

Devonport High School for Girls

# Middle Years Curriculum Options 2024





# Devonport High School for Girls

*A Specialist Language College*

Dear Parents, Carers, and Students,

As we approach the pivotal moment of choosing subjects for GCSEs, we understand that for some, there may be some anxiety accompanying this significant decision in a student's educational journey. This juncture often marks the first time choices feel weighty, carrying the perceived impact on future educational and career paths. We acknowledge the concern that making the right decisions is paramount. However, we want to reassure you that, owing to the thoughtful design of our Middle Years curriculum, the likelihood of any decision hindering a student's pursuit of ambitions is exceedingly low.

Our comprehensive programme allows students to engage in a diverse range of subjects, with all students completing 10 GCSEs. It is a time for choices, but one where the breadth of study ensures flexibility and the opportunity for each student to choose subjects aligned with their passions and aspirations.

In Middle Years, Years 9-11, our curriculum is designed to provide a challenging yet rewarding experience for students pursuing their GCSE programmes. While ensuring mastery in subjects, we go beyond, fostering independent learning habits and academic curiosity. At Devonport High School for Girls, our academic programme for Middle Years includes a large range of subjects and choice.

The academic curriculum, coupled with our Tutorial Programme, not only facilitates academic growth but also nurtures service, leadership, and holistic development. This is made possible by our dedicated staff, who excel academically and contribute nationally as examiners, moderators, and teacher trainers.

An important part of a students' curriculum is the comprehensive enrichment programme which promotes 'whole person' development. These activities, spanning all year groups, encourage students to explore beyond the curriculum, collaborate, and delve into intellectually stimulating topics. This emphasis on free-thinking scholarship aids informed decision-making for A Level choices and career aspirations. All students take part in a work experience programme in Year 10. Together, these initiatives create a well-rounded educational experience at DHSG.

We recognise that choosing the best GCSE options for you is very important and so we strongly encourage you to consider all of the information in this guide and on the school website and to undertake your own research to ensure that you are as fully informed as you can be when you make your decisions.

If you have any questions or queries that are not answered in either this booklet or on our website, please do not hesitate to contact me [dhsg@dhsg.co.uk](mailto:dhsg@dhsg.co.uk)

Yours faithfully,

Alan Thomas

Deputy Head Teacher

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# The Curriculum

## GCSE Core

All students will study the following GCSE subjects:

- English Language and Literature (x2 GCSEs)
- Mathematics
- Combined Science Trilogy (x2 GCSEs) or Separate Sciences (x3 GCSEs)
- The Foreign Language they are currently studying
- Either Geography and/or History

## GCSE Options

If students opt to study Combined Science, they will then select a further 5 GCSE options. If students choose to study Separate Sciences, they will then select a further 4 GCSE options. In both cases, students will select options from an additional Foreign Language (French or Spanish), the Arts, Humanities and Technology subjects. Due to the combination of subjects required to meet the English Baccalaureate, all students will study the Foreign Language that they currently study and at least one Humanities subject – Geography or History.



This creates a study programme, starting in year 9, of ten GCSE subjects for all students.

Due to the practical nature of some subjects, class sizes may be restricted. Whilst every effort will be made to cater for all choices made by students, this may not always be possible. If an insufficient number of students opt for a particular subject, then this may result in it being withdrawn as an option.

## Personal, Social, Health, Economic Education (PSHEE)

All students will continue to study Citizenship and Religious Education as a combined subject called Social Studies (non-GCSE), Relationships and Sex Education, Career Education, Enterprise Education, Work-related Learning and Physical Education (non-GCSE).

## Options Process

Students will need to complete a GCSE options form and return it to the school office. Key dates are:

- |   |   |
|---|---|
| • Thursday 1st February 6.00pm - 8.00pm   | GCSE Options Evening                      |
| • Wednesday 21st / Thursday 22nd February | Year 8 Parents'/Carers' Evenings          |
| • Friday 1st March                        | Deadline for return of GCSE options forms |

## **HEAD OF DEPARTMENT**

Mr T Ashley, BA (Hons), QTS

# ***English Literature & English Language***

## **GCSE COURSE OUTLINE**

Students undergo assessment for two distinct GCSE subjects, obtaining grades for both English Literature and English Language, along with a supplementary Spoken Language endorsement. They will be taught in mixed-ability sets by subject specialist teachers with a record of delivering excellent results.

