



Devonport High School For Girls
#IndividualCareHighAspirations

Sixth Form Prospectus

2022/23



'Best state funded secondary school in the greater Plymouth area'

Real Schools Guide 2017, 2018, 2019 & 2020



“Devonport High School for Girls has developed a vibrant culture of learning.”

OFSTED 2018

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“Students follow well designed programmes of study that prepare them effectively for the next stage...”

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Welcome

Individual care and high aspirations are the aims of our Sixth Form, and we are delighted that you are considering taking the next step of your academic journey with us in a warm, caring and scholastic environment. We certainly look forward to welcoming your application.

We have a wide-ranging curriculum for you to choose from, delivered by teaching staff with an expert knowledge. Underpinning this is the all-encompassing individual pastoral care that you will receive when studying here which will prepare you for every facet of life when you leave, whether this is Higher Education, employment or training. We are committed to the concepts of independent learning, developing an inquisitive nature and above all to encourage the required dialogue with your teaching staff to help you achieve excellence.

Our examination results regularly exceed national averages, and show that our students make excellent progress from their GCSE studies. We will guide you through the all-important UCAS process and if you have aspirations towards Oxbridge or a wish to study Medicine, Dentistry or Veterinary we will support you through your application, where you will work not just with ourselves, but other professionals in your chosen field. You will receive the offer of personalised help with your application, including the writing of the personal statement. We are very proud of our work here with nearly half of all our applicants receiving a Russell Group offer year on year.

We also consider it important to develop your wider study skills and knowledge. Through qualifications such as the Extended Project Qualification (EPQ), Core Mathematics, or work experience, as well as taking part in sporting activities, you will support and underpin your main studies and be all the more prepared for the outside world. All students will follow a course in Independent Learning Skills (ILS) in Year 12, as this provides skills to help with their A Level studies. ILS can then be accredited in Year 13 to completion of an EPQ. We carefully monitor all careers activities, and ensure all students have their core curriculum linked to their career aspirations.

We are proud of our achievements as a Sixth Form. Our students consistently meet with examination success and have gone on to become successful in high profile careers and responsible positions in society. As well as employment and apprenticeships, a large proportion of our students gain places at Russell Group universities including Oxbridge and medical school. Likewise, we are equally proud of the caring ethos and positive learning environment and recognise this as essential to academic excellence. We wish the same for you should you choose to join us for your studies here.

Mr E Lamb BA (Hons), PGCE, NPQSL
Assistant Head Teacher
Head of Sixth Form
Careers Education Lead



Mission statement

At Devonport High School for Girls our mission is to offer an individualised, caring, challenging and enriching educational experience, which enables our students to develop their curiosity and aspirations, so that they leave us equipped to enjoy life in a global society.

Ethos

We encourage our students to:

- have high aspirations
- appreciate that taking risks and making mistakes develops resilience
- become confident independent learners with inquiring minds
- understand that the process of overcoming challenges fuels creativity
- recognise that learning is an active, collaborative and lifelong process
- develop both self-discipline and self-awareness
- respect and value each other's differences, beliefs, opinions and ideas
- play an active and caring role within the school and local communities
- seek and embrace opportunities
- maintain a healthy lifestyle
- develop into highly motivated global citizens
- be happy in themselves and enjoy an optimistic outlook

The school mission statement and ethos have been developed in consultation with representatives from governors, parents, carers, students, support staff and teachers.

Entry requirements

The minimum entry requirement for our Sixth Form is an average grade of 6 or higher from your GCSEs with a minimum of a grade 5 in English and Mathematics. In addition, for subject specific entry requirements you will require a minimum grade of a 6 for the subjects you wish to study. For the subject of Psychology, you will need a grade 6 in Mathematics or in a Science and a grade 6 in English. For the subject of Business, you will need a grade 6 in Mathematics and a grade 6 in English. We also recommend that pupils who have a grade 5 in Mathematics undertake Core Maths to support their studies.

We offer a wide range of A Level subjects. In addition, students can access an additional subject through one of our Link Partnership schools if it is not available here (details of the courses offered at other Link Partnership schools will be available on each school's website). We are proud to work in partnership with Notre Dame School, Eggbuckland Community College and Devonport High School for Boys.





How should you choose your subjects?

Consider the following points when choosing a programme of study:

- Which subjects interest you?
- Which subjects are you good at?
- What career interests do you have?
- What are the entry requirements for any suitable degree?
- What skills will I gain for future employment?

How do I apply?

You will be asked to complete an option form during Year 11. If you are an external student applying to join us full-time you will be required to complete the appropriate application forms, returnable to the school. You will then be invited to a meeting with a senior member of staff, to tour the school and discuss your options and suitability. Applications are accepted from male and female students.

How are A Levels structured?

A flexible approach

For the academic year September 2022 all students will study a linear two-year course, where students will be enrolled for all formal examinations taking place at the end of Year 13. Students will choose three or four subjects at the start of Year 12, and will follow them through to the end of Year 13. However, students who choose four subjects will if they wish have the option of taking an AS level at the end of Year 12 in one of their subjects and then retain the other three to A Level in Year 13. We feel that by this flexible approach students are better equipped to choose the right course.

Student Executive

The role of the students in the life of the school is vital in supporting an ethos of strong community and innovation which represents the whole student body. There are numerous opportunities for students to contribute to the well-being and development of the school and wider community. Students will be encouraged to contribute in lots of ways and through a variety of democratic structures. All student leadership opportunities will be advertised and students are able to apply or volunteer for positions of responsibility at various stages in the academic year. Sixth Form students will also have the opportunity to volunteer to be Pastoral and Academic Mentors. The role of an Academic Mentor is to provide subject related support and guidance in their chosen area to students across KS3 and 4. Pastoral Mentors support students across the school on a range of pastoral issues, for example providing guidance in the development of social skills or managing work load issues. Both the Pastoral and Curriculum Mentors come under the supervision of the Student Executive, supported by the Head of Sixth Form. We also have subject ambassadors who offer support at important times of the year for students in the lower school helping with transition. The work of the Executive represents an important platform for Student Voice and helps facilitate the essential dialogue between teacher and student.





The Extended Project Qualification (AQA)

The taught component of the Extended Project Qualification (EPQ) is compulsory for all students joining in Year 12, and will be delivered through the subject of Independent Learning Skills or ILS. In Year 13, students will have the option of taking this further and completing the full EPQ. This is produced as a piece of work that is either a 5000-word essay on the topic of their choice or a product with a 1000 word write up. The EPQ is equivalent to one AS Level and is greatly valued by both Higher Education institutions and employers as a tool of independent learning. Students are awarded an AS grade, and this is the only AS equivalent that awards an A*.

Work experience

Students are encouraged to engage in work experience across both Year 12 and 13, with the most appropriate time being Wednesday afternoons and Friday mornings. Students planning to study for subjects such as medicine, veterinary, dentistry, teaching, law or indeed any relevant occupation regularly take part in work experience to support their application to Higher Education. We can also arrange bespoke time for other work experience opportunities if requested by the student.

Additional study opportunities

Anthropology

This is an enrichment course for students who want to find out more about the fascinating discipline of anthropology. Topics studied include: the nature of being human, the body and modifications, communication, global families, marriage structures, gender, environment and historical and contemporary anthropologists.

The lessons are an hour a week and includes elements of Geography, Biology, Psychology, Archaeology, History, Religion, Politics, Sociology and Culture. Students have gone on to study Anthropology at degree level and find this course most useful as preparation.

Core Mathematics

Core Mathematics is intended for students who have passed GCSE Mathematics at grade 4 or above, but who have not chosen to study AS or A Level Mathematics. It will be offered over a two-year period and will be taken alongside A levels or other qualifications, including vocational courses.

Studying Core Mathematics helps students develop their quantitative and problem-solving skills. This is valuable preparation for the quantitative skills they will need for many degree courses, particularly subjects such as psychology, business-related courses, sports, social sciences, and natural science courses that do not require AS/A Mathematics.

This is an award bearing course, and students will be accredited with a Level 3 certificate which is weighted the same as an AS Level with up to 20 UCAS points for a grade A.

We also recommend that pupils who have a grade 5 in Maths undertake Core Maths to support their studies, for subjects where Maths is a factor.

Extra curricular activities

Physical Education

Through the Sixth Form students will be able to access extracurricular clubs including: Badminton, Hockey, Netball, Football and Dance.

