St John Payne Catholic School

Sixth Form Prospectus

January 2011

Ofsted Report 20 November 2008
“Grade 1 - OUTSTANDING”

Headteacher: Mr. A. Schular BSc. (Hons)
Head of Sixth Form: Mrs. S. McKenna
January 2011

Dear Students and Parents

SIXTH FORM PROVISION
SEPTEMBER 2011

Most of the focus during Years 10 and 11 have rightly been directed in ensuring that the best possible grades are achieved at GCSE. Over the next few months, final preparations and work will be done for those final GCSE exams in the summer. At this point in the year it is important to find out about suitable pathways after the GCSE exams.

In the following pages we describe the Sixth Form curriculum that we shall be offering at St John Payne Catholic School from September 2011. We have an extensive range of AS/A2 subjects on offer, details of which are described. You will see that each consist of Modules that are examined during Year 12 and Year 13.

Most students will study three or four AS levels in Year 12, followed by two or three in Year 13. Some students may wish to study a further one or two AS Levels in Year 13 rather than taking all AS levels to A2. General Studies will be available for students in both Years 12 and 13. In addition AS/A2 Critical Thinking will be available to the most able students.

For students who have not achieved sufficient grades at GCSE to embark on AS/A2 courses, we will be offering a range of one-year Level 2 courses. These will allow students to progress onto Level 3 courses following successful completion. Level 3 courses equate to AS/A2 level.
All Sixth Form students take part in the ‘Search for Meaning’ course, which is intended to encourage them to search for meaning in their lives and faith. As a Catholic community this is an important component of our offer that differs from other Sixth Forms.

You will know that the standards in our Sixth Form are very high. Ofsted has rated our Sixth Form as outstanding. More importantly, our students and their parents highly rate the teaching and support that they have received. Students enjoy their studies and achieve qualifications that take them onto courses in universities of their first choice, including highly competitive places at the top universities.

The choice of Sixth Form is an important one to take. To help you with your decision we will be offering advice and information. Following the talks from Mr Farrell, Curriculum Manager, Mrs McKenna, Head of Sixth Form and from me, please feel free to contact us with any questions you may have. In addition, each Year 11 student will have an advisor attached to their form with whom personal needs can be discussed. We hope to be able to respond to all queries promptly.

I hope you find the enclosed material of use as you make decisions about your future.

Yours sincerely

A. Schular
Headteacher
**SCHOOL MISSION STATEMENT**

*Through the three way partnership of home, school and church and recognising that Jesus Christ is to be found is each one of us, it is our understood and shared aim to foster a community where life is lived according to Gospel values and the teaching of the Catholic Church and whereby each member of that community is afforded every opportunity to realise his or her full potential which is to be a true imitator of Jesus Christ, who himself said*

*“Love one another as I have loved you”*

Dear Parents,

The school Mission Statement describes the ethos of the whole school. The Sixth Form is fully integrated within the whole school community and Sixth Form students play a vital role in a wide variety of activities from Fund Raising, School Council and House charity events.

**ORGANISATION**

The Sixth Form is co-ordinated by the Head of Sixth Form – Mrs S. McKenna – and the Assistant Head of Sixth Form – Mr Stephenson. There are currently six tutor groups in Year 12 and six in Year 13.

The Form Tutor will monitor academic progress through the Assessment and Action Plan booklet and will work with the student to develop a series of action plans to maximise attainment.

**UNIVERSITY APPLICATION**

Students are advised on how to make application through UCAS by their Form Tutors and the overall responsibility of this process is led by myself. I ensure that students are fully informed of exactly how to make applications and am available to offer advice at lunchtimes. Students also have the assistance of the Careers Advisor two days a week.

**STUDY LEAVE**

If, because of the arrangement of courses, students have periods one and two, a whole morning or a whole afternoon without lessons, they may – if their parents agree – go home to do their private study.

**PRIVATE STUDY**

When students in Year 12 are not in class, they work under supervision in the Lower School Hall. Students in Year 13 have a newly refurbished comfortable study area designated for their use. They may also work in the Common Room and Library. A further addition is the construction of a new Computer Suite exclusively for the use of Sixth Form students.
COMMON ROOM

Year 12 and Year 13 have separate common room provision. Year 12 are based in Lower School. Their common room provides a study and leisure area with kitchen facilities. Students decorated the Year 12 Common Room in January 2009 and a new carpet was fitted the same month.