## **HIGHER EDUCATION AND CAREER OPPORTUNITIES**

English Language, a compulsory GCSE subject, serves as a core discipline, imparting crucial communication skills in reading, writing, speaking, and listening. These skills are powerful tools transferable across various subject areas. Developing English Language in post-16 education, is extremely important, and is recognised for its significance by both universities and employers.

In English Literature, students acquire skills of analysis, interpretation, evaluation, and comparison through the study of texts. These skills are also valued by universities and employers. Students will build on skills and knowledge acquired during Lower Years as they step up to examine and critique an exciting range of influential, powerful and challenging texts which explore a range of themes and eras.

Both subjects hold foundational importance in Higher Education and beyond, with STEM subjects acknowledging the value of a strong English GCSE. While English-related careers offer broad opportunities, popular routes include law, journalism and the media, advertising, marketing, and education.



### ***Course Content***

Examination Board	AQA	English Language: Specification Code 8700 English Literature: Specification Code 8702
English Language:		
<ul style="list-style-type: none"><li>Paper 1 - "Explorations in Creative Writing and Reading" (50%)</li><li>Paper 2 - "Writers Viewpoints and Perspectives" (50%)</li><li>Spoken Language presentations will be assessed internally as a supplementary endorsement.</li></ul>		
English Literature:		
<ul style="list-style-type: none"><li>Paper 1 - Shakespeare (Romeo and Juliet); 19th Century Novel (Pride and Prejudice) (40%)</li><li>Paper 2 - Modern Text ('Telling Tales' short story anthology); Anthology Poetry ('Love and Relationships'); Unseen Poetry component (60%)</li></ul>		

### GCSE COURSE OUTLINE

All students study the Edexcel Higher GCSE course and develop their knowledge and understanding of mathematics to the full extent of their ability.

### HIGHER EDUCATION AND CAREER OPPORTUNITIES

We should remember 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**

Dr M Morley, BA (Hons), MSc, PhD, PGCE NPQSL+

# **GCSE Combined Science (Trilogy)**

## **GCSE COURSE OUTLINE**

Students are taught and assessed for two separate GCSE subjects, resulting in two grades for GCSE Combined Sciences based on their performance across all science examinations. Each subject is divided into well-defined units of Biology, Chemistry and Physics and a team of subject specialists will teach each area using 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 apply to a wide range of non-scientific courses or careers.



<b>Course Content</b>		
Examination Board	AQA	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. A team of subject specialists will teach each subject 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 serves as a fitting and widely chosen preparation for students contemplating higher education courses or careers in science or technology. This includes but is not limited to fields such as medicine, veterinary sciences, pharmacy, engineering, dentistry, or any pure or applied science higher education course or career.

Furthermore, the transferable skills developed through the study of science extend their applicability to a broad spectrum 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

## ***Art and Design: Fine Art***

### **GCSE COURSE OUTLINE**

Students will explore and experiment with a variety of techniques and processes as the course progresses. Each student will investigate mark-making, communicating with colour, shape, and form. We anticipate all students to develop ideas through recording using drawing, painting, printing, sculpture, and any other relevant media as they craft a personal response to each theme.

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

### **HIGHER EDUCATION AND CAREER OPPORTUNITIES**

A Level Art offers a pathway to further education and career opportunities, including a Foundation course spanning one year and a Bachelor of Arts (BA Honours) degree extending over three years. The degree program encompasses various disciplines such as 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

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. This course will appeal to students wanting to know how businesses operate, from small businesses to global businesses. Students will use both mathematical and literacy skills to analyse and evaluate business decisions. 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. They should be able to draw on evidence from case studies 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>