Music

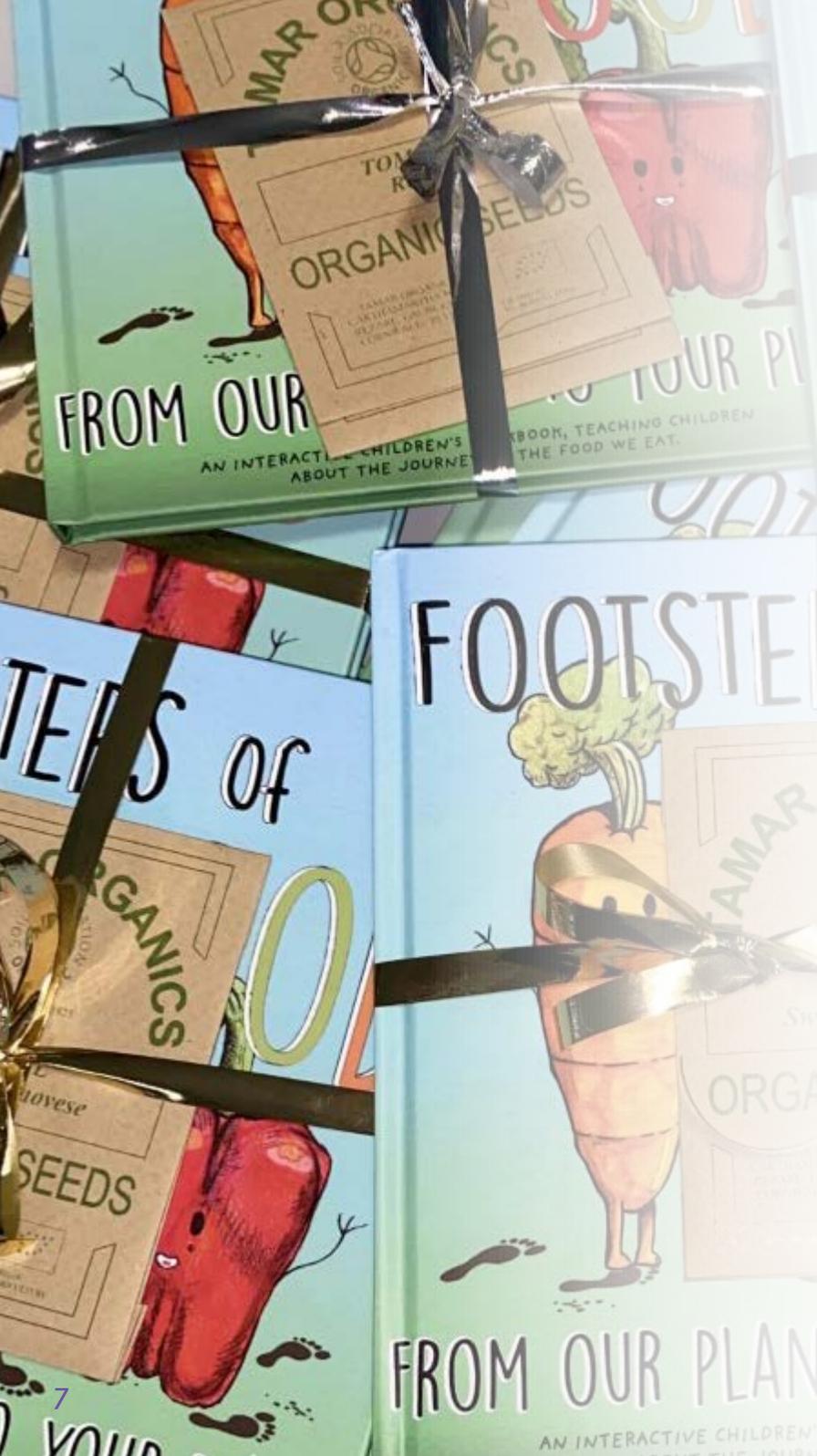
The Music department offers a wide range of extra-curricular enrichment activities. The department has many groups including school choirs and an orchestra that perform regularly at whole school events. Along with performers from other years, Sixth Form students play an active part in the school's annual Carol Concert which is held at St. Andrew's Church, as well as the annual Speech Day awards evening.

Ten Tors and Duke of Edinburgh

For those who enjoy the great outdoors, exploring Dartmoor and camping in all weathers, we usually have 35 mile, 45 mile and 55 mile teams for the Ten Tors event. Ten Tors will prepare students for challenges and help them to develop key leadership skills. We also run the Duke of Edinburgh Award scheme at Bronze, Silver and Gold level. If students have completed an award previously, they can come along and try the next level, or come as a direct entry to Gold level. On completion of the Duke of Edinburgh Gold Award, students receive their badge and certificate at either St James's Palace or Buckingham Palace.

Young Enterprise

Young Enterprise gives students from Devonport High School for Girls the chance to work on running a business venture. The Company Programme provides a vehicle for young people's and businesses' growing need for adaptability and employability skills. It provides an experiential learning opportunity that introduces our students to the practical realities of the world of work. The Company Programme empowers our students to set up and run a student company under the guidance of a business volunteer. Students make all the decisions about their business, from deciding on the company name, managing the company finances and selling to the public. They gain practical business experience and key skills



Over the past five years our team have won the Plymouth Overall Company Award three times. In 2020 Devonport High School for Girls' team 'Phoenix' were crowned Best Overall Company in Devon and runner-up Student Company of the Year 2020 at the South West finals. The programme requires students to commit to meeting at least once a week, giving time to ensure the project achieves set goals. Young Enterprise is an excellent addition to any UCAS or job application as it demonstrates characteristics that are desirable post 19.

You're Hired

We regularly take part in the annual 'You're Hired!' business challenge, open to 17 year olds across Plymouth supported by a number of local, national and international businesses, challenging students to solve commercial problems in a creative and strategic manner. Year 12 students can participate in 'You're Hired!' in a bid to become Plymouth's Most Employable 17-year-old along with many other awards.

Year 12 students can take part in teams but it is the best few individuals from each heat who progress to the final. Finalists are divided into teams, working together to solve a technically demanding challenge. The event is supported by the 'Making an Impact Workshop', that takes place before the final. The workshop gives students the basic skills they need to impress the judges in the competition but also their future employers in the real world.

BASE - Sponsored by the Institute of Chartered Accountants in England and Wales (ICAEW)

BASE is ICAEW's national business and accounting competition for 16-17 year olds across the UK. ICAEW is a world leading professional membership organisation that promotes, develops and supports over 153,000 chartered accountants worldwide. This competition is an exciting experience for students take part in team challenges; giving them an understanding of what it's like to be an ICAEW Chartered Accountant whilst developing their key employability skills. The group stages take place at Devonport High School for Girls.

In 2019 and 2021 teams from Devonport High School for Girls were one of the top 48 teams from across the UK who were invited to compete at the National finals in Birmingham. More than 22,000 students from hundreds of schools and colleges have participated in BASE since its launch, supported by numerous ICAEW Chartered Accountants and organisations from across the business world.

International Links at Devonport High School for Girls

In recent years Devonport High School for Girls has had strong working partnerships with schools in several countries, many through European and international programmes. These have included China, Chile, Croatia, Denmark, Finland, France, Germany, Ghana, Hungary, Irish Republic, Japan, Nepal, Poland, Romania, South Africa, USA and Zimbabwe. Programmes such as Erasmus+ and Connecting Classrooms have offered students from Year 7 to Year 12 the opportunity to work on relevant cross-curricular projects with the added incentive of a visit to one of the foreign countries. The school has been part of a project within the EU funded Erasmus+ programme which was completed in September 2020, based on 'The Magic of Water'.

Devonport High School for Girls has also organised for Year 12 and 13 language students from the South West to visit the European Parliament in Strasbourg. The students attended a Euroscola Day at the Parliament building and took the place of the MEPs to discuss a variety of interesting European issues, and also met many of the other 500 young people from EU member states. During the visit, the students also took part in a video-conference with an MEP who represents the South West, carried out a survey of opinions on Europe with passers-by in Strasbourg and had a tour of the city, including many of the EU buildings. Following a recent visit, students commented: "The Euroscola day taught me so much more about how the European Union works than I could ever hope to learn from just reading about it. I found talking to students from other member states really interesting because of their different viewpoints, as well as inspiring, as it reminded me of the importance of learning foreign languages."

Devonport High School for Girls as the lead school in the Peninsula Group Confucius Classroom, also promotes the teaching and learning of the Mandarin Chinese language and culture.



What's on offer

| Subject | Examination board | Specification code | Full details can be found on the websites below |
|---------------------|--------------------------|---------------------------|--|
| Art | OCR | H600 | www.ocr.org.uk |
| Biology | OCR | H420 | www.ocr.org.uk |
| Business | Edexcel | 9BS0 | qualifications.pearson.com |
| Chemistry | OCR | H432 | www.ocr.org.uk |
| Drama and Theatre | WJEC Eduqas | A690Q5 | www.eduqas.co.uk |
| English Literature | AQA | A 7712 | www.aqa.org.uk |
| French | AQA | 7652 | www.aqa.org.uk |
| Further Mathematics | OCR (MEI) | | www.ocr.org.uk |
| Geography | AQA | 7037 | www.aqa.org.uk |
| German | AQA | 7662 | www.aqa.org.uk |
| History | AQA | 7042 | www.aqa.org.uk |
| Mathematics | OCR (MEI) B | H640 | www.ocr.org.uk |
| Physics | AQA | 7408 | www.aqa.org.uk |
| Psychology | AQA | 7182 | www.aqa.org.uk |
| Religious Studies | WJEC Eduqas | A120PD | www.wjec.co.uk |
| Spanish | AQA | 7692 | www.aqa.org.uk |

Art

A Level course outline

A Level Fine Art is a unique opportunity that offers students a wide range of skills and an opportunity to broaden their knowledge of Art and Artists. The course aims to develop students who are visually aware and accomplished in their artwork.

