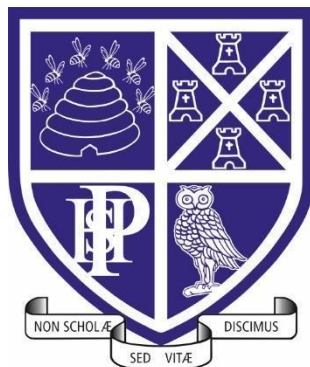


Plymouth High School for Girls

"For life, not school, we learn"



Year 10 GCSE Expectations

Information Booklet

A Guide for Parents and Students

September 2023



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KS4 Course Information

The purpose of this section of the booklet is to give students and their parents/carers some indication of the course requirements and demand in the different KS4 subjects. As the curriculum changes have now come into effect, all subjects have reverted to terminal exams at the end of the two years study and will be graded on the 9 to 1 system. However, some by their nature, involve almost continuous assessment right through years 10 and 11.

Heads of Department have indicated information such as what proportion of the total marks are awarded specifically for coursework and assessments, the nature of the tasks which are required from students, how time is made available to complete the work and, where appropriate, approximate dates when the students can expect to be doing assessed work for particular subjects.

Students and parents should gather from this that the amount of assessment in year 10 remains significant in some subjects. It is essential that both parents and students are aware that any absence from school for whatever reason will have a direct impact on the number of hours available to spend on some assessments. While we will endeavour to provide supervised catch-up sessions for time missed, this may not be possible when this time is busy, and the absence was avoidable.

Centre Assessed work, or coursework, can make significant demands on students' time outside of lessons, but it should not be excessive. As indicated in the following pages, subject staff devote a mixture of classwork and homework time to preparing for this assessment work and this is largely dictated by the level of control on the work i.e. exactly what tasks the exam board allow you to carry out at home and what has to be done in school under higher levels of control.

The homework time allocation is about one hour per subject per week (but two hours for English, and 40 minutes per science teacher), and it should be possible for students to complete work in the homework time allocated to it by teachers. If it seems to be taking much longer, then students should talk to their teacher, to make sure they are not doing more than is intended. A list of contact emails for all subject leaders is included in this booklet.

Also, bear in mind that in some subjects the demand on time is less obvious than in others. For example, preparing for language oral exams is just as important as submitting an essay on time. If they have taken a Technology option, particular attention needs to be paid to students pacing their work, as this will have large elements of classroom-based assessment. The number of subjects which have no external assessment in Year 10 has increased, including the core subjects English, Maths and Science. Therefore, internal summer assessments take on much greater significance, and this should also be kept in mind when students plan their work.

We hope that you will find the information interesting and helpful. If you have any queries, please discuss them with subject teachers in the first instance.

Mrs Nicol-Boyle

Head of Year 10

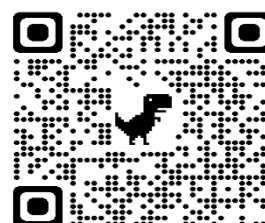
Contact Details

Parents and students are encouraged to communicate with the school if they have any concerns or questions about courses. The school switchboard can be contacted on 03333 602230 where a message can be left for a particular member of staff to phone you when they are not teaching. As there may be some inevitable delay in receiving a response through this route it is often more efficient to contact staff via email.

To help with this I have listed the email addresses of subject leaders and key staff below with an indication of their role:

Role	Name	Email Address
Head of Year 10	Mrs Nicol-Boyle	Zoe.Nicolboyle@phsg.tsat.uk
Assistant to Heads of Year	Miss J Barker	Jackie.Barker@phsg.tsat.uk
Year 10 Form Tutors	Mrs Marcer Miss A Cook Mrs G Freeman-Alford and Miss K Wakling Mrs H Walsh	Kristy.Marcer@phsg.tsat.uk Annette.Cook@phsg.tsat.uk Georgina.Freeman-alford@phsg.tsat.uk Kate.Wakling@phsg.tsat.uk Heidi.Walsh@phsg.tsat.uk
Head of English	Mrs S Blunden-Currie	Siobhan.Blundencurrie@phsg.tsat.uk
Head of Mathematics	Miss G Freeman-Alford	Geogina.Freemanalford@phsg.tsat.uk
Head of Science	Mr A Waite	Adrian.Waite@phsg.tsat.uk
Deputy Headteacher and maternity cover Head of Technology	Miss D Roughton	Donna.Roughton@phsg.tsat.uk
Head of MFL	Mrs H Walsh	Heidi.Walsh@phsg.tsat.uk
Head of History/Law/Politics	Mr R Mallard	Richard.Mallard@phsg.tsat.uk
Head of Geography	Mr L Graves	Leon.Graves@phsg.tsat.uk
Head of Religious Studies	Miss T McAuliffe	Tanya.Mcauliffe@phsg.tsat.uk
Head of Art	Mr T Varrall	Tom.Varrall@phsg.tsat.uk
Subject Leader for Music	Ms K Marcer	Kristy.Marcer@phsg.tsat.uk
Head of Drama	Miss C Crouch	Claire.Crouch@phsg.tsat.uk
Head of PE	Ms A Pickles	Alison.Pickles@phsg.tsat.uk
Head of PSHE	Mrs C Lewin	Catherine.Lewin@phsg.tsat.uk
Subject Leader for Computing	Mr P Richards	Peter.Richards@phsg.tsat.uk
Learning Support	Mrs P Simister	Patricia.Simister@phsg.tsat.uk

Key Dates for Year 10 Students. Calendar 2023-2024



Communications - Accessibility of Staff and Response Times

At Plymouth High School, we believe that good communication between school and the home is essential. Children and young people achieve more when school and parents/carers work together. Parents/carers can help more if they know what the school is trying to achieve, and how they can help.

In recent years' communications between home and school have shifted quite dramatically from pen and paper to email; with email becoming the preferred and predominant mode of communication. Email provides us with a quick, cheap and easy means of communication. The ease of communication via email has many advantages but with it comes problems as the expectation for almost instantaneous reply, in a well-informed, considered and timely manner, appears to be on the increase with complaints following when this has not been the case.

As a school, our first priority is to deliver high quality teaching and learning and we must make sure that email as a means of communication doesn't distract teachers from their primary focus: teaching. On any one day a teacher will have a plethora of demands on their time including up to five lessons teaching (and tutor time, lunch duties, clubs and other activities, and after school practices). Teachers cannot and are not expected to monitor and manage their inbox during lessons or at other times in the day, when they should be planning and preparing for lessons, assessing student work or carrying out school duties. The school (and you) expect teachers to be fully prepared, focused and engaged with students and supporting their learning. We would never wish to discourage parents from communicating with staff, establishing a relationship and working together. Parental communication is essential; we do not always get it right and we need your feedback to help us to continue to improve.

However, the school has a duty of care to staff, as it does to students. This includes a responsibility to ensure that the staff's workload is manageable and does not unreasonably intrude into their private life. We have an incredibly dedicated team of staff at Plymouth High and we want to make them feel valued. It is therefore essential that we respect them and help them to maintain a sustainable workload.

The following outlines important considerations when using email communication between home and school.

All communication must respect the dignity of the recipient.