## HEAD OF DEPARTMENT

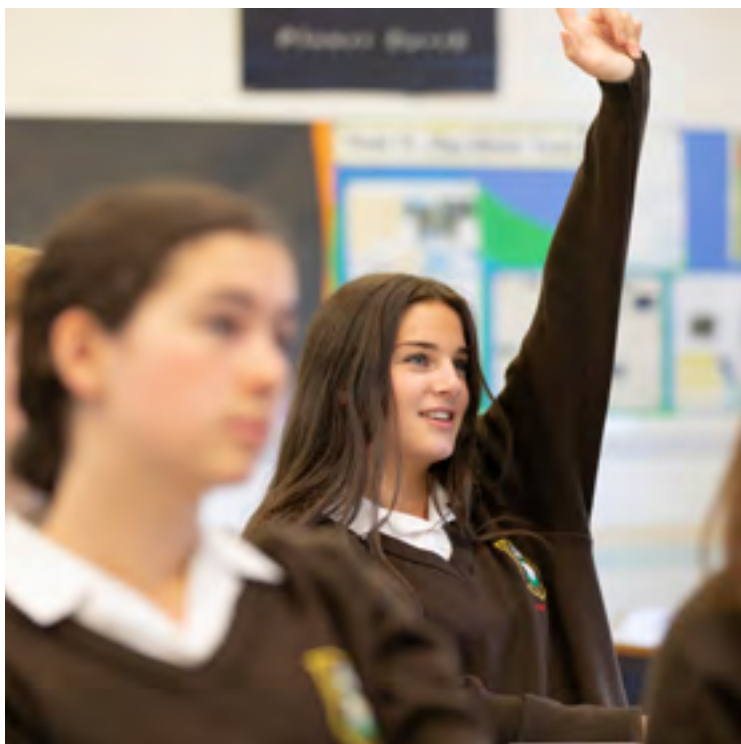
Miss V Lethbridge, BA (Hons), PGCE

## GCSE COURSE OUTLINE

We assess students 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: Chinese 8673
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, the department and examination boards place emphasis on the application of grammar and manipulation of vocabulary. This encourages students to be as creative and imaginative as possible in their productive skills and prepares them well for A Level study.		

### GCSE COURSE OUTLINE

The GCSE Classical Civilisation course comprises 2 components, a thematic study entitled Myth and Religion (Paper 1) and a cultural and literary study entitled War and Warfare (Paper 2). In Unit 1, students will study Myth and Religion from 3000 BC to 500 AD, drawing comparisons between both Greek and Roman society. The unit looks at the importance of myth and religion across both the Greek and Roman worlds, and human's relationship with the divine. Many people have a fascination for the mythological stories of the Ancient World, and as such, our syllabus is designed to draw on the narratives that shape much of western literature, like Shakespeare, today.

In Unit 2, students look at War and Warfare again from both Greek and Roman times. It looks at wars that were fought for the supremacy of Greece, but also the rise of the Roman civilisation as well and how warfare developed as time went on as much an integral part of Greco-Roman life as myth and religion, and often how the two were intertwined. For Unit 2, students engage with a range of classical literature from the likes of Homer and Virgil to pavilion their understanding of the topical issues about war and warfare that many of the time faced.

### HIGHER EDUCATION AND CAREER OPPORTUNITIES

Classical Civilisation is a subject that imbues essential skills marrying the worlds of both history and literature. It facilitates the further and higher study of History, Ancient History, Politics, Law, Language courses, Art History as well as other disciplines such as English or Drama. Studying Classics develops skills that can be used in Law, Journalism, Politics and International Relations, Education and in Art and Theatre.



Course Content		
Examination Board	OCR	
Unit 1 Thematic Study	Myth and Religion	Paper 1 looks at a range of topics connected to the broader title of Myth and Religion. Here students study a range of topics included below: Gods, Universal Hero – Heracles/Hercules, Religion and the City, Festivals, Myth and Symbols of Power, Death and Burial, Journey to the Underworld.
Unit 2 Literature and Culture	War and Warfare	Paper 2 looks at the culture and writings of war as an every day facet of Athenian and Roman life. Topics to be covered at included below: Sparta at war in 5th century, Athens at war in 5th century, Roman military and Imperial period, the Romans as war. Students will also study the work of Homer, Tyrtaeus, Horace and Virgil.