Students are required to develop the knowledge, skills and understanding undertaken in Fine Art:

- Concepts such as figuration, representation and abstraction
- How the formal elements evoke response in the viewer
- Various forms or presentation in Fine Art and the ways that audiences may respond or interact with them
- Sustainable materials and production processes in the construction of work
- The potential of collaborative working methodologies in the creative process.
- Developing skills and techniques, understanding paint qualities, experimenting with materials, ideas and techniques
- Gaining confidence in ability in creative thinking and problem solving

Higher Education and career opportunities

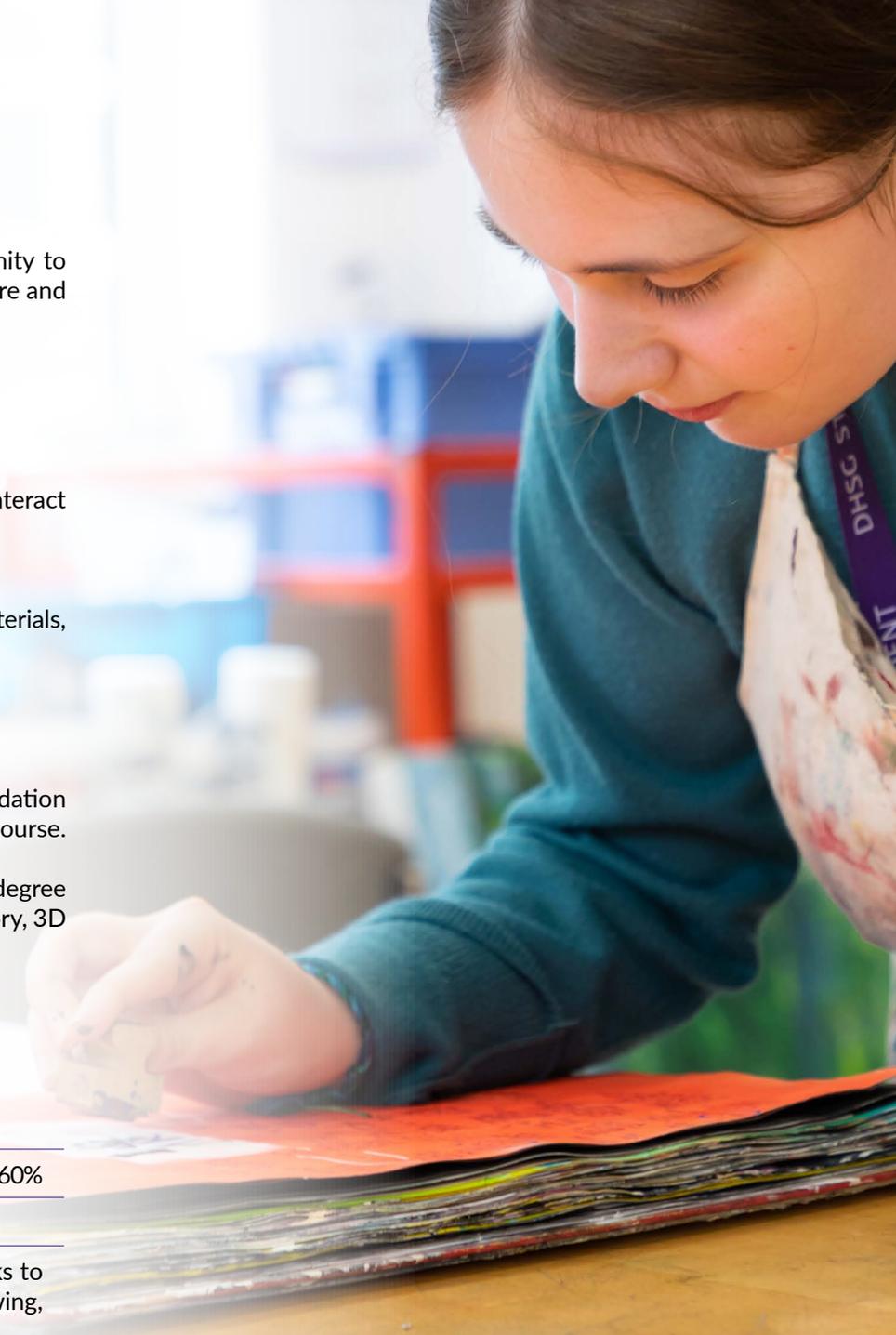
On successful completion of the A level course, many students may apply for a one year Art Foundation Course. There are also degrees in Art & Design that offer built in Foundation courses over a four year course.

Students have had success with direct entry through UCAS onto Art and Art Combined subjects at degree level such as Architecture, Fine Art, Fine Art Illustration, Fine Art with Art History, History and Art History, 3D Spatial Design, plus many others.

Course content

| | | |
|-------------------|--------|---|
| Examination board | OCR | Advanced GCE in Art & Design Fine Art. Specification codes: H600 |
| | Unit 1 | Personal Investigation Portfolio (1000-5000word written report) – 60% |
| | Unit 2 | Externally Set Assignment 15 hours – 40% |

The Personal Investigation is a portfolio of work that an individual student creates and has clear links to Art and Art History. Fine Art allows students to develop subject area knowledge in Painting, Drawing, Printmaking, Sculpture, Alternate Media and Lens Based Imagery.





Biology

A Level course outline

A stimulating and enjoyable course that includes opportunities for practical activities, both in the laboratory and on fieldwork. The syllabus includes consideration of examples from the development of biological principles through to the most modern gene technologies. The OCR Specification follows on from GCSE Biology or Combined Science and will build on knowledge, understanding and skills to prepare students for scientific careers.

Higher Education and career opportunities

Biology is an essential entry requirement for courses such as Medicine, Veterinary Science, Ophthalmology, Biomedical Sciences, Dentistry, Microbiology, Biological Sciences, Environmental Sciences, and Nursing. It also leads into careers in Teaching, Sport and Leisure and Physiotherapy.

Course content

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|-------------------|-----|---|
| Examination board | OCR | Full details of the specification and assessment criteria can be found on the OCR website www.ocr.org.uk Specification codes: H420 |
|-------------------|-----|---|

In terms of the course content there are six modules for the A Level, as listed below. All modules are assessed in the summer via a written examination with a practical endorsement. All papers contain a minimum of 10% mathematics.

Practical skills are evidenced by the Practical endorsement which is reported separately. Questions in the terminal examinations will cover practical techniques

| | |
|--------|---------------------------------------|
| Unit 1 | Development of practical Biology |
| Unit 2 | Foundations in Biology |
| Unit 3 | Biodiversity, Evolution and Disease |
| Unit 4 | Genetics, Evolution and Ecosystems |
| Unit 5 | Exchange and Transport |
| Unit 6 | Communication, Homeostasis and Energy |

Business

A Level course outline

A-level Business students will:

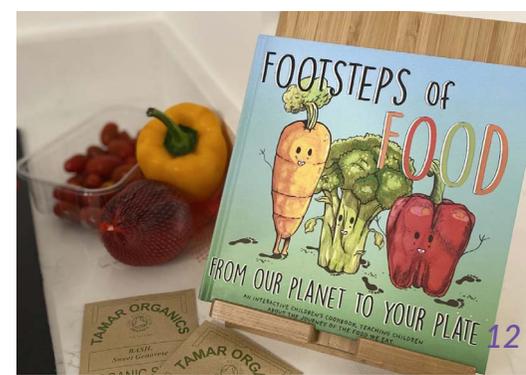
Develop a critical understanding of organisations, the context in which they operate, the markets they serve and the process of adding value through a problem solving approach to study. Students will also develop the knowledge and skills needed to analyse and evaluate data, think critically about issues and make informed decisions – all skills that are needed for further study and employment. They will be introduced to the challenges and issues of starting a business, including financial planning. They will focus on how established businesses might improve their effectiveness by making tactical decisions in marketing and competition, finance, people and operations management. They will also consider strategies for the larger businesses and how managers might measure and improve the performance of the business. Each year the examination board sets a research task where one competitive industry is explored and investigated in depth by students. Throughout the course students will have opportunities to communicate and explain ideas, explore and present alternative courses of action, work with quantitative data to solve business problems and keep up to date with national and international business news.

Higher Education and career opportunities

Business graduates go on to a very wide range of careers. Business prepares you for progression to further study or the world of work. Transferable skills like making decisions, solving problems, numerical skills, understanding the business environment and commercial awareness are relevant to university and employment. You might want to study a degree in business management, financial management, accountancy, tourism management or international business. You might progress to a career in banking, sales, product management or in charity organisations.

Course content

| | | |
|-------------------|--|--|
| Examination board | Edexcel | Full details of the specification and assessment criteria can be found on the examination board website. https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html |
| Unit 1 | 100 marks – 2 hours - data response and essay questions, and focuses on Theme 1 and Theme 4 content. | |
| Unit 2 | 100 marks – 2 hours - data response and essay questions, and focuses on Theme 2 and Theme 3 content. | |
| Unit 3 | 100 marks – 2 hours - has a pre-released context so you will investigate an industry or market in which businesses operate before your examination. The data response and essay questions in the examination are linked to the context. This paper focuses on content from all four themes | |





Chemistry

A Level course outline

To ensure that the learning is enjoyable and enhances the candidates' enthusiasm for Chemistry, the A level specification has been tailored to follow on from Chemistry or Combined Sciences at GCSE and will build on knowledge, understanding and skills to provide a pathway to further study.

Higher Education and career opportunities

Chemistry is a very versatile qualification that is an essential entry requirement for courses such as Chemistry, Biochemistry, Microbiology, Pharmacology, Medicine, Veterinary Science, Forensic Science, Biotechnology and Chemical Engineering.