STUDENT REPRESENTATION

Students are encouraged to play an active part in shaping the Sixth Form environment. A committee comprising two elected representatives from each tutor group meet on a regular basis to discuss a wide range of issues. In addition, two representatives from Year 12 plus the Head Boy and Head Girl are members of the School Council.

PREFECTS

A Head Boy and a Head Girl are appointed by the Sixth Form tutors, Senior Staff and the Headteacher. They represent the school on formal occasions such as Certificate Evening. They also accept the initial responsibility for the maintenance of the Common Room and organise assembly readings.

In Year 13, students may apply to become a ‘Senior Prefect’. This involves providing support to pupils in Year 7 and Year 8 as a ‘buddy’ discussing any concerns the pupils may have and giving reassurance.

Senior Prefects also give excellent support to the Head of Year and Senior Staff in providing a tour of the school that communicates the distinctive ethos of St John Payne School to prospective students, parents and guests.

ENRICHMENT OPPORTUNITIES

SEARCH FOR MEANING
All students attend ‘Search for Meaning’. This course provides one period a week away from the pressures of academic study for reflection. It encourages the search for meaning in the life and faith of each student and honest dialogue is at its core.

COLUMBUS COLLEGE
Columbus College is a local school for children with physical and mental disabilities. Sixth Form students may volunteer to offer classroom support for one or two periods a week. This is a highly successful and very well established programme that has proved mutually beneficial to both schools.

MENTORING
Students are trained to support Year 7 pupils and offer an opportunity to ease the transition from primary to secondary school.
PAIRED READING
This involves working on a one-to-one basis to assist younger pupils with reading.

SUPPORT IN DEPARTMENTS
This involves providing classroom support to younger pupils. Sixth Form students usually work in a department from one of their own subjects.

SPORTING ACTIVITIES
A wide range of sporting activities are available. The most popular are currently football, badminton, aerobics and basketball.

ADDITIONAL ACTIVITIES
We have an active debating society in school and Sixth Form students are called upon to enrich their vocabulary and powers of argument in the debating arena. We also offer inter-form competitions, charity fundraising – sometimes in fancy dress, summer balls, Christmas clubbing, presenting assemblies, performing at school events – and much more.

I trust that this gives you a picture of what we offer to students in the Sixth Form but should you wish any more information, please do not hesitate to contact me at school.

Yours sincerely

Mrs S. McKenna
Head of Sixth Form
APPLICATION PROCEDURE

Pupils who are on the school roll in Year 11 will be given forms of application by their Form Tutors.

Application procedure for student who are not pupils in St. John Payne Catholic School

1. Once you have decided to apply for a place in the Sixth Form, please complete the application form and send it to:-
   Mrs S. McKenna
   Head of Sixth Form
   St. John Payne Catholic School
   Patching Hall Lane
   Chelmsford Essex CM1 4BS
   or email to: email@sixthform@sjp.essex.sch.uk

   Please note the minimum requirement to study AS levels at our Sixth Form is a GCSE points score of 38 points from your best 8 GCSE results. We award 8 points for an A* grade, 7 points for a grade A, 6 points for a grade B, 5 points for a grade C, 4 points for a grade D, 3 points for a grade E, 2 points for a grade F and 1 point for a grade G.

2. You will then receive an acknowledgement which will be followed by an invitation to attend an informal discussion.
   The purpose of the informal discussion is to discover if the course of study you have applied for is right for you. You will discuss your school work and outside interests and be expected to have some idea why you have selected this course of study. The discussion is usually with the Head of Sixth Form who will be able to advise you on the full course details as well as the combinations of subjects available to you. It is recommended that you apply as soon as possible.

3. After your discussion with the Head of Sixth Form you will be sent a letter telling you whether you have been offered a particular course of study. Most offers will be conditional on your obtaining a minimum of 38 points from your best 8 GCSE results.