## HEAD OF DEPARTMENT

Mr B Kerr, BSc (Hons), PGCE

## GCSE COURSE OUTLINE

Today's students have grown up in the digital age; computing is part of almost every aspect of their lives, whether they are interacting with others on social media, gaming, learning, streaming entertainment or any number of other activities. New computer-based technologies are rapidly changing how we live and work. From automation to big data to Artificial Intelligence, computers are a keystone technology that it is advantageous to understand and use effectively.

How interesting and exciting would it be to delve a bit deeper to find out how computer systems work? In GCSE Computer Science, you will learn about both the hardware and software that users interact with to tackle real-life problems creatively and effectively. The programming language taught is Python, which is an increasingly popular language, frequently near the top of in demand languages and is used in a wide variety of applications.

## 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, technology, digital design, 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.

### 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 in a professional manner for a career that requires a strength of character. Whatever a student's objective is for opting into 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 and Unifrog), 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.

The forensic study of contrasting theatre practitioners and contemporary performance mediums not only prepares our students for success in both theoretical and practical performance exams but also guides them in training in the style of a drama school. This preparation is further explored at A Level, rewarding students' performance work with recognition of their creative abilities in front of a live audience.

### HIGHER EDUCATION AND CAREER OPPORTUNITIES

Any Arts, Performing Arts or Humanities based degree course. Any job related to Performance, Film, Media, Entertainment production (Set, Stage, Costume, Sound, and Lighting designer, 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 An Inspector Calls, 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 analyses and evaluates an aspect of a live theatre performance they have seen.



## **HEAD OF DEPARTMENT**

Mrs J Tribe, BEd (Hons)

# ***Food Preparation and Nutrition***

## **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**

Career opportunities are available in areas such as food research, nutrition, dietetics, buying, environmental health, quality management, new product development, and beyond. There is a wide range of interesting Higher Education courses available for students seeking to further their studies. The practical skills acquired are not only crucial life skills but also provide immense satisfaction in producing well-crafted food products, a pleasure that should not be underestimated.



<b>Course Content</b>		
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)

### 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.

#### *Geographical applications*

Students will also 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 recognised 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

## HEAD OF DEPARTMENT

Miss L Matthews, BA (Hons), QTS

## GCSE COURSE OUTLINE

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

## 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	Edexcel	
Paper 1: Thematic Study and Historic Environment  1 hour 15 minutes 30% of qualification 52 marks	Migrants in Britain, c800-present  And  Notting Hill	In studying this unit students should understand how key features the migration to and within Britain were linked with the key features of society in Britain which drew migrants to Britain. Students will develop an understanding that 'migrant' can encompass both voluntary and forced migration, for varying durations, resulting from a range of 'push' and 'pull' factors.  The historic environment of Notting Hill, London will advance their knowledge in conjunction with developing source analysis skills.
Paper 2: Period Study and British depth study  1 hour 45 minutes 40% of qualification 64 marks	The Reigns of King Richard I and King John, 1189-1216  Superpower relations and the Cold War, 1941-91	The British Depth Study requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it, including social, economic, political, religious and military aspects such as the Third Crusade and the Magna Carta.  The period study focuses on a substantial and coherent span of at least 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period including the Space Race and the Arms Race.
Paper 3: Modern Depth Study  1 hour 20 minutes 30% of qualification 52 marks	Russia and the Soviet Union, 1917-41	The depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of the social, economic, political, cultural and military aspects within it. This includes: the Revolutions of 1917, the Bolsheviks in power, Stalin's rise to power and dictatorship, Economic and Social Changes in Russia and the Soviet Union including the position of women and ethnic minorities.

### GCSE COURSE OUTLINE

We assess students in the four language skills of listening, reading, speaking, and writing, within the thematic contexts of My Personal World, Lifestyle and Wellbeing, My Neighborhood, Media and Technology, Studying and My Future, and Travel and Tourism.