Course content

| Examination board | OCR | Specification codes: H432 |
|--|--------|--|
| The A level is divided into six separately taught units. In addition there will be a separate endorsement of practical skills for A level Chemistry. | | |
| | Unit 1 | Development of practical skills in Chemistry |
| | Unit 2 | Foundations in Chemistry |
| | Unit 3 | Periodic table and energy |
| | Unit 4 | Core organic Chemistry |
| | Unit 5 | Physical Chemistry and transition elements |
| | Unit 6 | Organic Chemistry and analysis |
| Practical Endorsement | | Accreditation of Practical Skills |

Drama and Theatre

A Level course outline

The aim of the Drama and Theatre course is to develop your interest and enjoyment in drama and theatre both as active participants and as informed members of an audience, fostering an enthusiasm for, and critical appreciation of, the subject. The social, cultural and historical influences on the development of drama and theatre are also explored in each component, along with the study of key theatre practitioners.

Higher Education and career opportunities

Due to the multi-functional skills that are developed, such as working under pressure situations, public speaking, working individually, as well as part of a group dynamic, whilst being able to show both creative and analytical skills, this qualification can lead to a wide range of careers not only in theatre but also in a range of Public Services such as Teaching, Health and Social Care, Law, Politics, Journalism, and Media.

Course content

| | | |
|--|---|---|
| Examination board | WJEC Eduqas | Full details of the specification and assessment criteria can be found on the Eduqas website at: http://www.eduqas.co.uk/qualifications/drama-and-theatre/as-a-level/ |
| Component 1 - 'Theatre Workshop' | Students select a text set by the examination board to 're-interpret'; this means students take 30-70% of the original text and produce a new piece of Drama in a style and genre not originally intended. The 're-interpretation' piece must also be based on the ideas of a chosen practitioner or theatre company. Students perform their final piece in front of an audience. | |
| Component 2 - 'Text in Action' | Students create and perform two pieces of theatre in front of a visiting examiner. The first piece is a devised piece based on a stimuli set by the examination board and in relation to a practitioner or theatre company. The second piece is a performance from a play which links to the stimuli, but is from a different genre or performance style (to the devised piece). | |
| Component 3 - 'Text In Performance' | Sections A and B: Students explore two complete play texts from the perspectives of actor, director and designer, to respond to questions based on performance, rehearsal and realising a text in performance through visual and aural elements. 'Examples of these plays are Shakespeare's 'As You Like It,' Ibsen's 'Hedda Gabler,' Caryl Churchill's 'Love and Information,' and Edward Bond's 'Saved.' Section C: Students are given a 'seen' extract from the play 'A Monster Calls' to explore prior to the examination. | |





English Literature

A Level course outline

The AQA A Level course approaches the study of literature through the lens of historicism, encouraging the independent study of a range of texts within a shared context. This unifying approach facilitates the inclusion of a range of wider reading, thus extending students' experience and appreciation of literature.

Higher Education and career opportunities

About 40% of our students choose to study English as part of their degree, and this can lead to a wide- range of careers in Business, Local Government, Teaching, Law, Journalism and the Media.

Course content

| | | |
|-------------------|--------|---|
| Examination board | AQA | Full details of the specification and assessment criteria can be found on the examination board website www.aqa.org.uk/subjects/english A Level English Literature A 7712 |
| | Unit 1 | Paper 1 - Love Through The Ages (40%) Texts covered: Othello, The Great Gatsby and Anthology of Poetry. |
| | Unit 2 | Paper 2 - Texts in Shared Contexts (40%) Texts covered: The Handmaid's Tale, Feminine Gospels and Top Girls. |
| | NEA | Non-examination assessment: Independent Critical Study (20%) |

French

A Level course outline

This course aims to give candidates an excellent grounding in all aspects of the French language with the opportunity to develop ability and confidence in the four skill areas of speaking, listening, reading and writing. Furthermore, the specification aims to stimulate greater cultural awareness of France and the Francophone world.

Higher Education and career opportunities

A level French is a valuable asset for a variety of degrees and career areas including law, accountancy, business, media and teaching. Most French degrees involve a year abroad in France or a French-speaking country.

Course content

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|-------------------|-----|---|
| Examination board | AQA | Full details of the specification and assessment criteria can be found on the AQA website www.aqa.org.uk Specification codes: 7652 |
|-------------------|-----|---|

What is assessed: Aspects of French-speaking society: current trends/current issues Artistic culture and aspects of political life in the French-speaking world, Grammar

| | | |
|--------|--|----------------------------|
| Unit 1 | Listening, reading and writing Written examination: 2 hrs 30 mins | 100 marks - 50% of A-level |
|--------|--|----------------------------|

| | | |
|--------|--|----------------------|
| Unit 2 | Writing (one literary text and one film or two texts from set list) Written examination: 2hrs | 80 marks – 20% of A2 |
|--------|--|----------------------|

| | | |
|--------|--|--------------------|
| Unit 3 | Speaking (including individual research project) Oral examination: 21-23 minutes (+5mins preparation time) | 60 marks 30% of A2 |
|--------|--|--------------------|





Further Mathematics

A Level course outline

A Level Further Mathematics is studied in conjunction with A-Level Mathematics. Students will have the opportunity to discover new areas of Mathematics whilst developing a more in-depth understanding of concepts covered in the standard Mathematics A-Level course. Students will study Further Pure Mathematics ideas and modules covering Further Mechanics, Statistics, modelling of algorithms and numerical methods. Problem solving and Mathematical reasoning will feature prominently throughout this course.

Higher Education and career opportunities

Further Mathematics will provide an even more secure Mathematical basis for careers in all Sciences, Engineering, Medicine, Business, Economics, Archaeology, Psychology, Architecture, Geography, Design and many more.

Additionally, it is highly recommended for those who are considering a Mathematics degree in the future as some universities will only consider an applicant of a Mathematics degree if they have studied Further Mathematics.

Course content

Examination board

OCR
(MEI) B

Full details of the specification and assessment criteria can be found on the OCR website www.ocr.org.uk

The Further Mathematics A level is divided into Pure Mathematics and a choice of additional options* from statistics, mechanics, modelling with algorithms, numerical methods, extra Pure Mathematics and Pure Mathematics with technology. The course will focus heavily on the problem solving aspect of Mathematics, with mathematical reasoning being used alongside new techniques to solve questions in context.

*(Not all options may be available in any given year)

Geography

A Level course outline

This engaging, relevant and dynamic course gives students the opportunity to discuss big questions such as:

- What will be the impacts of climate change?
- How many people can our planet support?
- How is the world governed?

Students will:

- study the relationship between human populations and our physical environment at a variety of scales from the local to the global
- consider their own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision makers
- design their own individual investigation and carry out up to 4 days of fieldwork.

Higher Education and career opportunities

Geography is highly valued by universities as an A Level choice. Geography is a broad based subject that really fits well for your future progression into potential university and career choices. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change Geography is an obvious choice. For careers in the world of business an understanding of global economics forms an important part of Geography.

Course content

| | | |
|-------------------|--------|---|
| Examination board | AQA | Full details of the specification can be found on the AQA website www.aqa.org.uk Geography (7037) |
| | Unit 1 | Physical Geography 40% of total A level marks |
| | Unit 2 | Human Geography 40% of total A level marks |
| | Unit 3 | Geographical Investigation 20% of total A level marks |

German

A Level course outline

This course aims to give candidates an excellent grounding in all aspects of the German language with the opportunity to develop ability and confidence in the four skill areas of speaking, listening, reading and writing. Furthermore, the specification aims to stimulate greater cultural awareness of Germany and German speaking countries.

Higher Education and career opportunities

The OCR syllabus is an excellent preparation for students intending to study German at University, or as a valuable addition to science based A Levels and degree courses. German is also particularly valuable in a wide variety of career areas, including Law, Accountancy, Business, Media and Teaching.

Course content

| | | |
|-------------------|-----|---|
| Examination board | AQA | Full details of the specification and assessment criteria can be found on the AQA website www.aqa.org.uk Specification codes: 7662 |
|-------------------|-----|---|

What is assessed: Aspects of German-speaking society, Artistic culture in the German speaking world
Multiculturalism and aspects of political life in the German-speaking society, Grammar

| | | |
|--------|--|----------------------------|
| Unit 1 | Listening, reading and writing Written examination: 2 hrs 30 mins | 100 marks - 50% of A-level |
|--------|--|----------------------------|

| | | |
|--------|--|----------------------|
| Unit 2 | Writing (one literary text and one film or two texts from set list) Written examination: 2hrs | 80 marks – 20% of A2 |
|--------|--|----------------------|

| | | |
|--------|--|--------------------|
| Unit 3 | Speaking (including individual research project) Oral examination: 21-23 minutes (+5mins preparation time) | 60 marks 30% of A2 |
|--------|--|--------------------|