4. You will then need to let us know if you accept our offer.

5. You will be invited to enrol to the Sixth Form on a specific date. By the date of your enrolment you will have your exam results.
   We can give help and support in completing application forms and understanding the enrolment procedure – please contact Mrs McKenna for details.
1. **Your Personal Details** (Please complete using black ink in BLOCK CAPITALS)

   - **Title** (please indicate Mr/Mrs/Ms/Miss) ____________________  **Surname** ____________________
   - **First Names** (in full) ____________________________________________
   - **Gender** (please indicate Male/Female) ____________________  **Date of Birth** ____________________
   - **Permanent Home Address** ____________________________________________  **Postcode** ____________________
   - **Home Telephone No:** ____________________  **Mobile No:** ____________________
   - **Email:** ____________________________________________
   - **Subjects you would like to study** ____________________________________________

2. **Examinations Already Taken**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level (e.g. GCSE)</th>
<th>Year</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   *Any further examination results to be put on extra paper and attached to this form*

3. **Examinations to be taken this year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level (e.g. GCSE)</th>
<th>Year</th>
<th>Expected Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Previous Schools or Colleges Attended (Please also indicate courses and subjects taken (if not shown above)

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Your experience in employment to date (Include full-time or part-time jobs and work experience)

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Personal Statement (Please include your hobbies and interests. What have you enjoyed in your education/employment so far?)

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Choice of Course (Why do you wish to follow the course(s) of study you have listed?)

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Career Intentions (What do you hope to do in terms of employment and/or further study after you have completed the course?)

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
## Sixth Form Information

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS &amp; A2 LEVEL COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>Art and Design</td>
<td>2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>3</td>
</tr>
<tr>
<td>Design Technology</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>English Literature</td>
<td>6</td>
</tr>
<tr>
<td>General Studies</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>9</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>10</td>
</tr>
<tr>
<td><strong>BTEC Courses</strong></td>
<td></td>
</tr>
<tr>
<td>IT Practitioners - Network Level 3 BTEC National Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Law</td>
<td>13</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>16</td>
</tr>
<tr>
<td>Philosophy &amp; Ethics</td>
<td>16</td>
</tr>
<tr>
<td>Physical Education</td>
<td>17</td>
</tr>
<tr>
<td>Psychology</td>
<td>19</td>
</tr>
<tr>
<td>Sciences</td>
<td>20</td>
</tr>
<tr>
<td>Biology</td>
<td>20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>21</td>
</tr>
<tr>
<td>Physics</td>
<td>22</td>
</tr>
<tr>
<td>Sociology</td>
<td>23</td>
</tr>
</tbody>
</table>
Art & Design
AS and Advanced GCE

The course is divided into four units of assessment. The first two make up the AS part of the course. At this point you can stop, having achieved the AS GCE qualification. Alternatively, you can complete two further units that form the A2 section of the course to obtain an A level qualification in Art and Design.

Advanced Subsidiary (AS)

Unit 1 Coursework
(60% of the AS or 30% of the Advanced GCE)
You will develop knowledge, skill and understanding of visual language when exploring a theme or area of study. With the help of staff, you will outline your main area of focus. You will be expected to build on and develop your recording skills and demonstrate use of the formal elements. You will experiment with a range of media and methods. You will analyse your own and other’s work in order to inform and inspire ideas. You will develop and review work, producing outcomes which connect with appropriate contexts.

Unit 2 Externally Set Assignment
(40% of the AS or 20% of the Advanced GCE)
The question paper will provide you with a choice of questions. You will have a preparation period, during which time you can discuss your work with your teachers. You will produce an outline or proposal of your main area of focus and intentions. You should undertake investigative preparatory work, building on the knowledge, skills and understanding gained from the experience of Unit 1. You will then take an eight hour exam of unaided work. All supporting studies must be submitted.

Advanced (A2)

Unit 3 Coursework
(60% of the AS or 30% of the Advanced GCE)
This unit incorporates two linked elements: a and b

a Practical work
Practical work for Unit 3 provides opportunities for you to pursue your own creative, visual ideas in a chosen area of art. You will identify and select a focus for your creative ideas. You will demonstrate the ability to resolve issues and ideas that emerge as part of process of creating art. You should develop your practical, creative ideas in the light of your chosen focus for the personal study for this unit. You will select and explore appropriate media.

b Personal study
Work for this element requires students to produce and illustrated dissertation/ visual display on a selected aspect of others’ art, craft and design. You will be required to research, evaluate, analyse and establish links between your own practical work for this unit, with that of historical and contemporary references.