1. Within 48 hours - receipt of an email will be acknowledged (during term time only but not after 5pm nor over a weekend)
2. Within 5 working days - provide a response to the email by telephone or in writing (including an email). This may include informing the sender that more time is required to provide a full response. If this is the case, staff should indicate a time frame in which a response should be expected.
3. If a member of staff is not able to deal with the email directly then they will pass it on to the most appropriate person and inform the sender that they have done so.
4. Staff will not be expected to monitor or respond to emails out of their normal working hours (including weekends and published school holidays). Whilst parents may compose emails at hours to suit their own needs, we would ask that emails are not normally sent outside of a member of staff's normal working hours.

Mobile phones and other electronic devices that enable staff to access their school emails when away from school can make it difficult to 'ignore' a message from a parent, leading to unnecessary worry and anxiety on the part of the member of staff.

5. Whilst this is extremely rare, if a member of staff receives an email which is of an aggressive tone, sets unreasonable demands or could otherwise be interpreted as harassing, they will refer this to a senior line manager in the school, who will decide if consideration needs to be given to dealing with further communication under our Complaints Policy.

If you have any thoughts as to how we can improve communication between school and home, please do let me know.

Charging

As our students embark on their new courses, we would like to highlight a few points around costs and charging beyond what is already provided by the school.

All students receive a photocopy allowance which enables them to print and copy work up to a set limit. Once they exceed that limit, they will need to purchase more credits in school.

Textbooks are provided in all subjects where they are required, but to keep costs down, these are often provided as a class set which are kept in school and used by more than one student. Where students wish to take a book home, make notes and annotations in it, and generally have ownership of the text we are able to sell the book at cost price to the student. As we often get large reductions on sets of books this may be cheaper than buying the book oneself. The department will advise by letter when these are available and the price.

In addition to these common themes across Departments, some subjects have very specific items and costs which parents should be aware of when students embark on these courses.

Art and Design Technology subjects require materials to produce the various artefacts that are made. In line with the school's charging and remissions policy, and because these finished items are all in the ownership of the students, parents are asked to contribute towards the cost of the items in the ways described below:

Art

A kit of required materials for the course (which includes the specified sketchbooks): £15.00

Design Technology

GCSE Food and nutrition: i) requires a specified apron ii) students provide their own ingredients.

GCSE Design & Technology; Graphics, Resistant materials and Textiles: a once only voluntary charge of £10 towards materials across the two-year course. There may be additional charges if certain expensive materials need to be purchased for the student's project/ students may be required to provide their own fabric/ components for their final projects.

English

Textbooks will be supplied for the English Language course. Students will be offered the opportunity to purchase the books that they will be studying for English Literature at a discounted price. All students will receive a letter detailing the edition and cost of the texts.

Geography

All students require a clipboard for their fieldwork. These can be purchased at most superstores for around £2. We endeavour to try and take every year group out on a fieldtrip each year. To make this financially viable for the school we may ask for a small donation in the region of about £3 per student. Non-payment does not mean the student cannot go on the trip, but without the continued support of donations further trips would be cancelled in the long run.

Maths

A scientific calculator is required and will be used in almost all lessons for year 10. We would hope your child already has a Casio FX-85GT and should be familiar with their own equipment as this will be taken into their GCSE examinations in year 11. We write in pencil in mathematics lessons. A mathematics set is also required containing a pair of compasses and a protractor as a minimum. Students should also have a purple pen for self-assessing and editing.

MFL

AQA online Kerboodle is used in lessons and for homework as well as textbooks being available in lessons. AQA revision guides are highly recommended. Vocabulary learning through Quizlet, Memrise, Seneca, Duolingo or any other online app should be considered as habitual work throughout the course and not just when set as homework.

PE

Year 10: students who have opted for the Health and Fitness course to contribute to booking of fitness instructors, the fitness suite and aerobics instructor: £24. Students who have opted for the Sports Leadership course are asked for a contribution towards half of the cost of registering for the qualification which is £11. The Dance Leadership course is delivered alongside health and fitness and we ask for a contribution of £20.

Year 11: students who have opted for the Individual competitor course to contribute to booking of rowing on the water, climbing and mountain biking (£24).

The Sciences (Biology, Chemistry, Physics)

A natural display calculator is required. We would recommend the same calculator as recommended by the Mathematics Department.

A Guide to Year 10 Assessment and Reporting at Plymouth High School for Girls.

Nationally, grades have been replaced with a numerical system from 9 to 1, with 9 being the top grade available to students. To reflect this change, we have altered our assessment and reporting system to allow you to have the most up to date information regarding your child's progress. The principles behind the approach are as follows.

We want ALL students to:

- Make progress and excel
- Know how well they are doing and what they need to do to improve
- Know that they can achieve.
- Celebrate their progress, whatever their starting points

How do we report on the progress of our students?

We will send reports home to you three times in year 10. In the autumn, spring and summer terms. All of them will include attitude to learning and predicted grades. The final report in year 10 will also include the end of year 10 Mock results. One report each year will also provide targets for students to work on, in order to make progress as they approach year 11.

Predicted Grade – this is the grade your child is most likely to achieve at the end of her GCSE studies in a given subject.

We have reported your daughter's progress in the following way:

Subject	ATL	Predicted Grade
Maths	1	9-
Art	2	8-
History	3	6
Chemistry	4	5-

- 7 + means that a grade 7 is the most likely grade but your daughter could achieve a grade 8
- 7 means that a grade 7 is the most likely grade
- 7 - means that a grade 7 is the most likely grade but your daughter could slip to grade 6

Attitude to Learning

- Blue – attitude to learning is excellent
- Green - attitude to learning is in line with expectation
- Orange – attitude to learning is a little lower than expectation and there needs to be an increase in effort
- Red – attitude to learning is not as expected there needs to be an improvement

Thank you for your continued support.

Mrs Nicol-Boyle
Head of Year 10

Thinking, Teaching and Learning

At Plymouth High School for Girls, we integrate cognitive science and metacognition into our teaching and learning approach. Collaborating with the University of Exeter, we are currently working towards becoming an accredited 'Thinking School'.

Cognitive science is about understanding how the brain learns and retains information. Making this the focus of our classroom practice allows us to tailor our learning activities to maximise your child's potential. Metacognition empowers your child to think about their thinking and developing essential habits like self-awareness, goal-setting and regular reflection.

We use a variety of thinking, teaching and learning strategies which benefit from proven cognitive science and metacognitive research, including:

- **Edward De Bono's Thinking Hats** encourage students to approach problems from different perspectives, enhancing creativity, decision-making, and fostering a well-rounded approach to learning.
- **Tony Ryan's Thinkers Keys** unlock creative thinking by encouraging students to generate alternative ideas, explore different possibilities, and think outside the box, leading to innovative problem-solving and the development of a flexible mindset.
- **David Hyerle's Thinking Maps** are helpful tools that help students visually organise their thoughts, make connections between ideas, and think more clearly
- **Art Costa's Habits of Mind** introduce important skills like problem-solving, critical thinking, and effective communication, helping students become confident and adaptable learners who are ready to succeed in school and in life.

Aligning perfectly with our motto "for life, not school, we learn", these approaches equip your child with lifelong learning skills that extend far beyond their time in school. We are dedicated to ensuring that your child receives the best possible education, one that prepares them to thrive in an ever-changing world.

David Britz-Colwill
Assistant Headteacher

The Three Rs of Revision

www.internetgeography.net/revision



How can you help?



A quiet study space



Desk or table to revise at



Motivational support



Well-being
healthy diet, sleep, exercise and relax

3 steps to revision

Step 1



Refine It

How?