History

A Level course outline

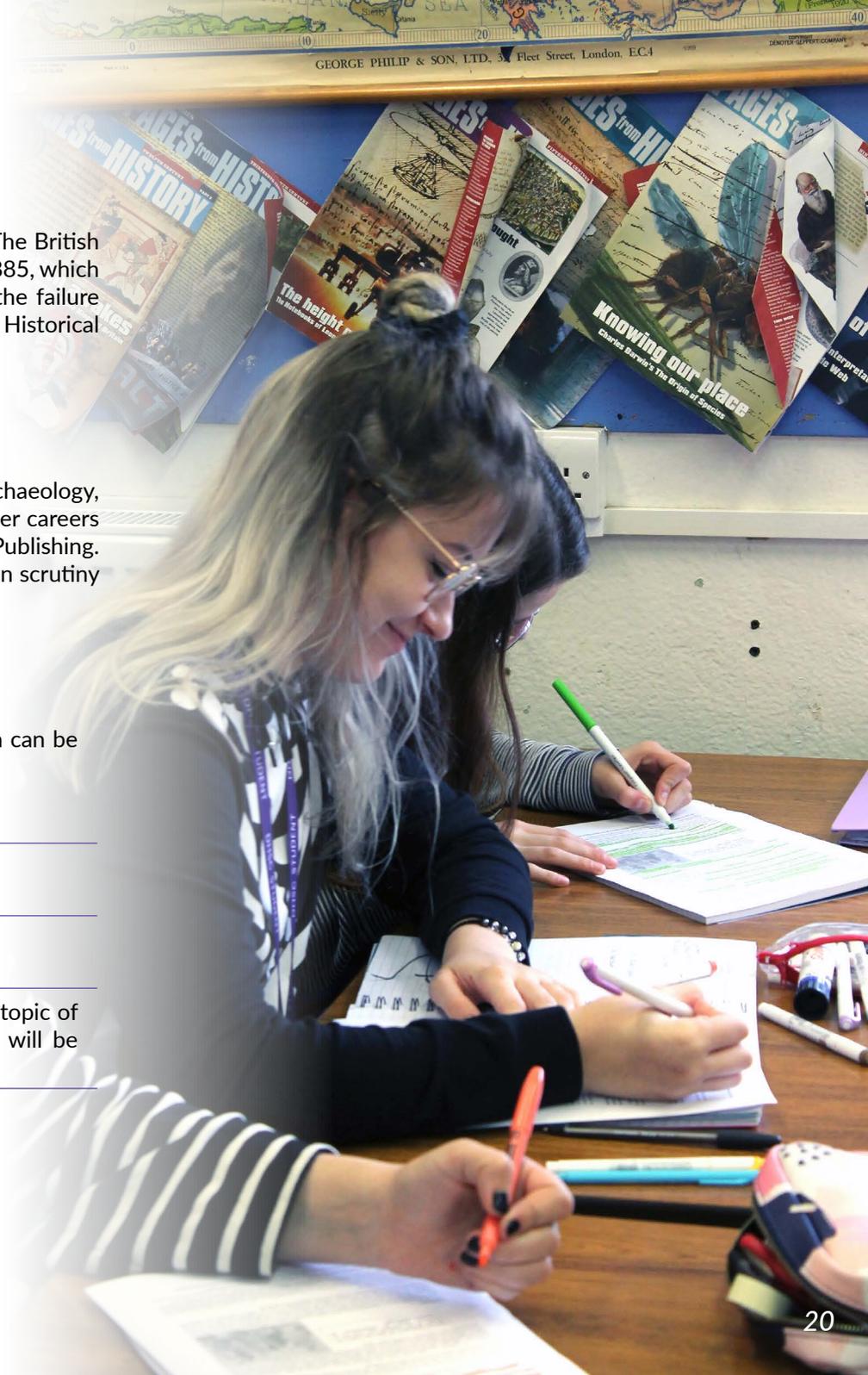
The course is designed to offer students the opportunity to study at least 200 years of History. The British Unit it focuses on economic, social and political democratic developments in the period c1780 – 1885, which transformed Britain as a nation. This provides a contrast with the depth study which explores the failure of democracy during a period of economic, social and political crisis and the rise of Nazism. The Historical Investigation provides students with a chance to investigate a period of 100 years of their choice.

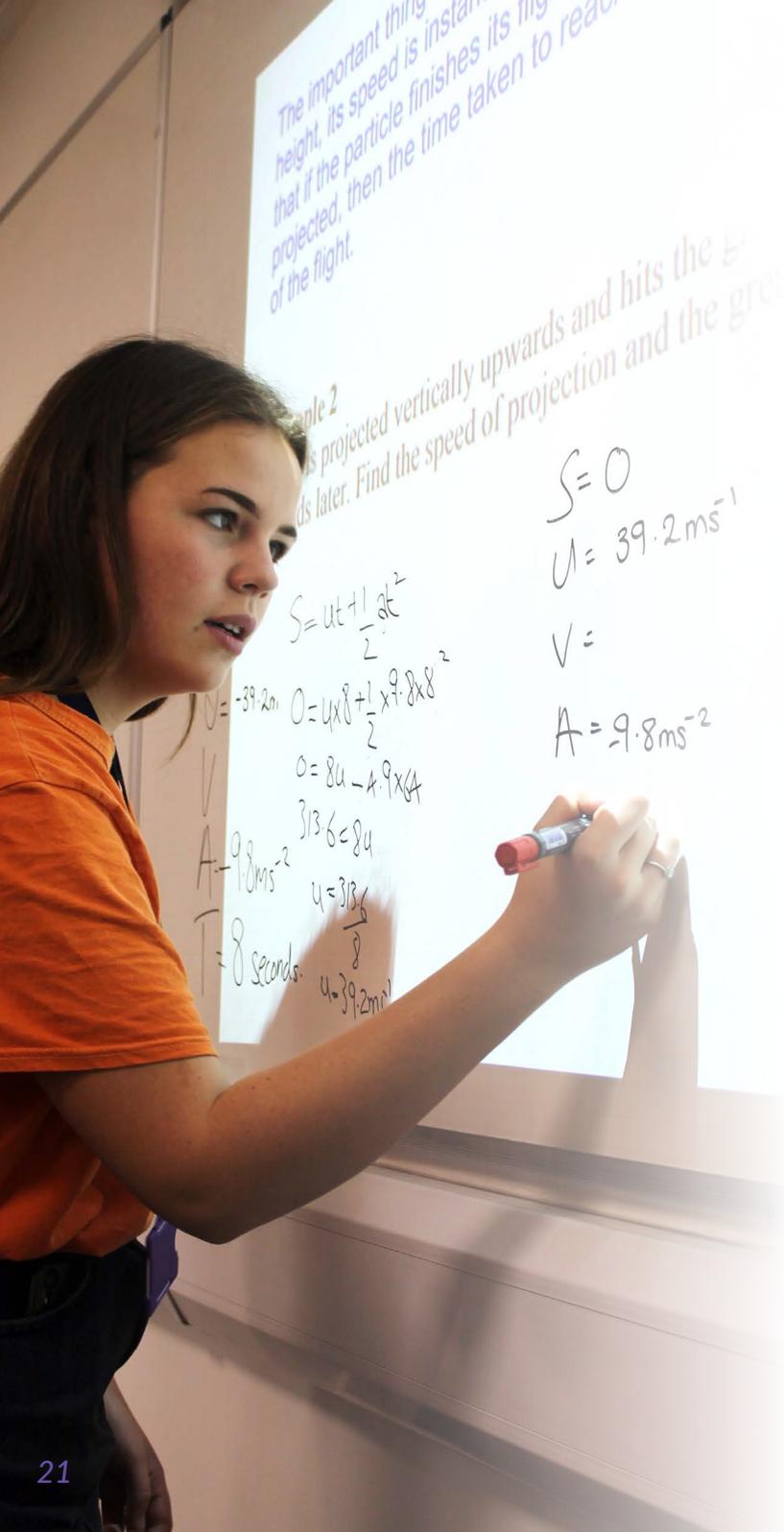
Higher Education and career opportunities

History is a well-respected academic subject which provides a good foundation for many careers. Archaeology, Conservation and Teaching are amongst those directly related to the subject. There are many other careers where historians excel such as Architecture, Banking, Economics, Journalism, Law, Marketing and Publishing. These careers draw on historical skills such as analysis and the ability to form judgements based on scrutiny of evidence.

Course content

| | | |
|-------------------|--|---|
| Examination board | AQA | Full details of the specification and assessment criteria can be found on the examination board website www.aqa.org.uk A Level History specification 7042. |
| Unit 1 | Breadth Study - Industrialisation and the People: The Transformation of Britain, c1783–c 1885 (40%) | |
| Unit 2 | Depth Study - Democracy and Nazism: Germany, 1918–1945 (40%) | |
| Unit 3 | Historical Investigation - A 100-year study based on a topic of student's choice, 3500-4500 words (20%). A penalty will be applied if the personal study exceeds 4500 words. | |





Mathematics

A Level course outline

Mathematics studied at GCSE is extended with students building on their Algebra, Geometry and Trigonometry skills in addition to discovering calculus. Students will apply their mathematical skills when studying the areas of Statistics and Mechanics. Mathematical reasoning and problem solving will also be a prominent feature of the course.

Higher Education and career opportunities

Mathematics at A Level is a fascinating and rewarding subject and forms the basis for many other subjects. It is highly regarded by employers and Higher Education establishments, with many degrees containing some elements of Mathematics.

Careers in Sciences, Engineering, Medicine, Business and Economics, Geography and Design, amongst many others, will benefit from mathematical studies at a high level.