Unit 4 Externally Set Assignment
(40% of the AS or 20% of the Advanced GCE)
The question paper will provide you with a choice of questions. You will have a preparation period, during which time you can discuss your work with your teachers. You will produce an outline or proposal of your main area of focus and intentions. You should undertake investigative preparatory work, building on the knowledge, skills and understanding gained from the experience of unit 3. You will then take a twelve hour exam of unaided work. All supporting studies must be submitted.

Careers
If working outside the industry, they are typically found in creative roles within industries such as the media, marketing, public relations, arts administration, architecture, arts education and art therapy.
BUSINESS STUDIES

The course aims to develop a critical understanding of organisations, the markets they serve and the process of adding value. This involves consideration of the internal workings and management of organisations and, in particular, the process of decision making in a dynamic external environment.

The course requires no previous subject knowledge. Candidates do not need to have taken Business Studies at GCSE Level in order to do this subject at Advanced Level. Recent examination results have been excellent with some students opting for city-based occupations immediately whilst others obtain places at universities on related courses. The subject is particularly useful for anyone considering a career in management, accounting, financial services, marketing or human resources.

Course structure

Advanced Subsidiary Award (AS)

Module 1: An Introduction to Business

This unit considers the way in which businesses operate and the effect of the external business environment. In particular, there is an awareness of how the business environment provides opportunities and imposes constraints on the pursuit of short-term and long-term objectives.

Assessment: The question paper consists of short answer and data-response questions where candidates must answer five questions. (60 marks)

Modules 2: Business Functions

This module builds upon the knowledge and skills acquired in module 1. The emphasis of this module is the inter-relationship between the four main behavioural functions of business; Accounting and Finance, Marketing, Operations Management and Human Resource Management.

Assessment: The question paper has two sections, candidates are required to answer one six part question and four questions based on a pre-released case study. (90 marks)

Advanced Level

This is available only to those students whose performance at AS Level indicates their suitability for this more challenging course.

Module 3: People in Organisations

Candidates are expected to show critical awareness of issues related to the human resources aspects of business and to use them in solving problems and/or making decisions.

Assessment: The module is examined in January of the A2 course and consists of a two hour examination paper requiring candidates to answer six questions on case study stimulus material.

Module 4: Strategic Management

The module assesses the ability of candidates to use, explain, analyse and evaluate the whole of the subject. It requires candidates to think in an integrated and strategic way about the way businesses operate and the way they react to change.

Assessment: The question paper consists of four questions based on a pre-released case study, one of which will include a specified numerical element. (90 marks) The module is examined in June of the A2 course.

There is no coursework in this subject.

Relating to courses at University or future employment, this subject combines well with Law, Economics, IT, French/German.

Possible career choices linking to this subject include:-
Management
Financial Services
Accountancy
Journalism
Law
Marketing
Banking
Public Relations
International Finance
DESIGN AND TECHNOLOGY

Title: Advanced Subsidiary GCE: Product Design (AS)
     Advanced GCE: Product Design (A2)

Board: OCR.

Qualifications: ‘C’ Grade or above in GCSE Graphic Products or Resistant Materials

Course outline: This is essentially a ‘Design, analyse, make and evaluate’ course. It is designed to offer candidates opportunities to study, propose and realise solutions to designing and making problems closely linked to the real world of product/system manufacture. The content is chosen to provide a balanced and coherent study of all elements of Design and Technology. It will draw on a student’s design, graphic and making skills that they have used in earlier years.

It is a natural progression from Resistant Material and Graphic projects completed in Years 10 and 11. The students will study in depth the use of materials in a design situation and Design and Technology in Industry and Society.

The syllabus will be covered using a combination of:
• Set practical and design problems
• Application of theory
• Industrial/Study Visits
• Design assignments
• Use of IT to support the above

PRODUCT DESIGN

ASSESSMENT & EXAMINATION
FOR AS AND A2 LEVELS

Weighting in A/S GCE ONLY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Mark</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASF521</td>
<td>Advanced Innovation Challenge</td>
<td>80</td>
<td>40%</td>
</tr>
<tr>
<td>ASF522</td>
<td>Product Study</td>
<td>120</td>
<td>60%</td>
</tr>
</tbody>
</table>

Total 200 100%

Weighting in A2 GCE ONLY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Mark</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASF521</td>
<td>Advanced Innovation Challenge</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>ASF522</td>
<td>Product Study</td>
<td>120</td>
<td>30%</td>
</tr>
<tr>
<td>ASF523</td>
<td>Design, Make &amp; Evaluate</td>
<td>120</td>
<td>30%</td>
</tr>
<tr>
<td>ASF524</td>
<td>Product Design (2 Component Exams)</td>
<td>80</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total 400 100%

Design and Technology will also be offered as a BTEC Level 3 course in Art and Design. This qualification can be equivalent to 1, 2 or 3 A-levels.