1. Know what to revise.
2. Prioritise areas to revise.
3. Create a revision plan.

Step 2



Revise It

How?

1. Dual coding
2. Flashcards
3. Mind maps
4. Revision clock

Step 3



Review It

How?

1. Self testing
2. Quizzing
3. Past papers

Get involved



Set realistic boundaries



Provide resources such as blank postcards



Plan with them and revisit topics



Learn with them



Quiz them using their flashcards



Praise/reward them

Year 10 Curriculum

Plymouth High School for Girls aims to be an outstanding grammar school for the 21st century remaining true to the philosophy of the school's motto 'for life, not school, we learn'.

Included here is our Year 10 curriculum which:

- Promotes a culture of high aspiration enabling personal and academic success
- Prepares students to think confidently and independently
- Provides an outstanding education for all, the key to this being high quality teaching
- Provides enjoyment, excitement and challenge for all, stimulating an enthusiasm for lifelong learning
- Prepares students to become active citizens, equipped to succeed in a world of rapid change

Subject	Assessment Structures	Course Information
Art and Design (AQA)	Coursework/ Personal Portfolio – 60% Exam Project – 40%	<p>GCSE Fine Art consists of one coursework project 'Human Nature' which make up 60% of the final grade and an Exam Project which makes up the final 40%. The GCSE Art and Design is with AQA exam board (8202).</p> <p>Coursework - 60%</p> <p>Students will gain knowledge in the application of a wide range of techniques and media through a series of mini-projects under the title 'Human: Nature': Graphic Design, Clay Sculpture, Drawing, Lino printing, Acrylic painting, Photoshop, Photomontage, Watercolour and Inks. For each mini-project, students will learn from relevant artists and apply the skills they have learned to their own responses. Students select one of their mini-projects on which they build their own independent project. The Coursework project will develop through Year 10 and is submitted as presentation boards supported by a physical or digital sketchbooks and artworks before the Christmas break in Yr11. Students Final CW Piece is completed in the lead-up to and including the Yr11 Art mock in November.</p> <p>Final Exam Project – 40%</p> <p>The final Exam Project will begin in January in Yr11. Students are given a title from the exam board which they, with support from their teachers, develop a project in response to. Students have 10 weeks lead-up to the exam to prepare a sketchbook of their research and technical investigations, then will produce a final piece in a 10 hour in Art in exam conditions.</p> <p>(2 day) exam. The sketchbook will be left at the end of the exam and will be marked alongside the final piece/s.</p>
Biology (AQA) and Combined Science Biology	<p>Paper 1 (1hr 45min)</p> <p>Topics:</p> <p>1: Cell biology</p> <p>2: Organisation</p>	<p>There are THREE 'big ideas' in the biological sciences: ORGANISMS, ECOSYSTEMS and GENES which explore the following themes:</p> <ul style="list-style-type: none"> Life processes depend on molecules whose structure is related to their function

<p>(AQA)</p>	<p>3: Infection and response</p> <p>4: Bioenergetics</p> <p>Paper 2</p> <p>(1hr 45min)</p> <p>Topics:</p> <p>5: Homeostasis and response</p> <p>6: Inheritance, variation and evolution</p> <p>7: Ecology</p> <p><i>*Combined Science Biology examinations are 1hr 15min</i></p>	<ul style="list-style-type: none"> • The fundamental units of living organisms are cells, which are organised into tissues and organs • Organisms form populations, communities and ecosystems which interact • Living organisms are interdependent and show adaptations to their environment • Life is dependent on photosynthesis where plants transfer solar energy into chemical energy • Organic compounds are used in cellular respiration to allow the other chemical reactions of life • The chemicals in ecosystems are continually cycling through the natural world • The characteristics of a living organism are influenced by its genome and its environment • Evolution occurs by natural selection and is responsible for all organisms' shared ancestry.
<p>Chemistry</p> <p>(AQA)</p> <p>and</p> <p>Combined Science Chemistry</p> <p>(AQA)</p>	<p>Paper 1</p> <p>(1hr 45min)</p> <p>Topics:</p> <p>1: Atomic structure and the periodic table</p> <p>2: Bonding, structure and the properties of matter</p> <p>3: Quantitative chemistry</p> <p>4: Chemical changes</p>	<p>There are THREE 'big ideas' in the chemical sciences: MATTER, REACTIONS and EARTH which explore the following themes:</p> <ul style="list-style-type: none"> • Matter is composed of tiny particles called atoms • There are about 100 different naturally occurring types of atoms called elements • Elements show periodic relationships in their chemical and physical properties • These properties can be explained in terms of the atomic structure of the elements • Atoms bond by either transferring, or by sharing electrons • The shapes of molecules giant structures affect the way they behave

	<p>5: Energy changes</p> <p>Paper 2 (1hr 45min)</p> <p>Topics:</p> <p>6: The rate and extent of chemical change</p> <p>7: Organic chemistry</p> <p>8: Chemical analysis</p> <p>9: Chemistry of the atmosphere</p> <p>10: Using resources</p> <p><i>*Combined Science Chemistry examinations are 1hr 15min</i></p>	<ul style="list-style-type: none"> • There are barriers to reaction so reactions occur at different rates • Chemical reactions take place in only three different ways: <ul style="list-style-type: none"> ○ Proton transfer ○ Electron transfer ○ Electron sharing • Energy is conserved in chemical reactions so can be neither created or destroyed. • Materials can be extracted from unrefined sources in the ground and used for industrial and commercial processes
Computer Science (OCR)	<p>Unit 01:</p> <p>Computer systems</p> <p>(01)</p> <p>80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper</p>	<p>This course gives students an in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop their understanding of current and emerging technologies and how they work • Look at the use of algorithms in computer programs • Become independent and discerning users of IT

