Enrichment Curriculum Time (E Time)

1. Tutorial Programme (*Compulsory*)
2. Extended Project Qualification
3. Super-Curriculum - activities
   - Subject list
   - Duke of Edinburgh
   - Ten Tors
   - University Admission Tests
4. Leadership Programme
5. Games / Activities
6. Maths for Physicists
7. Work Related Learning

1. Tutorial Programme

Through many of the compulsory tutorials on Friday mornings along with the Enrichment Studies session timetabled for period 2, we provide curriculum enrichment for all students. All students are expected to attend the speaker sessions and participate in this enrichment programme. In addition to the themes outlined, we use this period to enhance the students' skills for independent living supported by the tutorial programme. The content is determined by the KS5 Leadership team in response to requests from the students.

Our programme enables students to develop a level of tolerance for the viewpoints of others, breadth and depth of knowledge, whilst also maintaining and practising the range of skills acquired at GCSE. It offers a stimulating variety of subject areas and a base for lively discussion, often through a 'Question time' format. The approach is multi-disciplinary, key topical issues are discussed and the Science, Arts and Social science contributions and viewpoints are clarified. Students will also encounter new disciplines that they may not be studying at A Level, like Economics and Sociology, and this provides a useful taster that helps them decide if they would like to pick these subjects at University. These sessions enable us to develop and explore many transferable skills. Most importantly students must learn how to present two sides of an argument and make judgements about the validity of evidence presented. Their critical thinking skills are developed throughout and their broader understanding of the world can be explored.

2. WJEC Extended Project Qualification (EPQ)

WJEC Level 3 Extended Project QAN: 601/4698/9 WJEC entry code: 9500 03 / 9500 W3
The Extended Project is a level 3 qualification which is recognised by Higher Education institutions and Employers alike. It carries UCAS points equivalent to half an A level (though it is possible to achieve an A* which is worth 28 UCAS points).
You are able to complete anWJEC Extended Project as a stand-alone qualification. If you decide to complete this qualification you will:

- Attend the introductory course during the November Challenge week
- Choose a topic to study in Yr12
- Work in a self directed manner through the taught materials on The WJEC EPQ google classroom.
- Complete 120 hrs of work.
- Complete a production log to document the project process
- Plan, research and carry out an independently researched project
- Be guided and monitored remotely by a project supervisor
- Attend some meetings with a supervisor at mutually agreed times.
- Prepare a short presentation on the outcome by Feb half term of Yr13 at the latest.
- Submit February of Yr13.

3. Super-Curriculum - Education Beyond the Classroom: Super-Curricular Learning

At DHSB we believe that it is not only important for students to actively participate in their education during their lessons and in competitions or classes, but it is also critical that students begin to develop their interests and wider reading. Regardless of a student's future plans, the ability to extend themselves and research independently into their interests is an invaluable skill – this will support their university applications and/or future job applications and interviews. Higher institutions expect more than just classroom knowledge, which is where super-curricular activities come in; these are academic enrichment tasks/activities that show you are interested in your studies beyond what is on the school syllabus.

General super-curricular activities might include:

- Completion of a Nuffield Science bursary summer work placement
- Completion of a Nurturing Excellence Duchy college summer placement
- Preparation for BMAT / UCAT (medic entrance tests) Olympiads and Maths Challenges
- Becoming a Subject Ambassador and organising a programme of speakers
- Subscription to and reading of journals / magazines e.g. New Scientist, Scientific America, The New Statesmen, Economist, etc.
- Following the above on a 'for study only' Twitter account
- Following blogs of subject specialists or even creating your own blog
- Membership of student academic/special interest societies (often available at student rates) and attendance at their events/lectures etc
- Reading around the subject – relevant for EVERY subject. You should be reading at least one challenging book a month, and more in the longer holidays (especially during the summer break).
- Work related learning – experience of laboratory work, an engineering project, summer schools, taster days etc. Working through extra papers – STEP etc. – for Maths and related-disciplines.
- Entering essay / project competitions and getting academic work published. Again, use the internet to search for these kinds of opportunities. See below!
- Using the internet to search out ways to extend yourself and your skills in general. For example: newspaperforschools.co.uk, Edmodo, the digital-lab at the Smithsonian, archive.org
- Taking a major role in a club or organising your own after school/out of school activity
- Registering and completing a Future learn MOOC or two!
- Enter an Oxbridge essay writing competition
- Rehearsing for Bar Mock Trial or Debating competitions
- Participate in the Young Enterprise competition
- READING- 'Eighteen by Eighteen' (see below).