Course content

| | | |
|-------------------|-------------|---|
| Examination board | OCR (MEI) B | Full details of the specification and assessment criteria can be found on the OCR website www.ocr.org.uk H640 |
|-------------------|-------------|---|

An A level in Mathematics will be examined through three written papers: Pure Mathematics and Mechanics, Pure Mathematics and Statistics and Pure Mathematics with a comprehension task. Pure Mathematics will make up two-thirds of the content taught.

| | |
|---------|---|
| Paper 1 | Pure Mathematics and Mechanics 100 marks 2 hours 36.4% of total |
| Paper 2 | Pure Mathematics and Statistics (02) 100 marks 2 hours 36.4% of total |
| Paper 3 | Pure Mathematics and Comprehension (03) 75 marks 2 hours 27.3% of total A level |

Physics

A Level course outline

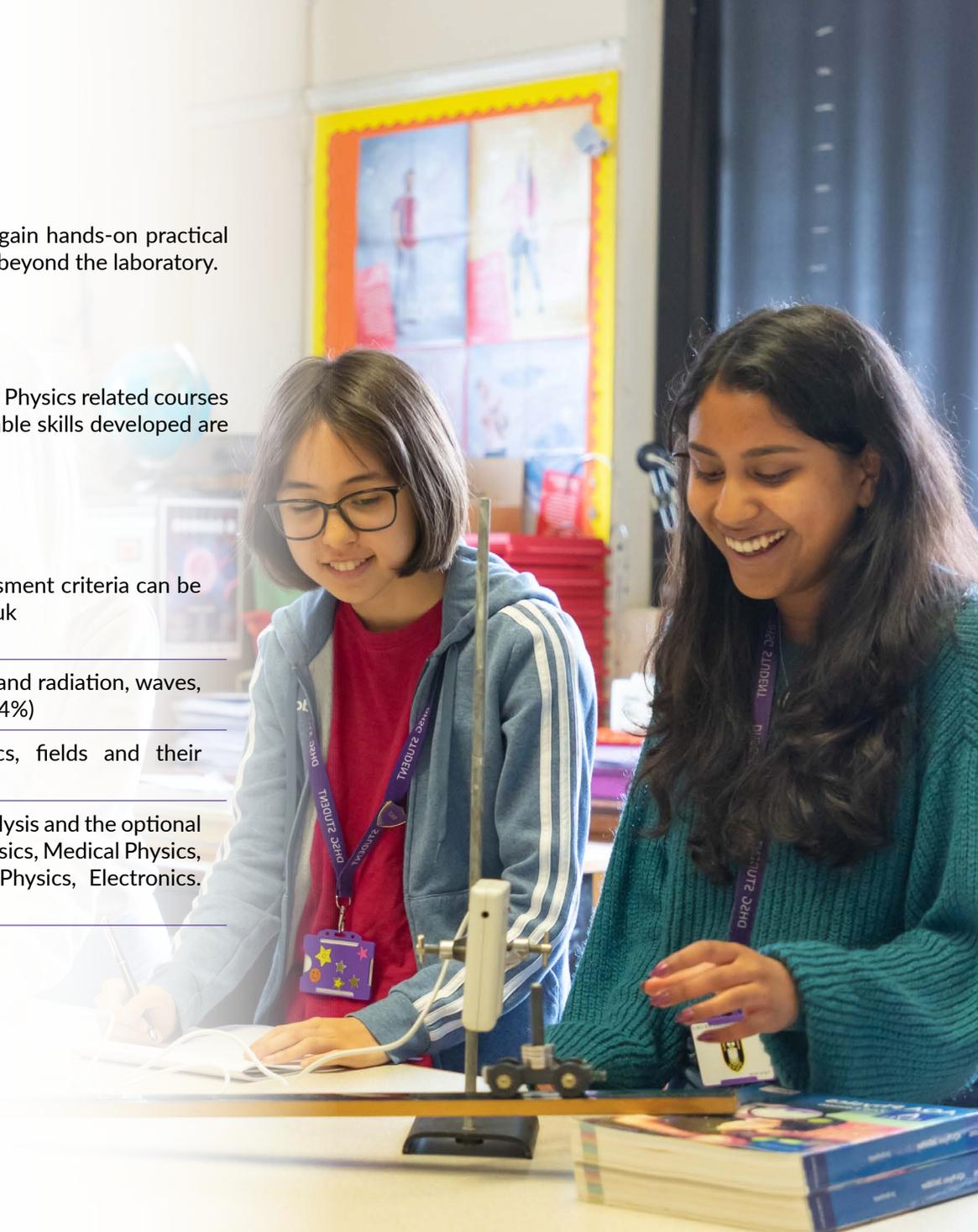
To develop an in-depth knowledge and understanding of the principles of Physics, gain hands-on practical skills, data analysis skills and an appreciation of how science works and its relevance beyond the laboratory.

Higher Education and career opportunities

A Level Physics enables students to continue with the subject at university, or to study Physics related courses such as Engineering, Astronomy, Computing, Medicine or Architecture. The transferable skills developed are problem solving, logical thinking and the ability to communicate complex ideas.

Course content

| | | |
|-------------------|--------|--|
| Examination board | AQA | Full details of the specification and assessment criteria can be found on the AQA website www.aqa.org.uk AQA Advanced Level Physics 7408. |
| | Unit 1 | Measurements and their errors, particles and radiation, waves, mechanics, electricity, periodic motion. (34%) |
| | Unit 2 | Further mechanics and thermal physics, fields and their consequences, nuclear physics. (34%) |
| | Unit 3 | Assessment of practical skills and data analysis and the optional topic. Optional topics are one of: Astrophysics, Medical Physics, Engineering Physics, Turning points in Physics, Electronics. (32%) |



Psychology

A Level course outline

Psychology is the 'scientific study of the mind and behaviour'. A-Level Psychology will provide you with the skills required of an undergraduate - an inquiring mind and the ability to use scientific research findings to support and challenge various claims about why people behave the way that they do. It focuses on knowledge and understanding of concepts, theories and studies from a wide range of topics such as internal mental processes involved in perception and intelligence, to the causes of mental disorders.

Higher Education and career opportunities

Success in Psychology shows that you can master complex subject content and analyse advanced concepts. Course content is relevant to a range of careers: Law, Teaching, Medicine, Nursing, Management and Marketing.

Course content

| | | |
|-------------------|--------|--|
| Examination board | AQA | Full details of the specification and assessment criteria can be found on the examination board website www.aqa.org.uk - A Level Psychology 7182 |
| | Unit 1 | Introductory Topics in Psychology Social influence Memory Psychopathology Attachment |
| | Unit 2 | Psychology in Context Approaches in Psychology Biopsychology Research Methods |
| | Unit 3 | Issues and Options in Psychology Issues and debates in Psychology Optional topics- Relationships; Aggression; Schizophrenia |

Religious Studies

A Level course outline

This course seeks to develop knowledge and understanding of philosophy, religions and ethics alongside the skills of enquiry, reflection and critical analysis; it is an excellent preparation for most subjects at university. Students will enjoy the opportunity to develop their own opinions and ideas during the course.

Higher Education and career opportunities

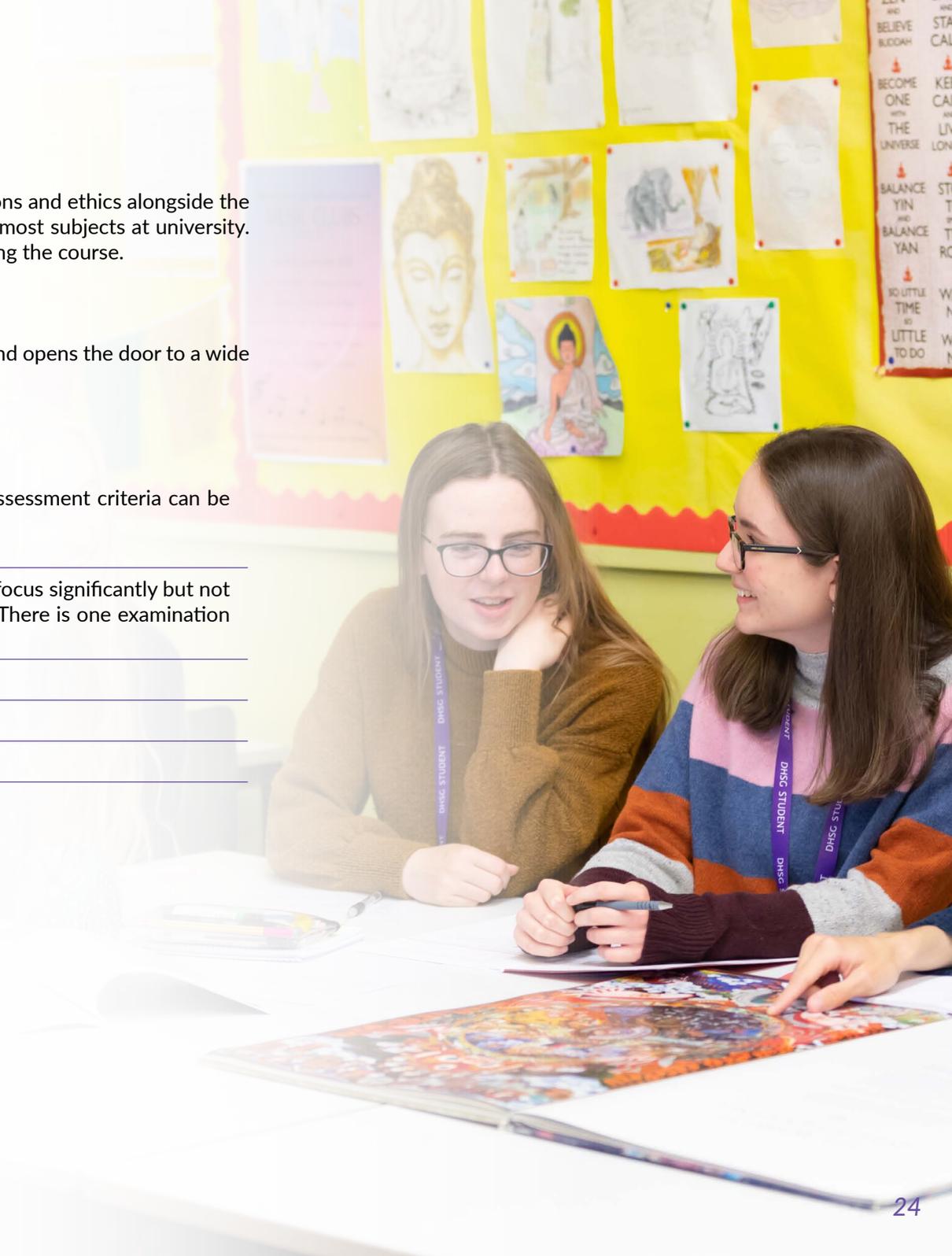
A qualification in Religious Studies is valued by both universities and employers and opens the door to a wide range of courses and careers.