### 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. Highly regarded by top universities, language study at A level ensures a broad spectrum of options. Equally, job opportunities are diverse for people with language skills, extending beyond 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 1FR1, German 1GN1, Spanish 1SP1
Unit 1 Listening	25% weighting	Final Examination – 1hr – 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 – 1hr – comprehension of written language, translation into English.
Unit 4 Writing	25% weighting	Final Examination – 1hr 20 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 exposes students to a wide variety of music, including Western Classical Music, Pop Music, Film Music, Musical Theatre and World Music. The practical elements of the course (60% of the final grade) provide students with the opportunity to develop their 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 composition, as well as a desire to further develop their subject knowledge and understanding. 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 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 4/5 or equivalent (ABRSM) by Year 11.
Composing Music	30%	Students will be required to complete two compositions; one free choice and one in response 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

The GCSE PE course offers a comprehensive curriculum covering: applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences, and health, fitness, and wellbeing. The assessment structure is balanced, with 60% focused on theory and 40% on practical elements. Practical assessments are integrated throughout the course, ensuring ongoing evaluation of students' performance. Additionally, the practical component undergoes external moderation towards the conclusion of the third year. This blend of theoretical and practical aspects provides students with a well-rounded understanding of physical education and prepares them for diverse opportunities in the field.

### HIGHER EDUCATION AND CAREER OPPORTUNITIES

In addition to serving as ideal preparation for the A Level Physical Education course, the GCSE PE course fosters transferable skills and key attributes sought by employers, paving the way to a wide range of employment opportunities. Such opportunities may include careers in sports science, sports coaching and development, teaching, and 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 follows a linear structure, where all examinations are taken at the end of the course, and does not include controlled assessments. The two examinations, each lasting 1 hour 45 minutes, form the assessment components.

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

Component 2, 'Thematic Studies,' explores teachings and ethical issues related to 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, understanding and evaluation.
Thematic Studies	50%	Marks are awarded for knowledge, understanding and evaluation.

# The Extended Curriculum

## Enrichment Days/Week

In addition to providing a comprehensive and enriching curriculum, themed Enrichment Days are organised throughout the year. These days operate without a fixed timetable, allowing students the freedom to explore topics and tackle challenges in areas not necessarily covered in our daily provision. Students are encouraged to cultivate transferable skills applicable across the curriculum. In the summer term, we dedicate an entire week in July to whole-school enrichment. This week offers students a wide range of activities to choose from, including day courses within the school to international visits.

## International visits

From German Christmas market trips to cultural tours of China, Devonport High School for Girls boasts a proud tradition of establishing international connections, allowing our Middle Years students to firsthand and virtually experience different cultures! The Global Schools Alliance school council provides an excellent opportunity for Middle and Upper Years students interested in international development to virtually meet students from a variety of nations. They can discuss how to work towards the UN's sustainable development goals, implementing projects both in school and locally. Partnerships with schools in China, France, and Germany offer pupils the chance to engage with students from other countries and utilize their language skills for real-life communication.

Meanwhile, whole-school events such as Languages Week and Mother Language Day enhance the curriculum by celebrating home and heritage languages, as well as those spoken globally. Co-curricular opportunities encompass international cookery workshops, Zoom sessions on careers with GCHQ, and foreign language theatre performances, among others.

## Enterprise Days

Students take part in Enterprise Challenge Days. These days are a chance for students to showcase their creativity, teamwork skills and entrepreneurial flair. Working in groups, students work on a business challenge in a bid to impress our judges and make it through to a final presentation. Here they will get the opportunity to showcase their idea to a judging panel and hopefully do enough to win! Students use enterprising skills such as financial, leadership, teamwork and communication throughout the day.

## 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 week revolves around the themes of challenge, teamwork, and enjoyment, as students engage in various activities. These activities include surfing, canoeing, climbing, mountain boarding, and caving.





## **Duke of Edinburgh Award**

We are a self-certificating Duke of Edinburgh Centre and run a vibrant award at Devonport High School for Girls. Students pursuing the Bronze, Silver and Gold Awards are supported as they complete a personalised programme of activities in each of the four sections:

- Volunteering - helping others; whether an individual, 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

## **Ten Tors**

The Ten Tors challenge is an annual weekend hike organised and conducted in early May for 2,400 young people by the British Army on Dartmoor. Participants have the option to tackle three different distances: 35 miles, 45 miles, and 55 miles. We enter teams at all three 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.