	<p>(no calculators allowed)</p> <p>50%</p> <p>Unit 02:</p> <p>Computational thinking, algorithms and programming</p> <p>(02) 80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper</p> <p>(no calculators allowed)</p> <p>50%</p>	<ul style="list-style-type: none"> ● Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts ● Develop computer programs to solve problems ● Evaluate the effectiveness of computer programs /solutions and the impact of computer technology in society. <p>Unit 01: Computer systems</p> <p>This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that learners will draw on this underpinning content when completing the Programming Project component (03 or 04).</p> <p>Unit 02: Content of Computational thinking, algorithms and programming</p> <p>This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking.</p> <p>Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs,</p> <p>computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics. It is expected that learners will draw on this underpinning content when completing the Programming Project component (03 or 04).</p>
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<p>Design and Technology – Food Preparation and Nutrition (Eduqas)</p>	<p>The two pieces of coursework are worth 50% of the final mark</p>	<p>GCSE Food Preparation and Nutrition is a new national specification replacing all other ‘food’ GCSE’s. The end examination will be set by the Eduqas Examination Board (formerly WJEC)</p> <p>The two non-examined assessments are taken in year 11 with a final, 105 minute, written exam paper at the end of the two-year course.</p> <p>Non-examined Assessments: -</p> <ol style="list-style-type: none"> 1) A scientific investigation is completed in Sept of year 11 (15% of final mark) 2) A practical examination consisting of making 3 dishes in 3 hours and accompanying written assessment will be completed in the spring term of year 11 (35% of final mark). <p>The course will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. They should encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p> <p>In studying food preparation and nutrition, students must:</p> <ul style="list-style-type: none"> • Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment • Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks • Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health • Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
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		<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food • Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes <p>The students must be able to make the connections between theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking.</p>
Design and Technology – Textiles (Edexcel)	Controlled Assessment – 50% Final Exam – 50%	<p>The first two terms of Year 10 consist of a series of research, design and practical tasks set by local Textile and Fashion design companies. These projects provide students with the opportunity to develop a sound foundation to deliver work for their Controlled Assessment and covers a substantial part of the subject content of the specification. The making of the product will further develop technical skill and reinforce the need and understanding of quality assurance and quality control.</p> <p>The GCSE Major Project (Controlled Assessment) is started during the third term of Year 10 and continues throughout Year 11. This makes up 50% of their overall grade at GCSE. It consists of a single design and make activity selected from a range of contexts set by the Edexcel Exam Board where students will need to work at identifying a problem and developing a solution. Deadlines will be set for completion of each aspect of the major project and students will be expected to plan their work to meet these dates. The final deadline for this project is February 2023.</p> <p>The final exam, which also makes up 50% of their overall GCSE grade, consists of both core and specialist theory content. Students will complete the theory content throughout year 10 and certain aspects will be recovered in year 11 in the lead up to the exam (February- May).</p>
Design and Technology – Graphic Products	Coursework – 50% Exam Project – 50%	<p>The first two terms of Year 10 consist of a series of research, design and practical tasks set by local and national product design companies. These projects work to provide students with the opportunity to develop a sound foundation to deliver work for their</p>

and Resistant Materials (Edexcel)		<p>Controlled Assessment and covers a substantial part of the subject content of the specification. The making of the product will further develop technical skill and reinforce the need and understanding of quality assurance and quality control.</p> <p>The GCSE Major Project (Controlled Assessment) is started during the third term of Year 10 and continues throughout Year 11. This makes up 50% of their overall grade at GCSE. It consists of a single design and make activity selected from a range of contexts set by the Edexcel Exam Board where students will need to work at identifying a problem and developing a solution. Deadlines will be set for completion of each aspect of the major project and students will be expected to plan their work to meet these dates. The final deadline for this project is February 2023.</p> <p>The final exam, which also makes up 50% of their overall GCSE grade, consists of both core and specialist theory content. Students will complete the theory content throughout year 10 and certain aspects will be recovered in year 11 in the lead up to the exam (February- May).</p>
Drama (Edexcel/Pearson)	<p>3 components:</p> <p>Component 1: Devising Theatre NEA: internally assessed, externally moderated. 40% of the qualification.</p> <p>Component 2 performing from a text: externally assessed by a visiting examiner. 20% of the qualification.</p> <p>Component 3: Interpreting Theatre</p>	<p>Component 1</p> <p>This has two parts to the assessment, the first is to create, develop and perform an original piece of theatre devised from a chosen stimulus using the techniques of an influential theatre practitioner. The second is to write a portfolio of supporting evidence which documents their developmental processes, and they must also complete an evaluation of their final piece.</p> <p>This unit will take place in May of year 10.</p> <p>Component 2</p> <p>This is a performance exam where students will perform two key extracts from a performance text. This will take place in January/February of Year 11.</p> <p>Component 3</p> <p>This is the written exam. Section A will require students to answer questions on a performance text studied and will look at how the script can be realised in performance. Section B is a live theatre evaluation and students will answer one question on a performance that they have seen. They are permitted to bring some</p>

		<p>theatre evaluation notes (up to a maximum of 500 words) into the examination.</p> <p>May/June Year 11</p>
English Language (AQA)	<p>Exam – 100%, comprising two papers assessing reading and writing</p> <p>Each examination carries equal weighting</p>	<p>Students will read, discuss and write on a range of fiction and non-fiction texts. They will continue to develop their skills as writers of fiction and non-fiction.</p> <p>Spoken English Endorsement Students present information and ideas in spoken presentations and listen and respond to others appropriately.</p> <p>The content of each examination paper is as follows:</p> <p>Paper One Explorations in Creative Reading and Writing</p> <p>Section A: Reading (40 marks) (25%)– one literature fiction text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Section B: Writing (40 marks) (25%) - one extended descriptive or narrative writing question (24 marks for content, 16 marks for technical accuracy)</p> <p>Paper Two Writers' Viewpoints and Perspectives</p> <p>Section A: Reading (40 marks) (25%) – one non-fiction text and one literary non-fiction text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Section B: Writing (40 marks) (25%) - one extended writing question focused on presenting a point of view (24 marks for content, 16 marks for technical accuracy)</p>
English Literature (AQA)	Exam – 100%, comprising two papers assessing their understanding	Students will read, discuss and write on a range of literary texts in preparation for the two examination papers detailed below:

	of a range of fiction texts.	<p>Paper One Shakespeare and the 19th-century novel One hour 45 minutes - 40% of GCSE</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Paper Two Modern texts and poetry Two hours 15 minutes - 60% of GCSE</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> <p>Copies of the set texts are not permitted in the examinations</p>
French (AQA)	Course Content	<p>Themes The specification covers three distinct themes. These themes apply to listening, speaking, reading and writing.</p> <p>Theme 1: Identity and culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals</p> <p>Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism</p> <p>Theme 3: Current and future study and employment Topic 1: My studies Topic 2: Life at school/college</p>

	<p>Paper One 25% of GCSE</p> <p>Paper Two 25% of GCSE</p> <p>Paper Three 25% of GCSE</p> <p>Paper Four 25% of GCSE</p>	<p>Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p> <p>Assessment - GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four papers at the same tier. All exams will take place in Summer 2022.</p> <p>Listening Exam 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</p> <p>Questions in English, to be answered in English or non-verbally Questions in French, to be answered in French or non-verbally</p> <p>Speaking Exam 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time</p> <p>Role-play Photo card General conversation</p> <p>Reading Exam 45 minutes (Foundation Tier), 1 hour (Higher Tier)</p> <p>Questions in English, to be answered in English or non-verbally Questions in French, to be answered in French or non-verbally This paper also includes a translation from French into English</p> <p>Writing Exam 1 hour (Foundation Tier), 1 hour 20 minutes (Higher Tier)</p> <p>Message (Foundation Tier only) Short passage (Foundation Tier only) Translation from English into French Structured writing task – 90 words Open-ended writing task – 150 words (Higher Tier only)</p>
Geography AQA	<p>Examination 100%</p> <p>35% 88 marks 1 hour 30 minutes written paper</p>	<p>Living with the Physical Environment The Challenge of Natural Hazards The Living World Physical landscapes of the UK</p>

Geography AQA	35 % 88 marks 1 hour 30 minutes written paper	Challenges in the Human Environment Urban issues and challenges The changing economic World The challenges of resource Management
	30% 76 marks 1 hour 15 minutes written paper	Geographical application Issue Evaluation Fieldwork
German (AQA)	<p>Course Content</p> <p>Paper One 25% of GCSE</p> <p>Paper Two 25% of GCSE</p> <p>Paper Three</p>	<p>Themes The specification covers three distinct themes. These themes apply to listening, speaking, reading and writing.</p> <p>Theme 1: Identity and culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals</p> <p>Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism</p> <p>Theme 3: Current and future study and employment Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p> <p>Assessment - GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four papers at the same tier. All exams will take place in Summer 2022</p> <p>Listening Exam 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</p> <p>Questions in English, to be answered in English or non-verbally Questions in German, to be answered in German or non-verbally</p> <p>Speaking Exam 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time Role-play Photo card General conversation</p>