Subject List:

Art
Rotary competitions. Photography club.

Biology - BMAT Y13, Olympiad Y13, Biology Challenge Y10, Biology Society Y7 to Y13
British Biology Olympiad(BBO). Open to Y13 students. The competition consists of two one hour multiple choice papers taken online in schools in January. The BBO challenges and stimulates students with an interest in Biology to expand and extend their talents. In offering a wider syllabus than A-level, it allows students to demonstrate their knowledge and to be suitably rewarded and publicly recognised by the award of medals, certificates and other prizes. It is hoped that competing in the Olympiad will encourage students already interested in this valuable, wide-ranging and rewarding subject to continue their study beyond A-level. In addition to encouraging and rewarding pupils in their studies the BBO provides a means of selecting a team to represent the UK at the International Biology Olympiad. The IBO seeks to challenge by both theory and practical tests some of the top pre-university biology students in the world, with 60 countries taking part. The UK teams have had considerable success at IBO and we are very grateful to BBSRC for its continued support of the UK team's participation.

International Biology Olympiad (IBO). **First round -** the top Gold medal winners from the BBO are invited to take a ninety minute written paper in March. **Finals** - twenty students are then invited to the University of Warwick during the Easter holiday to take practical assessments and an additional written paper. Four of them are selected to represent the UK at the IBO. http://www.ukbiologycompetitions.org/

The Biology Challenge is a national competition similar to the Biology Olympiad but aimed at Y10.

The Biology society meets once per week and is run by the Biology Ambassadors. The society is largely aimed at sixth form but all years are welcome. The ambassadors arrange for visiting speakers to present to the society or they arrange activities to broaden the students' experience within biology. We have had visits from surgeons, doctors, pathologists and even live link ups a physio fro Newcastle united and a doctor at John Hopkins hospital in the USA.

Business Studies / Economics
Economics Society, Business & Entrepreneurship Society, Young Enterprise http://www.young-enterprise.org.uk/

Chemistry - Olympiad Y13
Open to highest achieving Y13 students – top 5 AS scores. This national competition provides an opportunity to stretch and challenge post-16 students studying chemistry. The competition enables the selection of a team of four students to represent the UK in the International Chemistry Olympiad, offering a fantastic opportunity for students to travel and meet fellow chemistry enthusiasts from all over the world.

Round 1 is a challenging written test of chemical knowledge. The questions are based on real world chemistry problems and often stimulate much debate, raising awareness of what chemistry is about. They provide an opportunity to develop some of the skills required for study at university and beyond. The Round 1 paper is open to all post-16 students and is sat in school in late January. Gold, silver and bronze certificates are awarded and the top-performing students are selected by the Royal Society of Chemistry Olympiad Selection Committee to participate in Round 2. Round 2 is a selection weekend which combines both theoretical and practical testing to select four students to participate in the final. It typically occurs in late March or early April. The International Final is a test of chemical knowledge and practical skills. The ten day event provides time for social activities and all participants have the opportunity to experience the scenery, culture and history of the host country.

Computer science and cybersecurity

Annual Cyber Discovery opportunity with GCHQ, essay writing competitions, Lego robotics competitions, idea.org.uk, Amazon CoderZ, Computer Science education week,

DHSB Spectator

It's a really great project and we are always looking for people to get involved to create this magazine. http://devonportspectator.co.uk/

English / History – HAT, ELAT

Essay writing competitions Julia Wood Prize – St Hugh's Oxford; Peterhouse Vellacott History Prize – Cambridge; Corpus Christie College Bacon Essay Prize for Politics and International Relations, Humanities Writing Competition – Girton College Cambridge, Ancient World/Classics Essay Competition – Fitzwilliam College Cambridge, History Prize - Chalke Valley History Festival, Poetry by Heart. DHSB Spectator Creative Writing Club - open to members of Y12/Y13, Robinson Essay Prize – Robinson College Cambridge.

Sixth Form Book Group – run by students

Government and Politics - European Youth Parliament. Euroscola

Since 1987, the European Youth Parliament supports the development of young people into politically aware and responsible citizens by involving them in European political thinking and promoting intercultural understanding. The UK Youth Parliament is all about giving young people a voice in the political world that they would never otherwise have had, writes Tom Cahill.

