirs and a school orchestra. School concerts are organised at various points throughout the year with the highlight being our School Carol Service at The Minster Church of St Andrews in Plymouth.

Drama

There is an annual school production which is very popular with students across year groups.

The school have forged strong links with the Theatre Royal and Barbican Theatre and this provides additional opportunities to see plays, musicals and operas as well as take an active part in all aspects of live productions.

Sports clubs

There is an extensive sports programme catering for all abilities. Clubs take place during lunch with many of the activities organised by our student sports leaders with staff supervision. To ensure that clubs are available to all students they take place during the hour long lunch break. A termly school clubs timetable is published and emailed to all students, parents and carers. We are committed to competitive sports and organise many fixtures against Plymouth schools with our students regularly gaining regional and national honours.



Student Leadership

We feel that by undertaking a leadership role, we are instilling in our students the qualities of teamwork, leadership, decision making, evaluation, analysis and providing them with an opportunity to be part of a democratic process. Student leadership is not simply a school council or executive it is the full raft of leadership experience harmonised with our own vision for school improvement. The number of our students involved with wider leadership roles is something that we are very proud of. Our leadership opportunities develop an environment of innovation, cooperation, and warmth that help our students develop skills to thrive in all aspects of their lives. It also helps our school to reflect and develop teaching and learning.

There are many opportunities for students to develop their leadership skills:

- Representation on the student council
- Form managers
- Enterprise competitions
- STEM competitions
- South West Academics Trust Challenge Programme
- Sports Captaincy and Leader Awards
- Duke of Edinburgh
- Student ambassadors

Careers Education, Information, Advice and Guidance (CEIAG)

We firmly believe that Careers Education plays an essential part in preparing our students for society and enriching their curriculum. As a result, the development and refining of our Careers Education programme is an ongoing practice, and as a result we set as much importance by it as we do our mainstream curriculum. Our Careers Education programme supports our learners from Year 7 right the way through to the end of their academic journey in Year 13. We realise that the modern world requires an emphasis on skills rather than defined careers, and in Year 8 we begin our journey with our learners by making Careers Education a central part of our pastoral programme that runs as a constant thread through their education. Our Year 10 students undertake work experience placements and we are supported by Careers South West who provide impartial advice and guidance, and hold interviews with all our Year 11 students helping them with their choices for Post 16.

In addition to academic success, all students Years 7-13 develop their employability skills by working towards a nationally-recognised qualification awarded by PiXL Edge. The Edge is intended to develop and accredit the life skills and attributes that employers are telling us that students need – leadership, organisation, initiative, resilience and communication – and recognises what they can do as well as what they know. We also work closely with local employers ensuring that all students are aware of labour market opportunities and alternatives to Higher Education.

We constantly assess the effectiveness of our provision, and we closely monitor the impact of this by keeping up to date records of work experience and careers related experiences of our students, this includes information sessions in Year 8 and Year 9 where information about Higher Education destinations are covered. Our Careers programme also allows our students to access technical and vocational providers so that they are fully informed of approved technical education qualifications and apprenticeships. This includes talks from City College, Plymouth and other external providers on apprenticeships in the Sixth Form, a visit to the Skills South West event in Year 10, a Year 11 options day where vocational pathways are explored with members of staff. In addition, students in the Sixth Form as part of their UCAS preparation are also made aware of the vocational and technical options on offer. This is covered discreetly in the Year 12 UCAS day in June.

By the end of their seven-year journey, our students are ready to take their place in the world as self-aware, considerate, adaptable learners with an appetite for learning and a curiosity that serves them well into their working lives, and importantly for many inspires them to come back and teach the next generation of students.






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