German (AQA)	<p>25% of GCSE</p> <p>Paper Four 25% of GCSE</p>	<p>Reading Exam 45 minutes (Foundation Tier), 1 hour (Higher Tier)</p> <p>Questions in English, to be answered in English or non-verbally Questions in German, to be answered in German or non-verbally This paper also includes a translation from German into English</p> <p>Writing Exam 1 hour (Foundation Tier), 1 hour 20 minutes (Higher Tier)</p> <p>Message (Foundation Tier only) Short passage (Foundation Tier only) Translation from English into German Structured writing task – 90 words Open-ended writing task – 150 words (Higher Tier only)</p>
History (Edexcel)	<p>Exam:</p> <p>Paper one – 30% 1 hour 15 minutes</p> <p>Paper two – 40% 1 hour 45 minutes</p>	<p>History GCSE consists of three exam papers</p> <p>Paper 1 - Crime and Punishment in Britain, c1000-present</p> <ul style="list-style-type: none"> • Study of crime in the Medieval period including the role played by the church, trial by ordeal and capital punishment • Study of crime in the early modern period including case studies on the Gunpowder Plot and the witch trials of the 17th Century • Examination of crime in the 18th and 19th century with focus on Bloody Code, the development of a professional police force and prison reform • Focus on 20th Century crime including the abolition of the death penalty and the treatment of conscientious objectors • The Paper will also have a focused study on the Historic Environment tied in. This will look at Whitechapel between 1870 and 1900 with particular focus on the Jack the Ripper murders. <p>Paper 2 – Early Elizabethan England and Superpower relations and the Cold War 1941-1991 This paper is split into two sections Section One – Early Elizabethan England</p> <ul style="list-style-type: none"> • Study of the problems facing Elizabeth between 1558 and 1569 including issues of succession, religious disputes and foreign threats • Focus on the revolts that plagued her reign including the Northern Revolt and the plots against her life

	<p>Paper three – 30% 1 hour 20 minutes</p>	<ul style="list-style-type: none"> • Examination of the rivalry with Spain, the execution of Mary Queen of Scots and the Spanish Armada • Finally, the module looks at life in Elizabethan society including the voyages of discovery of Raleigh and Drake <p>Section Two – Superpower relations and Cold War 1941-1991</p> <ul style="list-style-type: none"> • Examination of the origins of the Cold War including the ideological tensions that developed between Stalin and Truman between 1945 and 1949 • Focus on the crises that took place in Berlin, Cuba and Czechoslovakia and the implications this had on the threat of nuclear Armageddon • Study of why the Cold War ended with focus on the relationship between Reagan and Gorbachev as well as the impact of people power. <p>Paper 3 – Weimar and Nazi Germany 1918-39</p> <ul style="list-style-type: none"> • Study of the crisis that engulfed Germany in the aftermath of World War One and the attempts to resolve this • Focus on Hitler's rise to power and his switch from radical revolutionary to populist leader of the people • How Hitler took control and consolidated power after 1933 including his use of terror and propaganda • How did Nazi policies change life in Nazi Germany for women, children, workers and minorities
Mathematics (Edexcel)	<p>Examination 100%</p> <p>Papers 1 to 3 cover the higher tier content</p> <p>Paper 1: Without a calculator 33.3%</p> <p>Paper 2: With a calculator 33.3%</p> <p>Paper 3: With a calculator 33.3%</p> <p>ALL papers are sat at the end of Year 11</p>	<p>The GCSE Mathematics course is designed so that students may:</p> <ul style="list-style-type: none"> • Develop a positive attitude to Mathematics. • Be stretched with appropriately challenging work. • Apply mathematical knowledge and understanding to solve problems. • Think and communicate mathematically – precisely, logically and creatively. • Appreciate the place and use of Mathematics in society. • Understand the interdependence of different branches of Mathematics. • Acquire the skills needed to use technology such as calculators and mathematical computer packages effectively. <p>All girls will follow the higher tier where the new grades 9-4 are available, with the vast majority of girls aiming for the top 3 grades.</p>

		<p>The course continues the work started in lower years, using GCSE resources and exam specification materials. The following areas of mathematics are studied and tested with the GCSE:</p> <ul style="list-style-type: none"> • Mathematical Processes and Applications • Number, Ratio and Proportion • Algebra • Geometry and Measure • Handling Data, Statistics and Probability <p>Students will be internally assessed every half term. This will take the form of an in-class test to be completed under examination conditions. Each exam style assessment will be based on past GCSE and new specimen examination questions to ensure students are preparing in the right way for their final examinations. This will be split into sections to test their retained knowledge of FACTS and FORMULAE, as well as their ability to FLUENTLY apply basic methods and finally their FLEXIBILITY around solving unique problems. The end of year examinations reflect real GCSE very papers very closely. Towards the end of the year students will complete a comprehensive set of 3 papers, which will cover the majority of GCSE content.</p> <p>Students require a scientific calculator, geometry set, pencil and purple pen for EVERY maths lesson. It is vital that the students familiarise themselves with their calculator prior to the exam. We would recommend the Casio FX-85GT.</p> <p>We encourage parents to look at the references and guidance in the exercise books to find out more about what is being taught when, find out what must be retained from each half termly knowledge bank and to look at the sparx codes to support students with prior and new learning using the sparx website.</p>
Music (OCR)	<p>Integrated portfolio: 60 marks NEA (30% of total)</p> <p>Practical component: 60 marks NEA (30% of total)</p> <p>Listening and Appraising: written exam</p>	<p>All exam boards introduced new GCSE specifications for first teaching in Sept 2016. Students taking Music will be following the OCR specification.</p> <p>OCR's GCSE (9-1) in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the main three elements-performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding through Areas of Study that inspire and challenge. This specification will enable learners to explore</p>