Careers:
Higher Education (Any Design related University degree course)
Engineering - Mechanical/Electrical
Design Draughtsperson
Technician
Advertising
Production Engineering
Product /Furniture Design
Interior Design
Materials Science
Industrial/Graphic Design
Teaching
ECONOMICS

The study of Economics emphasises the importance of economic issues in a modern industrial society and seeks to encourage the development of a basic economic competence which will help to prepare the student to play a full part in that society.

The course does not demand advanced mathematical skills but requires a basic competence in arithmetic to interpret numerical data and the ability to write clear, accurate essays. The subject content is largely topical and this makes it necessary for students to consult a wide variety of media sources such as newspapers, television and the Internet.

No prior knowledge of Economics is assumed. Recent examination results have been excellent with some students opting for city based occupations immediately while others obtain places at universities leading to a wide variety of careers in areas such as accounting, advertising, banking, journalism, financial services, insurance and marketing.

Course Structure

The AS award is available as a one-year course and the ‘A’ Level award is available as a two-year course (AS and A2).

AS

Module 1 – Markets in Action

This unit provides an introduction to why economic choices have to be made, the market model, how markets can be efficient and also how they can fail.

Areas of study include:

- The reasons for individuals, organisations and societies having to make choices.
- Competitive markets and how they work.
- Market failure and government intervention.

Assessment: The question paper consists of short-answer and data-interpretation questions based on a theme, plus one essay-type response (60 marks)

Module 2 – The National & International Economy

This unit provides an introduction to how the level of macroeconomic activity is determined and to key macroeconomic indicators, problems and policies.

Areas of study include:

- Aggregate demand and supply and their interaction.
- Government economic policy objectives and indicators of national economic performance.
- The application of macroeconomic policy instruments and the international economy.

Assessment: The question paper consists of short-answer and data-interpretation questions based on a theme, plus one essay-type response. (60 marks)

A2

This is available only to those candidates whose performance at AS level indicates their suitability for this more challenging course.

Module 3: Economics of Work & Leisure

This unit focuses principally on the economic concepts and theories that help economists to understand and analyse labour market issues. It considers leisure industries in terms of models of market structure and the ways in which leisure needs have a bearing on the demand and supply of labour. Areas of study include:

- Nature of work and leisure and trends in employment and earnings.
- Market Structures and competitive behaviour in leisure markets.
- Labour demand, supply and wage determinators.
- Market failure and the role of the Government and Unions in the labour market.

Assessment: The question paper has two sections. Candidates are required to answer one data-response and one structured question from a choice of three. Each structured question is split into two parts. (60 marks)

Module 4: The Global Economy

This unit provides the framework for the understanding, analysing and evaluation of macroeconomic performance in national, regional and global contexts. Areas of study include:

- Macroeconomic performance.
- Trade and Integration.
- Development and Sustainability.
- The economics of globalisation.

Assessment: Candidates are required to answer questions based upon pre-released stimulus material. Some questions may involve data interpretation. Most questions will require an essay-style answer. (60 marks)

There is no coursework in this subject.

Relating to courses at University or future employment, this subject combines well with Geography, Law, Maths, English, IT, French/German and Business Studies.

Possible career choices linking to this subject include:- Accountancy, Insurance, Financial Services, Journalism, Banking, Internal Finance
ENGLISH LITERATURE

OCR AS IN ENGLISH LITERATURE  H071
OCR A2 IN ENGLISH LITERATURE  H471

- The AS forms 50% of the assessment weighting of the full A Level. AS is assessed at a standard expected to be reached at the end of the first year of a two year A Level course. It can be taken as a stand-alone specification or as the first part of the full A Level course.
- Assessment is by means of 2 units of assessment for AS and a total of 4 units of assessment for A Level.
- There will be two examination sessions each year in January and June, although some modules are not taken in January.
- Candidates are permitted to re-sit individual units.