There are 600 Members of Youth Parliament across the country, two of which are Plymouth's elected Members; each working side by side for a year-long term to represent young people. http://eyp.org/

Students from the department have had the opportunity to participate in many political events both within this country and across Europe for example Euroscolar with DHSG and Model United Nations. We are looking to set up a Plymouth based MUN next year based at DHSB and run by the students.

Maths – Senior Maths Challenge Y13, Maths Olympiad, MAT
There are 9 different competitions available to students depending on their year group from Junior Maths Challenge in Y8/9 to British Maths Olympiad in Y13. The UKMT Individual Maths Challenges are lively, intriguing multiple choice question papers, which are designed to stimulate interest in Maths in large numbers of pupils. The three levels cover the secondary school range 11-18 and together they attract over 600,000 entries from over 4,000 schools and colleges. The Senior Challenge is aimed at pupils aged 16-19 studying Maths and not yet at University.

The Maths Challenge question papers are taken in school and returned to the UKMT for marking. The Senior Challenge takes 90 minutes. The papers contain 25 multiple choice questions. Of these, the first 15 are more accessible whilst the final 10 will provide more food for thought. Gold, silver and bronze certificates are awarded to 40% of participants nationally in the Junior and Intermediate Challenges, and 60% of participants nationally in the Senior Challenge. The most successful participants at each level are invited to enter follow-on rounds; Kangaroos (multiple choice questions) or Olympiads requiring full written answers.

- http://www.ukmt.org.uk/individual-competitions/
- http://www.bmoc.maths.org/
- British Mathematical Olympiad
- Link to Mathematics formulae from OCR

Media Studies
Students are encouraged to enter short film competitions, journalism. Media Studies twitter feed.

Physics - Olympiad Y13, PAT, Physics Society, British Physics Olympiad
The British Physics Olympiad (BPhO) has run for 25 years and is entered annually by over 1,600 talented young physicists. The examination-based competition has a dual purpose: to challenge and reward the best physicists in British schools and to select the UK Physics Team for competition at international level. Most students entering the British Physics Olympiad are in Year 13 (A2 or equivalent level), but younger students are welcome to participate.

The competition takes place over three rounds:
Round 1: BPhO (previously Paper 2)
Round 2: Training Camp Selection (previously Paper 3)
Round 3: Final selection (at the Oxford Training Camp)
https://www.physics.ox.ac.uk/engage/schools/secondary-schools/explore-more

Physics Society - We have a physics society that meets once a week after school. Pupils take it in turns to research a topic (usually a current topic) and present it to the group. This group also organizes external speakers to address the group (Professor Peter Winlove from Exeter University gave a presentation on research in the field of Biophysics. Dr Vincent Smith from Bristol University gave a talk on his research at the Large Hadron Collider in Geneva.). In the weeks leading up to activities week, this group begins to prepare students for the trip to CERN.

Psychology - Research group Y12
We have developed a research programme outside lessons looking at the effect of green space on well being. We took a poster presentation to a conference organised by the Institute For Research In Schools in June 2019. We hope to contribute to future projects linked to Eco Schools..

Religion, Philosophy & Ethics
The RS department would like to offer any interested students (don't have to be taking A-Level RS) the chance to plan and deliver an RS lunchtime club with content of their choosing (Mrs Wardle and Miss Walker would need to approve the content prior to delivery). A small budget could be set aside for this project. It could be themed i.e. young philosophers / film club / philosophy for children / debate club etc or just general topics which interest them which have some bearing on religion, philosophy or ethics. We would love to hear your thoughts and ideas.

Duke of Edinburgh Award

Leading youth charity the DofE gives all young people aged 14-24 the chance to develop skills for life and work, fulfil their potential and have a brighter future. There are three levels of programme you can do which, when you've successfully completed them, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. The main differences between them are the minimum length of time it takes to complete them, how challenging it is and the minimum age you can start. Depending on your age, you are free to start at any level but most people prefer to try for Bronze and work upwards. There are age restrictions for each one so it makes sense to build yourself up rather than dive in at the deep end.

Bronze Award

You can do a Bronze DofE programme once you're 14, or nearly 14, which sometimes happens when you and your friends decide to start your adventure together.(You must be 14 when you complete the expedition) A Bronze DofE programme has 4 sections, Volunteering, Physical, Skills and Expedition. You must do a minimum of 3 months activity for each of the Volunteering, Physical and Skills sections, and plan, train for and do a 2 day (1 night) Expedition. You also have to spend an extra three months on one of the Volunteering, Physical or Skills sections. It's your choice which one and, though you can change your mind later, you should decide which section you want to do for longer at the beginning. Knowing how long you're going to do it for will help you to choose your activity and set your goals for each section. It will usually take you at least 6 months to complete your Bronze programme.