	(40% of total)	<p>performance and composition with a focus on their own instrument or voice.</p> <p>The GCSE consists of one externally examined paper and two non-examined assessments (NEA)</p> <p>Content overview:</p> <ul style="list-style-type: none"> • Performance on chosen instrument or voice (solo AND ensemble) • Composition to a brief chosen by the student • Composition to a brief set by OCR • A written paper, with CD extracts: aural recognition and context – unheard/unfamiliar music from the Areas of Study <p>Area of Study 1: My Music – students will study their own instrument/voice, and develop their understanding of it through performance and composition.</p> <p>Area of Study 2: The Concerto Through Time – a study of the Concerto and its development from 1650 to 1910</p> <p>Area of Study 3: Rhythms of the World – a study of the traditional rhythmic roots of music from selected areas of the world including Africa, India & Latin America.</p> <p>Area of Study 4: Film Music - a study of music composed for the screen including the Movie and Video Games industry.</p> <p>Area of Study 5: The Conventions of Pop – focussing on Rock ‘n’ Roll of the 1950s and 1960s, Rock Anthems of the 1970s and 1980s, Pop Ballads of the 1970s, 1980s and 1990s and Solo Artists from 1990 to the present day. Students will also acquire and use musical language relating to the Areas of Study as well as to the musical elements of melody, rhythm, harmony, tonality, structure, texture and sonority.</p> <p>Year 10 (2019-20) Students will spend time practising techniques of composition, and will begin their ‘free’ composition. They will be introduced to the Areas of Study and will acquire specific knowledge and understanding relating to them. They will work on both solo and group performances. Private practice of performance skills will be expected.</p> <p>Year 11 (2020-21) The brief for the second ‘set’ Composition will be released in September 2021. There will be further study of a range of music linked to the Areas of Study. Composition 2 will be started during the Autumn Term of 2021. At this point, decisions will be made about the performance material that is to be submitted, and students will prepare for recordings during the Spring Term 2021. The final date for the submission of NEA</p>
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		marks is May 15 and the written exam will be during the summer exam period (date tbc).
Physical Education (AQA)	<p>60% Theory with 2 written exams in at the end of Year 11</p> <p>40% Practical with on-going assessment throughout the course and external moderation towards the end of the second year.</p>	<p>Course Information GCSE PE is split into theory and practical lessons.</p> <p>Practical</p> <p>During the 2 years' students will cover different physical activities that are on the specification, including Climbing, Badminton Athletics, Trampolining and Netball. If a student is performing at sufficient level in an activity outside of school, then they can produce DVD evidence. This will then be marked in line with GCSE criteria by the teacher. Individual marks from the top 3 activities will be put forward for assessment for each student. (at least one of these activities must be a team activity and one must be an individual activity- the list of activities under each category can be found on the AQA website)</p> <p>Students will also complete an analysis and evaluation of a practical performance which makes up 10% of the practical grade.</p> <p>Theory Paper 1 The human body and movement in physical activity in sport (1 hour, 15 mins) worth 30% of the overall course.</p> <ul style="list-style-type: none"> - Applied anatomy and Physiology - Movement analysis - Physical training <p>Paper 2 Socio-cultural influences and well-being in physical activity and sport (1 hour, 15 mins) worth 30% of the overall course.</p> <ul style="list-style-type: none"> - Sports psychology - Socio-cultural influences - Health, fitness and well-being. <p>Both written exams include multiple choice questions, short answer questions and extended answer questions as well as being able to interpret and analyse data.</p> <p>The GCSE in Physical Education is ideal preparation for the A Level course. The course also develops key skills that employers look for and can lead to further training in areas such as leisure and recreation, the armed forces, the fitness industry and sports coaching.</p>

		<p>For further information on the GCSE PE course, please visit www.aqa.org.uk</p> <p>Please do not hesitate to e-mail Miss Luscombe at kluscombe@phsg.org if you have any specific enquiries.</p>
<p>Physics (AQA) and Combined Science Physics (AQA)</p>	<p>Paper 1 (1hr 45min) Topics: 1: Energy and energy resources 2: Electricity 3: Molecules and matter 4: Radioactivity</p> <p>Paper 2 (1hr 45min) Topics: 5: Forces in balance 6: Forces and motion 7: Forces and pressure 8. Waves 9. Electromagnetism 10. Space</p> <p><i>*Combined Science Physics exams are 1hr 15min and do not include Topic 10: Space.</i></p>	<p>There are FIVE 'big ideas' in the physical sciences: FORCES, ELECTROMAGNETISM, WAVES, ENERGY and EARTH which explore the following themes:</p> <ul style="list-style-type: none"> • The use of models, as in the particle model of matter or the wave models of light and of sound • The concept of cause and effect, for example, between: <ul style="list-style-type: none"> ○ Force and acceleration ○ Between changes in atomic nuclei and radioactive emissions • 'Action at a distance' and 'the field' in analysing electrical, magnetic and gravitational effects • That differences between pressures or temperatures or electrical potentials, drive change • That proportionality is an important aspect of many models in Physics • That physical laws and models are expressed in mathematical form.
<p>Religious Studies (AQA)</p>	<p>Terminal Examination June 2022</p> <p>Component 1: 1 hour 45</p> <p>Component 2: 1hour 45</p>	<p>We study AQA Syllabus A. There are two components of equal weighting. Component 1: The Study of Religions - Beliefs, teachings and Practices, where we study Hinduism and Judaism. Component two: Thematic Studies – this unit looks at a range of contemporary moral, ethical and philosophical themes. This unit is studied looking at a variety of Christian perspectives.</p> <p>Thinking tools are used to support learning and development of examination technique.</p> <p>Further details can be found on the AQA website http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</p>

The Core Curriculum

Alongside subjects such as English, Mathematics, Science and your child's chosen GCSE options, they will also study PHSE and Religions Education. These two further subjects are part of the statutory content that all schools must cover in order to fulfil the National Curriculum.

Religious Education

Students will follow a unit looking at religious expression in society. This will focus on art, music, literature and architecture, among other things, and will aim to expose them to a variety of ideas from a number of religious traditions and help build cultural capital.

Students will be expected to keep abreast of news and other relevant media items and will have to produce a presentation or write a discursive article towards the end topic area.

PSHE & Citizenship

At 14 - 19 the philosophy driving the PSHE programme is to provide our young people with balanced factual information on a range of issues which may now, or in the future, directly affect them. We aim to develop well rounded, thoughtful, responsible young adults who are able to play a full and active role in our modern technological society

Citizenship education is provided through a combination of opportunities in a range of subject areas (in particular RE), whole school and suspended timetable activities and through student's involvement in the life of the school and wider community. It gives pupils the knowledge, skills and understanding to enable them to become informed, active and responsible members of local, national and global communities. It enables them to address real life issues and shows them how they can make a difference. The strands developed at Key Stage 3 are revisited and extended at Key Stage 4 & Key Stage 5.

What will you study?

The topics are organised under 3 themes as below. There are four topics covered in tutor time with their form tutor as teacher. There are 2 topics covered through stand-alone extended sessions taught by PSHE teachers with additional input from invited guest speakers.

<i>Theme</i>	<i>Topic 1</i>	<i>Topic 2</i>
Living in the wider world	Financial decision making – savings, debt, gambling and advertising	Work experience – preparation for work experience and readiness for work
Relationships	Addressing extremism and radicalisation – community cohesion and equality	Healthy relationships (extended session) – relationship expectations and misconceptions including the influence of the media
Health and Wellbeing	Mental Health – mental health and ill health including throughout periods of transition	Exploring influence (extended session) – drugs, gangs, role models and the media

Work Experience Information

Work Experience: Information for Parents

- Each student in Year 10 is expected to select a work placement and participate in Work Experience during the week **8th – 12th July 2024**. There will be a thorough programme of preparation preceding this and a thorough de-briefing session when returning to school.
- Work Experience is an important practical step towards career action planning and will allow your daughter to find out more about her own strengths, weaknesses, talents and skills. This is a highly valued aspect of your daughter's education and will assist her in thinking realistically about the education and training opportunities which are open to her. It is essential that each work experience placement provider is checked prior to your daughter's placement. Plymouth High School for Girls is charged £32 for a local placement and an additional £50 for an out of area placement. We would welcome a voluntary contribution to cover this expense. Payment has been set up on parent pay to enable you to do this.
- If your daughter is studying 'Catering' GCSE it is very helpful if she could undertake a catering or hospitality placement to enable her to experience issues learned in class.
- Good communication is the key to ensuring that all paperwork meets the required deadline. We are encouraging the students to check their emails regularly.
Mrs Longford's email address is Heather.Longford@phsg.tsat.uk should you wish to contact her regarding any concerns you may have.