Course content

| | | |
|-------------------|----------------|---|
| Examination board | WJEC Eduqas | Full details of the specification and assessment criteria can be found http://www.wjec.co.uk/ Specification codes: A120PD |
|-------------------|----------------|---|

The world religion chosen as a focus in Unit 1 will be Buddhism. Units 2 and 3 focus significantly but not exclusively on Christianity. There is no coursework component in this course. There is one examination for each component.

| | |
|--------|------------------------------|
| Unit 1 | A Study of Religion 33.3% |
| Unit 2 | Philosophy of Religion 33.3% |
| Unit 3 | Religion and Ethics 33.3% |





| | | |
|-----------|-------------|----------|
| I | yo | escuchar |
| you (s) | tú | escuchar |
| he/she/it | él/ella | escuchar |
| we | nosotros | escuchar |
| (pl) | vosotros | escuchar |
| | ellos/ellas | escuchar |

Spanish

A Level course outline

This course aims to give candidates an excellent grounding in all aspects of the Spanish language with the opportunity to develop ability and confidence in the four skill areas of speaking, listening, reading and writing. Furthermore, the specification aims to stimulate greater cultural awareness of Spain and Latin America.

Higher Education and career opportunities

Spanish A level will be a valuable asset in a variety of degree and career areas including Law, Accountancy, Business, Media and Teaching. Most Spanish degrees involve a year abroad in Spain or Latin America.

Course content

Examination board AQA Full details of the specification and assessment criteria can be found on the AQA website www.aqa.org.uk
Specification code: 7692

What is assessed: Aspects of Hispanic society, Artistic culture in the Hispanic World, Multiculturalism and aspects of political life in Hispanic society, Grammar

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| Unit 4 | Listening, reading and writing Written examination: 2 hrs 30 mins 100 marks - 50% of A-level |
| Unit 5 | Writing (one literary text and one film or two texts from set list) Written examination: 2hrs 80 marks – 20% of A Level |
| Unit 6 | Speaking (including individual research project) Oral examination: 21-23 minutes (+5mins preparation time) 60 marks 30% of A Level |

II
FEDERICO
GARCIA
LORCA
Ian Gibson
The best biography of a Spanish
writer I ever wrote
High Times, Sunday Times

Early entry process to Higher Education

Oxbridge, Medicine, Dentistry or Veterinary

If students are thinking about applying to Oxford or Cambridge or looking at careers in Medicine, Dentistry or Veterinary studies, then they will apply early in Year 13. It is therefore vital that students are preparing early for this and at Devonport High School for Girls, we will support students through this process. All applications need to be finalised by middle of October in Year 13 and there are many component parts along the way that need addressing to make applications as competitive as possible.

| <i>When?</i> | <i>What?</i> |
|------------------------------|---|
| Right now! | Research the collegiate system of Oxbridge Colleges or the background of medical, dentistry or veterinary degrees. |
| November – Year 11 | Pre-application questionnaire Oxbridge and Early Entry Group established from interested Year 11s |
| November – Year 11 | Devonport High School For Girls Sixth Form Open Evening - Oxbridge Talk/ Medicine, Dentistry, Veterinary Talk |
| Rest of Year 11 | Regular meetings regarding work experience, and application preparation support from Year 13 Early Entry Ambassadors |
| Autumn term - Year 12 | Source work experience, begin planning applications for summer schools and prepare for any science Olympiads. |
| Autumn term onwards- Year 12 | Talk outlining the Oxbridge and Early Entry process. This includes updates of summer schools, academic profiles, personal statement examples, information on admissions tests etc. Early Entry pack distributed to early entry students outlining the process, interview questions, personal statement examples. Formal talk about Admissions Tests |
| March - Year 12 (prov) | Higher Education Convention at Westpoint Exeter. This will allow interested students the opportunity to explore their chosen ideas in more detail. |
| March – Year 12 | Outline structure of personal statement. Review of extracurricular achievements such as DofE, Ten Tors, volunteering and career related work experience. For those looking at purely academic subjects for Oxbridge wider reading also needs to be undertaken. |
| April – Year 12 | Students briefed on admissions tests required for chosen degree courses. How and where to apply, costs etc. |
| April – Year 12 | Students choose specialised EPQ topic to support application. |
| May – Year 12 | UCAS website goes live. All courses for following year's entry published. |
| June – Year 12 | UCAS workshop day. Students will get the opportunity to fine tune their personal statements. |
| June – Year 12 | First draft of personal statement completed. Support with finalising personal statements will be an ongoing process from this stage on. |
| July – Year 12 | UCAT tuition sessions for those that are taking the UCAT before the summer holidays. |
| Summer Holidays | Work experience, wider reading, attending summer schools, adjusting personal statement. |

| | |
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| September – Year 13 | Specialised advice on personal statement adjustments. Final redrafts of personal statement completed. Last minute consultations on application, checking of details. |
| September – Year 13 | Students to register for admissions tests with Examinations Officer at Devonport High School For Girls. |
| September – Year 13 | Students will be invited to attend an interview practice day at Marlborough College. This will be an intensive experience where practice interviews and feedback are given about performance. This is an optional activity. |
| September – Year 13 | Additional UCAT tuition session for those taking the UCAT in the Autumn term. |
| September – Year 13 | Preparation for assistance with admissions tests. |
| 15 October – Year 13 | Deadline for all early entry applications to UCAS. One to one consultations for final predicted grades and last minute personal statement check |
| Mid – Late October – Year 13 | BMAT tutoring sessions for medicine students run by Peninsular Medical School in conjunction with Devonport High School For Girls. |
| Oct/Nov – Year 13 | Medic practice interviews with Peninsular Medical school and GP interviews. Practice interviews for all applicants from this time onwards. |
| 4 November – Year 13 | Admissions tests sat. |
| December Year 13 onwards | Called to interviews. |

The application process is a continual dialogue and consultation between students and staff. It is essential that students are being proactive in this process and are consulting with staff with their questions as the process develops.

Entry process to Higher Education

All other routes to Higher Education

At Devonport High School for Girls we are proud of the number of students who achieve a place in Higher Education with a large percentage achieving entry into Russell Group and the top 30 institutions. Students will be supported at every step by their Form Tutor and the rest of the Sixth Form team. We will help students to complete their UCAS application, run a trip to the Exeter UCAS convention in the Spring and hold our own UCAS day which we run with the help of the University of Exeter in the Summer term. At every stage we will advise students and help them to develop the dialogue that is required for a high quality application.

| <i>When?</i> | <i>What?</i> |
|--------------------------------|--|
| Early in Year 12 | Start to research University courses. |
| February – Year 12 | Personal statement examples sent to Year 12 students to ascertain structure of personal statement. |
| March – Year 12 (prov) | Higher Education Convention at Westpoint Exeter. This will allow interested students the opportunity to explore their chosen ideas in more detail. |
| March – Year 12 | Students firm up their choices for Higher Education study and begin an outline structure of their personal statement. |
| May – Year 12 | UCAS website goes live. |
| June – Year 12 | UCAS workshop day. Students will get the opportunity to fine tune their personal statements here. |
| June – Year 12 | First draft of personal statement completed. Support with finalising personal statements will be an ongoing process from this stage. |
| Summer Holidays | Review of choices of Higher Education courses, further research. |
| September – Year 13 | Final drafts of personal statement completed. Last-minute consultations on application, checking of details. |
| October/November – Year 13 | Advice on honing application and choices. Students advised to have application completed and sent to the Sixth Form Team for the reference to be added by end of November. Additional talk on student funding if required. |
| Early November onwards Year 13 | References are written. |
| 15 January Year 13 | Final deadline for submission of UCAS application. |

The application process is a continual dialogue and consultation between students and staff. It is essential that students are being proactive in this process and are consulting with staff with their questions as the process develops