## **Sports clubs**

We offer an extensive sports program catering to all abilities. Clubs are held during lunch, and many activities are organised by our student sports leaders with staff supervision. To make sure that clubs are accessible to all students, they occur during the hour-long lunch break. A termly school clubs timetable is published and emailed to all students, parents, and carers. We are dedicated to competitive sports and arrange numerous fixtures against Plymouth schools, with our students consistently achieving regional and national honours.

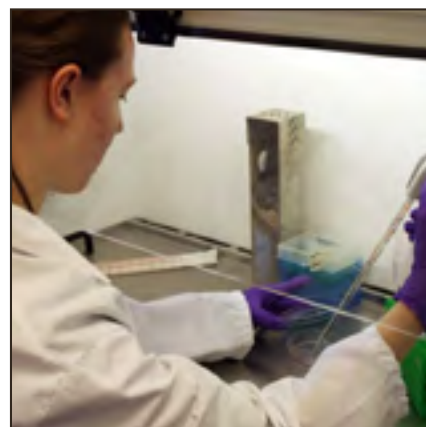


## **STEM**

Science, Technology Engineering and Mathematics (STEM)

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 many of our students study STEM subjects with us and continue this trend into Higher Education. Our students have many opportunities outside of the curriculum to extend their involvement in science, technology, engineering and mathematics. We regularly welcome speakers, both academics and those employed in the STEM sector. We draw upon an extensive network of support from Education and Industry sometimes calling upon parents/carers or alumnae.

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. We have supported students in gaining Arkwright Engineering Scholarships, entering the Royal Society for Chemistry's Top of the Bench Competition and the Chemistry Olympiad. Our links with the University of Plymouth provide additional opportunities for Yr9 students. We have hosted IET Faraday Challenge days, and run activities in support of Biology Week, Chemistry Week and British Science Week.



## **Music**

Students receive instrumental lessons through one-to-one tuition with our peripatetic teachers. We run choirs and a school orchestra. School concerts are arranged at various points throughout the year, with the highlight being our School Carol Service at The Minster Church of St Andrew in Plymouth. A bi-annual musical theatre production is organised, offering students opportunities to participate in the cast or band. Students studying GCSE Music are also provided with opportunities to join regular theatre trips organised by the department.



## **Drama**

The Drama department has forged strong links with the Theatre Royal Plymouth, the Barbican Theatre, and University of Plymouth providing additional opportunities to see plays and attend talks with visiting directors and take an active part in all aspects of live productions and the professional world of dramatic industries.

There is a bi-annual school production popular with students across year groups, involving collaboration with professional musicians and equipment, such as radio mics. In the alternate year we offer a Sixth Form production, performed at Plymouth University's 'The House', a purpose-built theatre.





## **Student Leadership**

By assuming leadership roles, we aim to instill in our students' qualities such as teamwork, leadership, decision-making, evaluation, and analysis, as well as providing them with an opportunity to participate in a democratic process. Student leadership extends beyond our school council and student executive; it encompasses a comprehensive range of leadership experiences aligned with our vision for school improvement. We take pride in the significant number of our students engaged in broader leadership roles. These opportunities cultivate an atmosphere of innovation, cooperation, and warmth, fostering the development of skills that enable our students to thrive in all aspects of their lives. Additionally, they contribute to our school's capacity to reflect on and enhance teaching and learning.

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

- House Captains
- Representation on the student council
- Form managers
- Enterprise competitions
- STEM competitions
- Southwest 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 7 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 in Years 7-13 develop their employability skills with the support of Unifrog, an online platform that collates all the available information so that students can make the best careers choices to recognise 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, which 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 and a Year 11 options day, where vocational pathways are explored with members of staff. In addition, students in the Sixth Form are also made aware of the vocational and technical options on offer as part of their UCAS preparation. 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.



# DHSG FEBRUARY PERFORMANCE DATES:

Tuesday 6<sup>th</sup> - Wednesday 7<sup>th</sup> - Thursday 8<sup>th</sup> - Friday 9<sup>th</sup>

Tickets available on 3<sup>rd</sup> of January 2024

7pm Showings

£9.50 Adult

£7.50 Child



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