All forms required for work experience are available in the teacher's locker on students Unifrog accounts.
PLEASE NOTE WHEN COMPLETING THE FORM, THE EMPLOYERS ADDRESS MUST BE WHERE YOUR CHILD WILL BE WORKING.

- The organisation of placements, as described in the paragraphs below is only possible in the Cornwall, Devon & Torbay travel to work area:
- **This includes placements families find for themselves.**
- **Any placement organised in the Cornwall, Devon & Torbay travel to work area will carry a £32 charge which will be passed onto the parents. The charge must be paid in full to enable the Safeguarding check to be carried out.**

Out of Area Placements

- **Out of area placements will be assessed on an individual basis – Mrs Longford must have all the initial paperwork for the out of area placements by **8th December 2023**.**
- **Out of area placement requests will not be accepted past the deadline date.**
- **Any placement organised away from the area will carry an additional £50 charge which will be passed onto the parents. The charge must be paid in full to enable the Safeguarding check to be carried out.**
- This is due to Health and Safety and Child Protection legislation and so not in the power of the school to change.
- ***PLEASE NOTE WHEN COMPLETING THE FORM, THE EMPLOYERS ADDRESS MUST BE WHERE YOUR CHILD WILL BE WORKING.***

All year 10 students will have the opportunity to participate in one work experience placement. If, for any reason, your child would like to split their time between two placements during CEW this will incur a charge. Please see Mrs Longford for details.

We know that you will want to help and support your child through the Work experience process and the purpose of this section is to suggest ways in which you might do this at each stage.

September-December

Health Declaration Forms

A Health Declaration Form is enclosed within the Year 10 Expectations Evening Booklet, tutors will have a supply of printed copies. If your child has any health issues it is vital that the employer knows about this to ensure that they have the correct procedures/training put in place prior to the work experience placement. If any issues arise after the form has been completed, please email Mrs Longford with an update.

The Work Experience 3-Way Agreement Form

A Work Experience 3-Way Agreement Form is enclosed within the Year 10 Expectations Evening Booklet, tutors will have a supply of printed copies.

Finding you own Work Placement

Please encourage your child to try to select her own work placement. This is particularly important if your daughter is considering doing Work Experience in an area where placements are in short supply - for example, the legal profession, accountancy, the media, veterinary practice, journalism and specialist areas such as design work. Employers will frequently offer a work placement to the child of a colleague or a friend because they can be assured of their reliability.

Students will have access to a database called webview – this is a directory of work experience placements which have been offered in the past.

Students may find this information useful as it contains the name of the person to contact within the company and their address and phone number.

Please remember this is not a work experience vacancy website – there is no guarantee that employers will be offering work experience in 2024. However, it is a useful starting point for students who have a limited network in the area that they would like to gain experience.

Please note, this platform is in the process of being updated and improved, instructions on how to log on will be distributed to parents and students as soon as possible.

Please note most medical work experience usually requires a disclosure barring service check – the minimum age for this is 16 years. If your child would like to explore the medical field, please encourage them to come to speak to me.

It will not normally be possible for your child to undertake a placement:

- Where there is only 1 employee – due to Child Protection legislation
- Being offered by an employer outside the Cornwall, Devon & Torbay Travel to work area – See earlier paragraph.

Your child should apply in writing for one placement at a time following the guidelines and advice given in the preparation programme and must include their age at the commencement of work experience.

Students must give their tutors their employer's contact details by **Friday 15th December 2023.**

The Work Experience 3-Way Agreement Form and Health Declaration should be completed when making a direct approach to employers and returned to school by **Friday 9th February 2024**. Please note that this is the first point at which any needs (medical or learning factors) can be taken into account when placing your child with an employer.

Please note the **agreement form** must be signed by:

1. The Student
2. The Parent/Guardian
3. The Employer

The Procedure if your child does not find their own placement by the deadline date

Mrs Longford will interview each student who has been unable to find a work experience placement. Your child will be encouraged to explore different career sectors. Mrs Longford will suggest possible employers in the area that she is most interested

in. Your child will then write a letter of application to the employer and will have a second appointment with Mrs Longford a week later – your child will phone the potential employer to see if their application has been successful.

It will not normally be possible for your child to undertake a placement:

- Where there is only 1 employee – due to Child Protection legislation.
- Being offered by an employer outside the Cornwall, Devon & Torbay travel to work area – see earlier paragraph.

At this stage the Student Own Placement Form and Health Declaration should be completed when making a direct approach to employers and returned to school by **Friday 9th February 2024**.

- Please note that this is the first point at which any needs (medical or learning factors) can be taken into account when placing your child with an employer.
- All placements will be checked for Health and Safety and that the correct insurances are in place.
- Forms should be returned to the Form Tutor as soon as possible and by **Friday 9th February 2024 at the latest**.

In accordance with LA guidelines on work Experience, placements can only proceed if the employer holds public and employer liability insurances.

Please be aware that it will not be possible to change the work placement without incurring a charge of £32.00, (made by CSW Group Ltd) once the duty of care check has been completed.

Late Student Own Placement Forms and Health Declaration submissions will carry an additional fee on a sliding scale as outlined below;

- 7 - 5 weeks prior to work experience - £15 additional charge
- 4 - 3 weeks prior to work experience - £20 additional charge
- 2 - 1 weeks prior to work experience - £35 additional charge

Please note CSW Group Ltd cannot guarantee that all checks for late submissions will be completed by the placement date.

Students who participate in Work Experience Programmes which run on different dates MUST see activity leaders to find out which in school Curriculum Enrichment Week activity they can help with as soon as their placement is confirmed. They will then need to see the CEW administrator to tell her what they are doing.

Work Experience Agreement Form

- In **May** Mrs Longford will produce packs of paperwork for each student.
- This will contain **all the information** that the student will require in order to complete her preparation to take up the work placement.
- Students will be briefed in school by their tutor/Mrs Longford. The pack will instruct your daughter to **make contact** with the employer to confirm their work experience placement and arrange an interview if required.

I know you will want to help your child to make their Work Experience both enjoyable and successful. This will come from careful planning. Please encourage her to set herself demanding targets and objectives for the week; she will want to discuss these with you. Take an interest in her Work Experience Log Book and help them to assess how well they performed in relation to those targets. **They will be expected to complete the Log Book which they must bring with them when they return to school on Monday 15th July as it will be required for the debrief.**

Mrs H Longford
Careers Leader & Advisor

Important Work Experience Deadline Dates – to be confirmed

Friday 9th February 2024	Deadline for Work Experience 3-Way Agreement & Health Declaration forms to be returned to tutor
8th July – 12th July 2024	Work Experience Week

WORK EXPERIENCE HEALTH DECLARATION FORM

Name of Student		Tutor Group	
School			
Placement period			

Does your child have any medical conditions which could result in an unnecessary risk to their health/safety or to the health/safety of another person? <i>If yes, please indicate & comment below:</i>	Yes	No
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Physical disabilities		
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Please give details:

Allergies, e.g. nuts, penicillin		
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Please give details:

Skin conditions e.g. eczema		
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Please give details:

Asthmas or any other chest complaints		
--	--	--

Please give details:

Hearing / Visual impairments		
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Please give details:

Heart conditions that affect their ability to do physical tasks		
--	--	--

Please give details:

Diabetes / Epilepsy		
<i>Please give details:</i>		
Medication		
<i>Please give details:</i>		
<i>Please provide information for any other issues that should be considered (including emotional & behavioural):</i>		

Parent

This information will be shared appropriately with an employer who is offering a work experience placement.