Silver Award

You need to be at least 15 to start doing your Silver DofE programme. (You must be 15 when you complete the expedition) If you've achieved your Bronze Award, your Licensed Organisation may allow you to start your Silver a month or two before your 15th birthday. A Silver DofE programme has 4 sections, Volunteering, Physical, Skills and Expedition. You need to do at least 6 months Volunteering and a minimum of 6 months on either Physical or Skills and 3 months on the other. It's up to you which one you do for longer. If you did Bronze, you can choose the same activity for Silver, but you need to show development in it. It's best to try something new! The Expedition section involves planning, training for and doing a 3 day (2 night) expedition. If you start your Silver without doing Bronze first you'll have to do an extra 6 months volunteering or doing whichever of the Physical or Skills sections you have spent more time on. Though you can change your mind later, you should decide which section you want to do for longer at the beginning. Knowing how long you're going to do it for will help you to choose your activity and set your goals for each section. It will take you at least 6 months for Silver if you've already achieved your Bronze, or 12 months if you've jumped straight into Silver.

Gold Award

Once you are 16 you can do your Gold DofE programme. No activities can be counted for this before your 16th birthday. If you did a previous level, you can choose the same activity for Gold, but you need to show development in it. It's best to try something new! You'll spend 12 months on your Volunteering section. For Physical and Skills you must spend 12 months on one and six months on the other. Your expedition will be for four days and three nights (plus an acclimatisation day) and should take place in 'wild country'. The big difference at Gold is you'll also do a Residential section - staying away from home for five days and four nights doing a shared activity with people you don't know. It's great fun and a real chance to do something different! If you've jumped straight into your Gold DofE programme you'll need to do a further six months either volunteering or whichever one of your physical or skills activities you spent the most time on. For Gold, you'll need to do your programme for at least 12 months if you've achieved your Silver Award, or 18 months if you've started at Gold level without doing your Silver - even if you've done Bronze.

In 2017/18 we had 40 students doing their awards and successfully completed their assessed expedition in Annecy, French Alps.

http://www.dofe.org/

Ten Tors

The Ten Tors Challenge is organised by the Army, specifically Headquarters 1st Artillery Brigade & South West, from its Moor Group Headquarters at Okehampton Camp. It is assisted by the Royal Navy (with manpower and helicopters), the Royal Air Force and the Dartmoor Rescue Group: between them they oversee the participants and ensure that none comes to lasting harm.

It takes place annually in May and is limited to 2,400 individuals – four hundred teams of six teenagers. The teams, depending on age, face hikes of 35, 45 or 55 miles (56, 72 or 88km) visiting ten nominated tors over two days.

2015 was the first year in which we entered four teams in this challenging test of endurance, navigation and team work and everyone completed in excellent time.

The biggest accolade must go to the 55 mile team, who were not only first on their route, but also the first 55 mile team home. Our 45 mile teams were also first on their routes and the A Team was second 45 mile team and B Team fourth 45 mile team overall.

http://www.tentors.org.uk/

University Admissions tests

We are a recognised Exam Centre for additional university admissions exams. This covers potential Oxbridge, Medicine, Veterinary Science and Dentistry applicants. Most tests take place in early November. The STEP Maths papers take place in the summer term.

The BioMedical Admissions Test (BMAT) is a subject-specific admissions test for applicants to medicine, veterinary medicine and similar courses at universities. BMAT is a 2-hour, pen-and-paper test divided into three sections. It does not require a lot of extra study as it is a test of skills and knowledge that learners are expected to have already. http://www.admissionstestingservice.org/for-test-takers/bmat/about-bmat/

The Mathematics Admissions Test (MAT) is a paper-based test. It is a 2-hour 30-minute, subject-specific admissions test for applicants to the University of Oxford's undergraduate degree courses in Mathematics, Computer Science and their joint degrees. http://www.admissionstestingservice.org/for-test-takers/mat/about-mat/