Destinations

| | |
|---|---|
| Apprenticeship | Dr Surgery Business Admin level |
| Babcock | Business and Administration Apprenticeship |
| Bath Spa University | Politics, Philosophy and Economics |
| Bournemouth University | Medical Science |
| Brighton and Sussex Medical School | Medicine |
| Bristol, University of the West of England | Accounting and Finance |
| Bristol, University of the West of England | Physiotherapy |
| Cardiff Metropolitan University | Biomedical Science |
| Cardiff Metropolitan University | Sport and Exercise Science |
| Cardiff University | Archaeology and History |
| Cardiff University | Chemistry |
| Cardiff University | English Language and Literature |
| Cardiff University | English Literature and Philosophy |
| Cardiff University | Nursing (Mental Health) |
| Cardiff University | Philosophy |
| Department for Transport | Degree in Economics/Apprenticeship (Civil Service) in Economics |
| Durham University | Mathematics |
| Employment | Hospitality |
| Imperial College London | Biomedical Engineering |
| King's College London, University of London | Economics & Management |
| King's College London, University of London | Biomedical Science |
| Lancaster University | Chemistry |
| Loughborough University | English with Creative Writing |
| Plymouth College of Art | Foundation course |
| Plymouth Marjon University | Primary Education (Early Years) (with QTS) |

| | |
|---------------------------------|--|
| PriceWaterhouseCoopers (PWC) | Apprenticeship in Consulting |
| Queen Mary University of London | Physics |
| Swansea University | Modern Languages |
| UCL (University College London) | Earth Sciences (International Programme) |
| UCL (University College London) | Human Sciences |
| University of Bath | Management |
| University of Birmingham | Law |
| University of Birmingham | Law |
| University of Bristol | Geography |
| University of Bristol | History |
| University of Bristol | Mathematics with Study Abroad in a Modern Language |
| University of Bristol | Medicine - MBChB Standard entry |
| University of Cambridge | English |
| University of Cambridge | Human, Social, and Political Sciences |
| University of Chester | Animal Behaviour and Psychology |
| University of Chichester | Primary Teaching (QTS) |
| University of Essex | Journalism and Literature (Including Placement Year) |
| University of Essex | Psychology with Cognitive Neuroscience |
| University of Exeter | Biological Sciences |
| University of Exeter | Business and Management with Industrial Experience |
| University of Exeter | Conservation Biology and Ecology |
| University of Exeter | Drama |
| University of Exeter | Economics and Politics with Year Abroad |
| University of Exeter | Law with European Study |
| University of Exeter | Marketing and Management with Industrial Experience |
| University of Exeter | Medical Sciences |
| University of Exeter | Modern Languages |

| | |
|---|---|
| University of Exeter | Politics, Philosophy and Economics with Study Abroad |
| University of Exeter | Theology and Religion with Study Abroad |
| University of Hull | Chemical Engineering |
| University of London Institute in Paris | BA in International Politics |
| University of Nottingham | Veterinary Medicine |
| University of Oxford | Chemistry |
| University of Oxford - St Peters | Spanish and Beginners' German |
| University of Plymouth | Adult Nursing |
| University of Plymouth | Animal Behaviour and Welfare |
| University of Plymouth | Criminology and Criminal Justice |
| University of Plymouth | Criminology and Criminal Justice |
| University of Plymouth | English |
| University of Plymouth | Games Development Technologies |
| University of Plymouth | Law |
| University of Plymouth | Law |
| University of Plymouth | Law |
| University of Plymouth | Paramedic Science |
| University of Plymouth | Psychology with Integrated Foundation Year |
| University of Portsmouth | Nursing |
| University of Portsmouth | Psychology |
| University of Reading | English Language and Literature |
| University of Reading | Nutrition and Food Science |
| University of Sheffield | Medicine (Phase One) |
| University of South Wales | Computer Games Development |
| University of Southampton | French and Spanish |
| University of Sussex | Primary and Early Years Education (with Qualified Teacher Status) |
| University of York | Human Geography and Environment |

| | |
|--------------------|---------------------------------------|
| University of York | Politics with International Relations |
| University of York | Natural Sciences |

** 17 Pupils are presently engaged in a gap year*

** 6 Pupils are presently Repeating Year13*

Former Students

| | |
|--|--|
| Bath Spa University | Biology (Human Biology) |
| Bath Spa University | Philosophy and Ethics and Psychology (Professional Placement Year) |
| Cardiff University | Nursing (Adult) |
| Keele University | Geology (Environmental Geoscience) |
| King's College London, University of London | Neuroscience |
| London School of Economics and Political Science, University of London | Mathematics and Economics |
| Nottingham Trent University | Veterinary Nursing |
| Queen Mary University of London | Chemical Engineering |
| University of Birmingham | Biomedical Science |
| University of Bristol | Biomedical Sciences |
| University of Chichester | Musical Theatre & Acting for Film |
| University of Kent | Law |
| University of Oxford | History of Art |
| University of Reading | Fine Art |
| University of St Andrews | International Relations |

A Level Results 2021

| <i>Subject</i> | <i>A*</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> | <i>E</i> | <i>Total</i> |
|---------------------|-----------|-----------|-----------|-----------|-----------|----------|--------------|
| Art, Craft & Design | 3 | 1 | 0 | 0 | 0 | 0 | 4 |
| Biology | 5 | 15 | 11 | 8 | 3 | 2 | 44 |
| Business | 3 | 2 | 9 | 4 | 1 | 0 | 19 |
| Chemistry | 4 | 7 | 5 | 7 | 5 | 1 | 29 |
| Computer Science | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| Drama & Theatre | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Economics | 2 | 0 | 1 | 0 | 0 | 0 | 3 |
| English Literature | 23 | 17 | 5 | 0 | 0 | 0 | 45 |
| French | 0 | 5 | 1 | 0 | 0 | 1 | 7 |
| Geography | 5 | 5 | 4 | 0 | 0 | 0 | 14 |
| History | 5 | 8 | 9 | 1 | 0 | 0 | 23 |
| Mathematics | 10 | 6 | 9 | 5 | 3 | 1 | 34 |
| Further Mathematics | 4 | 0 | 1 | 0 | 1 | 0 | 6 |
| Media Studies | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Physics | 4 | 4 | 1 | 2 | 2 | 1 | 15 |
| Politics | 0 | 0 | 2 | 1 | 0 | 0 | 3 |
| Psychology | 6 | 6 | 7 | 6 | 1 | 0 | 26 |
| Religious Studies | 3 | 5 | 1 | 0 | 0 | 0 | 9 |
| Sociology | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Spanish | 2 | 3 | 0 | 0 | 0 | 0 | 5 |
| <i>Total</i> | 79 | 86 | 70 | 34 | 17 | 6 | 293 |

| | |
|-------------------------------|-------|
| Percentage A*/A | 56% |
| Percentage A* to E | 99.7% |
| Average point score per entry | 45.4 |

Other Qualifications 2021

| <i>Subject</i> | <i>A*</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> | <i>E</i> | <i>Total</i> |
|------------------|-----------|----------|----------|----------|----------|----------|--------------|
| Extended Project | 11 | 10 | 14 | 1 | 1 | 0 | 37 |

| <i>Subject</i> | <i>Distinction</i> | <i>Merit</i> | <i>Pass</i> | <i>Total</i> |
|--|--------------------|--------------|-------------|--------------|
| BTEC Level 3 National Extended Certificate in Health & Social Care | 1 | 0 | 0 | 1 |



 **DEVONPORT HIGH SCHOOL FOR GIRLS**
A SPECIALIST LANGUAGE COLLEGE

Candidate Statement of Results

Season: June 2021
 Name: _____ Series: (All)
 Candidate Number: _____ Year: 13
 UCI: _____ Reg. Group: _____
 ULN: _____

Exam Results

| Board | Level | Element Code | Title | Grd1 | Grd2 | Mark Equiv | End1 | End2 | Points |
|-------|-------|--------------|--------------------------------|------|------|------------|------|------|--------|
| ACA | EXPUB | 7963 | Extended Project | A* | | | | | 18 |
| ACA | GCSEA | 7542FO | History ADV Option FO | A | | | | | 50 |
| ACA | GCSEA | 7652T | French ADV Teacher Cond Option | A | | | | | 50 |
| ACA | GCSEA | 7712B | English Lit A ADV Option B | A* | | | | | 60 |



 **DEVONPORT HIGH SCHOOL FOR GIRLS**
A SPECIALIST LANGUAGE COLLEGE

Candidate Statement of Results

Season: June 2021
 Name: _____ Series: (All)
 Candidate Number: _____ Year: 13
 UCI: _____ Reg. Group: _____
 ULN: _____

Exam Results

| Board | Level | Element Code | Title | Grd1 | Grd2 | Mark Equiv | End1 | End2 | Points |
|-------|-------|--------------|----------------------------|------|------|------------|------|------|--------|
| ACA | EXPUB | 7963 | Extended Project | A* | | | | | 18 |
| ACA | GCSEA | 7542FO | History ADV Option FO | A | | | | | 50 |
| ACA | GCSEA | 7712B | English Lit A ADV Option B | A* | | | | | 60 |
| ACA | GCSEA | 7660 | Mathematics (9-10) | A* | | | | | 60 |



Devonport High School For Girls

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Peverell
Plymouth
Devon
PL2 3DL