Signed		Date	
Name <i>(please print)</i>			

Employer

I have read and acknowledge the health information above and can confirm that I will take the relevant risks into account for this placement.

Signed		Date	
Name <i>(please print)</i>		Position	
Company Name			

WORK EXPERIENCE 3-WAY AGREEMENT FORM

STUDENT DETAILS

Name: _____ Tutor Group: _____
School: _____ Placement Period: 8th – 12th July 2024

EMPLOYER DETAILS

Company: _____ Contact Name: _____
Address: _____ Mobile/Direct Line: _____
Email: _____
Postcode: _____

Placement Job Title
and Description: _____

*For a company to take a student on work experience they **MUST have** Employers Liability Insurance (ELI) and Public Liability Insurance (PLI). Please provide us with the following details:*

Insurance Company:

Policy Number:

Expiry Date:

STUDENT

As the student named above, I agree to:

- Attend this work experience placement and understand that any information obtained about the employer's business is held in confidence and will not be disclosed without the Employer's permission.
- Adhere to all safety, security and requirements identified by the Employer 's representatives or by displayed instructions.

Signed: _____ Date: _____

PARENT/GUARDIAN

As parent/guardian of the above, named student, I confirm I have read and understood this form and any accompanying documents.

I agree to the student attending this placement and confirm that: (* Please delete as appropriate)

1. They **do not** suffer from any medical conditions.
2. They **do** suffer from a medical condition which will be shared with the employer, details provided.

Signed: _____

Date: _____

Name: _____

EMPLOYER

As representative of the employer I agree to the student named above working on my premises in accordance with the Letter of Understanding. We agree to abide by all relevant/current legislation including Health and Safety, Data Protection Act, Sex Discrimination, Race Relations, Disability, and the Children's Act. We will ensure that our Employer's Liability Insurance will be in place to cover the student and will accept or insure against liability for loss, damage or injury caused by the student, in the same way as for paid employees. I understand that all the information provided will be shared in pursuit of educational activities and services and held in accordance with the current Data Protection Act and General Data Protection Regulations (GDPR).

Signed: _____

Date: _____

Name: _____

This work experience is co-ordinated by CSW Group on behalf of local schools and colleges in line with the national curriculum objectives to help young people gain skills for life.

This form must be signed and returned to the school before the work experience begins

LETTER OF UNDERSTANDING

Between CSW and the Employer providing Education Business Link Activities

OPPORTUNITY

1. The learner will carry out meaningful work, as described in the job description discussed. We will ensure that the work will be planned by a responsible person and the learner will receive appropriate induction, instructions, and supervision during the period of the work experience.
2. Pre 16 and Post 16 students attached to a school's work experience programme will not receive any payment for this work, in accordance with the current Education Act.
3. Young Workers Directive limits time to 8 hours a day and max 40 per week, normally these can be between 6am–10pm. CSW advises that specific arrangements between the school, parents and employer should be in place for placements that occur outside of 8am-8pm or at weekends. This is particularly important for learners under the age of 16.

HEALTH, SAFETY, WELFARE AND SECURITY

4. We recognise that a learner on work experience is regarded as an employee for the purposes of Health and Safety legislation and the associated duty of care. We will ensure that the learner does not operate any hazardous machinery, or carry out work of an unsuitable nature, and that any protective clothing/equipment is supplied where necessary and instruction given on its use.
5. We recognise the need for risk assessments to be carried out for learner before the placement, and that these are communicated to the parent/guardian. Where the significant risks have been recorded on the job description, we would expect the Educational Establishment to pass this information onto the learner/Parent/Guardian. We also agree to undertake, monitor, and modify risk assessments for the placement to take account of an individual student's capabilities and any changes to working practices.
6. We will expect the learner/parent/guardian/Educational Establishment to inform us of any medical or other condition so that we can adjust our risk assessments and/or tasks accordingly.
7. In case of absence, accident, or sickness we will immediately notify the learner's educational establishment. The learner will have access to welfare and other staff facilities including first aid.

SAFEGUARDING

8. We accept and understand the duty of care in respect of safeguarding of young people and will consider the suitability of staff who works with them. We will disclose staff, where known, who are disqualified from working with children, where appropriate, in accordance with The Criminal Justice and Court Services Act 2000 and Protection of Children Act 1999.

INSURANCE

9. We maintain Employers and Public Liability Insurance policies, as required to indemnify our business. We will ensure that these policies are current, in place for any period during which we have learners on placement and that this will cover the learner. We will (as for any paid employee) accept or insure ourselves against the loss, damage or injury caused by the learner whilst a work experience employee of the company.

DATA PROTECTION

10. We will safeguard all learner details and keep them confidential in accordance with the current Data Protection Act and in compliance with the General Data Protection Regulations (GDPR and relevant UK registration).
11. The learner will be reminded by the Educational Establishment that they must not disclose any information confidential to the Employer without the employers' approval.

STATUTORY OBLIGATIONS

12. The employer agrees to observe all relevant/current legislation, relating to Health & Safety, and legislation in respect sex discrimination, race relations, disability, and the Children Act.

CSW Group will hold all company and individuals' details, for the pursuit of educational activities and services, in accordance with the current Data Protection Act.

If you wish your details to be removed please email workexperience@cswgroup.co.uk

Learner Support Centre (A01)

The AO1 Learner Support team is overseen by Mrs S Payne, Assistant Headteacher. Staff working in AO1 include Mrs Simister, Learner Support Lead; Mrs Sophie Lee, SEN admin support and Academic Mentor. The centre has expanded to support young people with a whole range of issues within the school, including providing social and emotional assistance for individuals, EAL support and advice and guidance for students who are looking to gain top GCSE grades, Training for Peer Mentors is offered at the end of Year 9 for them to start at the beginning of Year 10 to support the New Year 7s in the transition from primary school.

Complementing the centre's work is a Counsellor from The Excellence Cluster for 2 days a week and a Counsellor from Young Devon for 1 day a week

What is a Learning Mentor? A Learning Mentor aims to build a one-to-one relationship with a young person and offers, as a professional friend, support, advice and guidance to help overcome barriers to learning and ensure all children achieve their greatest potential.

What is Counselling? A counsellor is specially trained to help young people understand themselves better and find ways to facilitate problem solving. They can help with difficulties in school, at home or with friends.

While many students will find the help and support provided by specialist subject teachers and tutors enough, others may require greater support during periods of time at Plymouth High. The quiet environment provided in the Learner Support Centre, combined with the opportunity for one-to-one assistance helps many build greater confidence, understanding, and improved organisation, to ensure that each young person fulfils her/his potential.

The centre has an open-door policy; time is available at break and lunchtimes for the students to complete homework, come and eat and socialise with other people from different year groups and tutor groups. Any student experiencing any difficulties may seek advice and guidance from the team at any time in their school career.

10 Tips for Parents

- *Keep on top of work experience organisation*
- *Planning is everything, especially with assessments*
- *Stay calm when they don't!*
- *Try to provide somewhere for them to work*
- *Contact the school if there are any doubts or problems*
- *Make sure they take breaks when working for long hours*
- *Provide rewards as appropriate*
- *Keep smiling!*