Sixth Term Examination Paper (STEP) Mathematics is a well-established Maths examination designed to test candidates on questions that are similar in style to undergraduate Maths. STEP is used by the University of Cambridge as the basis for conditional offers. Other universities sometimes ask candidates to take STEP as part of their offer. There are also a number of candidates who sit STEP papers as a challenge.
The test consists of up to three **3-hour paper-based examinations taken in the summer term: STEP 1, STEP 2 and STEP 3.** Candidates are usually required to sit either one or two of the examinations, depending on the requirements of the universities they have applied to. http://www.admissionstestingservice.org/for-test-takers/step/about-step/

The Physics Aptitude Test (PAT) is a paper-based test. It is a 2-hour, subject-specific admissions test for applicants to all University of Oxford Engineering, Materials Science and Physics undergraduate degree courses. http://www.admissionstestingservice.org/for-test-takers/pat/about-pat/

The History Aptitude Test (HAT) is a paper-based test. It is a 2-hour, subject-specific admissions test for applicants to the University of Oxford's undergraduate degree courses in History and its joint schools. http://www.admissionstestingservice.org/for-test-takers/hat/about-hat/

The English Literature Admissions Test (ELAT) is a pre-interview admissions test for applicants to English undergraduate courses at the University of Oxford. It is one of the elements admissions tutors use to decide whether to invite a candidate for interview.

The ELAT is a paper-based test. The 90-minute test is designed to enable applicants to show their ability in the key skill of close reading. Candidates write one essay comparing two or three passages set for comment, focusing on elements such as: language, imagery, allusion, syntax, form and structure. http://www.admissionstestingservice.org/for-test-takers/elat/about-elat/

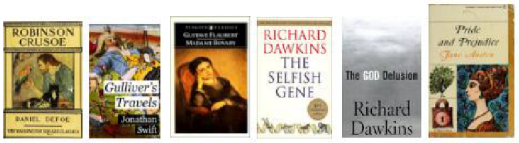
The Classics Admissions Test (CAT) is a subject-specific admissions test for applicants to all University of Oxford Classics and joint schools courses. The CAT is a paper-based test. The test is divided into three papers: the Latin Translation Test, the Greek Translation Test and the Classics Language Aptitude Test (CLAT). Applicants are required to take one or two papers, depending upon the course applied for. Each paper is 1 hour. http://www.admissionstestingservice.org/for-test-takers/cat/about-cat/

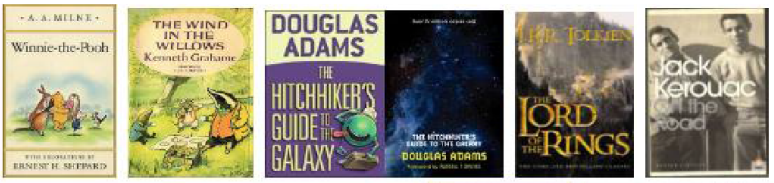
The Thinking Skills Assessment (TSA) Oxford is a 2-hour pre-interview test for applicants to undergraduate courses at the University of Oxford. It is designed to help tutors assess whether candidates have the necessary skills and aptitudes. TSA Oxford is a pen-and-paper test. It consists of two sections: Section 1: Thinking Skills Assessment (TSA), Section 2: Writing Task. http://www.admissionstestingservice.org/for-test-takers/thinking-skills-assessment/tsa-oxford/about-tsa-oxford/

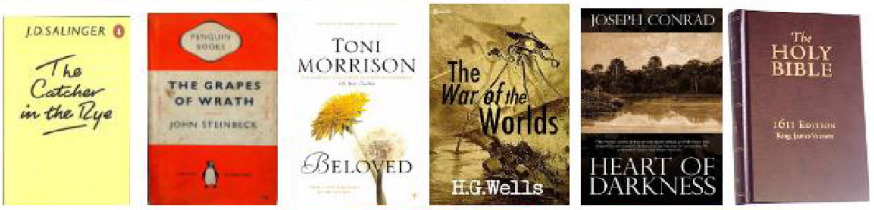
Eighteen by Eighteen - your reading challenge

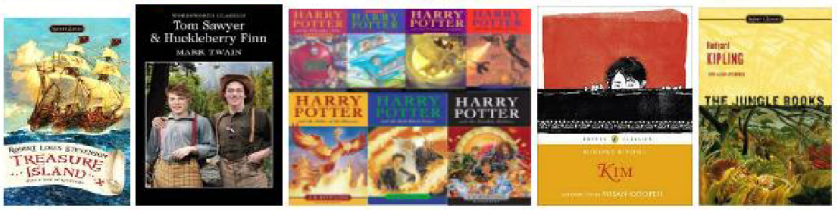
Become the well-read young professional by working your way through this recommended reading list, aiming to read at least 18 of these great and influential books before you leave DHSB. Find them in the Learning Commons. Many are available free through the Kindle app.