Units of Assessment

<table>
<thead>
<tr>
<th>Unit</th>
<th>Level</th>
<th>Name</th>
<th>Mode of Assessment</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AS</td>
</tr>
<tr>
<td>1</td>
<td>AS</td>
<td>F661: Poetry &amp; Prose 1800 – 1945</td>
<td>Closed text. 2 texts plus critical Reading.</td>
<td>Written Exam 2 hours</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>AS</td>
<td>F662: Literature Post 1900</td>
<td>3 texts.</td>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>A2</td>
<td>F663: Drama and Poetry Pre 1800</td>
<td>Closed text. 3 texts.</td>
<td>Written Exam 2 hours</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>A2</td>
<td>F664: Texts in Time</td>
<td>3 texts.</td>
<td>Coursework</td>
<td>40%</td>
</tr>
</tbody>
</table>

- When the opportunity arises, theatre and lecture visits are arranged through the school. Students are also expected to broaden their own literary and cultural awareness through visits to theatres, museums, art galleries and through background reading. The department also runs a reading group on a monthly basis.
- The appeal of the subject is in the breadth of the texts, ranging from Shakespeare to modern day and contemporary writers.
- Study encompasses all genres and gives students ample opportunity to read widely.
- This course will appeal equally to students who wish to study English Literature for one year and to those who wish to go on to the second year to complete the A2 course.

Relating to courses at University or future employment, this subject combines well with:-
History, Critical Thinking, Philosophy/Ethics, Sociology, Psychology, other Arts/Humanity related subjects.

Possible career choices linking to this subject include:-
Teaching, Journalism, Publishing/Editing, work in the field of Arts.
YEAR 12/13 Prospectus 2011-12

**GENERAL STUDIES**

**AQA GCE Specification B**

Year 12 follow the AS General Studies Course which leads into the A2 course in Year 13. General Studies is compulsory in Year 12 and Year 13.

The aim of the subject is to maintain and develop the range of knowledge and skills acquired during the years of compulsory education, to include interests and ideas not necessarily covered in the studying of conventionally formulated specialist subjects and to complement and bring greater variety to candidate’s courses of study, thereby enhancing and broadening their curriculum.

The AS course consists of two modules entitled ‘Conflict’ and ‘Space’. The A2 course consists of the modules ‘Power and Change’.

Each module is split into five main areas of study:
- Science and Technology
- Society and Politics
- Arts and Media
- Business and Industry

The pupils are taught in a rotation system by staff who are specialist in each area. The pupils are encouraged to read quality newspapers and to watch news items which cover the different topics.

At the end of Year 12, pupils will take the module tests in the first two units to attain the AS qualification. The A2 modules are examined at the end of Year 13.

**GEOGRAPHY**

**ADVANCED SUBSIDIARY (AS) AND ADVANCED (A) LEVEL GEOGRAPHY**

At AS/A2 Level, students study the WJEC (Welsh Joint Education Committee) AS/A Level specification.

This syllabus is divided into a total of 4 units, 2 AS units and 2 A2 units. The content and assessment of these are summarised below.

**Summary of Assessment**

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

**AS (2 units)**

G1 1 hour 30 minutes
Written Paper 75 marks (100 UMS)
Unit Title: Changing Physical Environments

Two Themes
- Investigating climate change
- Investigating tectonic and hydrological change

Three structured questions with stimulus material, one of which tests research/fieldwork

G2 1 hour 30 minutes
Written Paper 75 marks (100 UMS)
Unit Title: Changing Human Environments

Two Themes
- Investigating population change
- Investigating settlement change

Three structured questions with stimulus material, one of which tests research/fieldwork.

**A Level (the above plus a further 2 units)**

G3 2 hours 15 minutes
Written Paper 75 marks (120 UMS)
Unit Title: Contemporary Themes & Research in Geography

Section A – 1 hour 30 minutes
Two essays – one from each of the two contemporary themes. One theme selected from three physical options and one theme selected from three human options.
A choice from two questions from each theme.