- Winnie the Pooh – AA Milne (read as an adult!)
- Wind in the Willows – Kenneth Graham
- The Hitchhiker's Guide to the Galaxy - Douglas Adams
- The Lord of the Rings - JRR Tolkien
- On the Road - Jack Kerouac
- The Catcher in the Rye - JD Salinger
- The Grapes of Wrath - John Steinbeck
- Beloved - Toni Morrison
- The War of the Worlds - HG Wells
- The Heart of Darkness - Joseph Conrad
- The King James version of the Bible
- Treasure Island – RL Stevenson
- Tom Sawyer or Huckleberry Finn – Mark Twain
- A Harry Potter novel- JK Rowling
- Kim or The Jungle Book – Rudyard Kipling
- Watership Down – Richard Adams
- Animal Farm – George Orwell
- 1984 – George Orwell
- The Wasp Factory - Iain Banks
- The Worst Journey in the World – Apsley Cherry-Goddard
- Touching the Void –Joe Simpson
- Robinson Crusoe – Daniel Defoe
- Gulliver's Travels – Jonathan Swift
- Madame Bovary – Gustav Flambert
- The Selfish Gene - Richard Dawkins
- The God Delusion - Richard Dawkins
- A Jane Austen novel
- A PG Wodehouse novel
- A Dickens novel
- Frankenstein - Mary Shelley
- The Hound of the Baskervilles – Arthur Conan Doyle
- The Red and the Black – Stendhal
- The Double - Dostoevsky
- A translation of The Odyssey and The Aeneid
- What a Carve Up – J Coe
- A Martin Amis novel
- A McEwan novel
- Dracula – Bram Stoker
- A Thomas Hardy novel









Top

4. Leadership Programme

Leadership training will be provided during E time for students who hold positions of responsibility in the school community. This training will include such skills as public speaking and training in logistics/organisation, time keeping and communication. Please see the Leadership handbook.

5. Games / Activities

On Wednesday afternoons our Sixth Form has timetabled provision for Games / Activities, which is a compulsory aspect of the curriculum. They have the option to sign up for a sporting activity ranging from team sports such as Badminton, Football and Rugby, to individual exercise such as swimming or the gym. Representative team sport will take place during P5. The school based activities on offer vary throughout the year.

Alternatively students can arrange or participate in Young Enterprise, Voluntary work and Work Related Learning, or pursue your own sporting interests off site if they choose. We ask that Parent's / Carer's complete the Activities permission form, to confirm these choices. We will send the link to the Wednesday ACTIVITIES form to Parents / Carers. Without confirmation of a student's choices from their parents, students will be expected to register with Activities staff at the start of P4 in the SFC (absences will be recorded as unauthorised).

6. Maths for Physicists

To support physics students who are not studying maths A level, extra maths support lessons may be scheduled during an enrichment period.

7. Work Related Learning

Experiences of workplaces are now a statutory requirement as part of the 16-19 study programme. Gatsby benchmark 6 states that "by the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have".

A work observation can include; volunteering (incl. the volunteering element of DofE); work shadowing; a visit to a workplace; 'take your son/daughter to work' day; a placement over a week or a more sustained experience over a term (often the case in medical environments); but NOT paid work. Practical contact with employers offers invaluable experiences and we encourage all of our students to undertake such experiences during their time in the Sixth Form. The local community, employers/mentors and students alike can all benefit from such placements. Students may gain transferable skills which interest future employers and benefit university and apprenticeship applications, such as; motivation; organisation; time management; communication skills; working within a team; and demonstrating initiative. **All forms of Work Related Learning placements will complement UCAS / Apprenticeship / job applications.**

How
The student will approach their chosen work observation placement to discuss opportunities.
When
Preferably to be arranged during either;
CEW (Curriculum Challenge week in (Nov)
HEIR week (Higher Industry & Research week in June/July)
Wednesday afternoon Enrichment Time (for longer-term placements e.g. in a hospital environment and also for involvement in partnership and community based projects).
Procedure
The student must;
Log the event on Unifrog
Complete a Leave of Absence Form (*which requires a parent/carer signature*).

Please note: The arrangement will be a private agreement between the placement, parent/carer and the student; the school is not involved in any way.