Section B – 45 minutes
For each of 10 themes, there will be a topic area set by the Board in December (January series) and May (June series) of the preceding year. Candidates design and carry out a research enquiry based on their chosen theme and prescribed topic area. This will be assessed by a two-part question based on research enquiry and the findings of their research. This question will be given out after 1 hour 30 minutes when Section A is handed in.
G4 1 hour 45 minutes
Written Paper 80 marks (80 UMS)
Unit Title: Sustainability

Sustainability Food Supply  Sustainable Energy
Sustainable Water Supply Sustainable Cities

Pre-release material in December and May prior to the examination for a Decision Making Exercise

Since 1999, 225 students have studied the subject at Advanced Level and all of these have obtained a pass grade. The modal attainment grade has been A, with 56.5% of students achieving this grade and 81.4% gaining an A/B grade. Only 14 students have achieved less than a C grade during this time period. Of the 75 students who have been entered for the A2 exam since between 2007-09, only two have failed to achieve an A or B grade. The A grade pass rate since 2007 has been 75%.

In 2005, 2007 and 2008 the Department was ranked number one for Advanced Level Geography in the Good Schools’ Guide for England and the 2007 Geography Ofsted rated the quality of teaching and learning at Advanced Level as outstanding.

Fieldwork is considered an essential component of the Advanced Level course and, in order to maximise fieldwork experiences, all pupils are expected to participate in organised fieldwork activities and also carry out their own fieldwork investigations for G3B. The knowledge and skills gained from fieldwork are essential ingredients for candidates who wish to achieve a high examination grade.

REQUIREMENTS FOR ENTRY TO THE COURSE

Students wishing to follow this course are expected to have achieved at least a Grade C in GCSE Geography, but in certain circumstances it is possible for pupils to gain entry to the course without having studied the subject at GCSE level.

A serious-minded approach is however the most important requirement because it is a very demanding course in terms of the quantity of work involved. Students who were prepared to apply effort and devote time to their study of the subject have in the past achieved good results. There is no single recommended textbook for the entire course and we tend to draw on a wide range of specialist textbooks. Students will, therefore, be provided with a large amount of reference reading resources produced within the department. The cost of resourcing this is considerable and pupils will be expected to pay an annual contribution of £10 towards this. They will also be expected to carry out independent research and reference reading using the teaching and learning resources that are available on the AS and A2 study zones of the Geography VLE @ SJP.

Relating to courses at University or future employment, this subject combines well with most subjects as it is inter-disciplinary and can be studied as an Arts degree, Social Science degree and Science degree.

As stated above, its inter-disciplinary nature means it is linked to a wide range of careers including:- Environmental Sciences, Conservation, Planning, Social Services, Business – Marketing, Education, Leisure & Tourism etc.
AS/A LEVEL HISTORY

The AS may be used either as a final qualification or as the first half of an A Level qualification.

Specification at a glance:

<table>
<thead>
<tr>
<th>AS Examination</th>
<th>A2 Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>USA 1890 - 1945</td>
<td>The State &amp; the People: Britain 1918 – 1964</td>
</tr>
<tr>
<td>1 hour 15 minutes</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>50% of AS mark (25% of A Level)</td>
<td>30% of A Level</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Life in Nazi Germany 1933 - 1945</td>
<td>Historical Enquiry</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td>20% of A Level</td>
</tr>
<tr>
<td>50% of AS mark (25% of A Level)</td>
<td></td>
</tr>
</tbody>
</table>

Candidates will be required to produce an Historical Enquiry with following characteristics:
- The work must be completed on an individual basis and must be based on an historical investigation.
- A range of sources must be considered and evaluated.
- The study must be placed in the context of the study of a hundred year period.
- The study must be approximately 3,500 words.

Units three and four will be examined in June of Year 13.

Other Information:

The assessment objectives of AS & A Level are the same. Students will be asked to communicate their knowledge and understanding of history in a clear and effective manner. Students should show an understanding of concepts, be able to make substantiated judgements and evaluate, interpret and use a range of source material.

Students considering choosing History as an AS subject are reminded of the need for good English. Although a GCSE grade is not essential, it is an advantage.

Relating to courses at University or future employment, this subject combines well with Law, Economics, English, Politics.

The above course content is subject to approval by the Board.

Possible career choices linking to this subject include:-

- Journalism
- Law
- Business
Students who follow this course do not have to have GCSE ICT or equivalent qualification, although it would be an advantage.

**AS Units**

**Unit 1: Practical Problem Solving in the Digital World**

Courses based on this module should provide students with the opportunity to develop their knowledge and understanding of the development of ICT systems through practical experience in using a range of applications software in a structured way. Students can then apply the skills, knowledge and understanding gained from this practical work to the solution of problems.

**Range of Software/Problems**

Students are expected to make practical use of a range of applications software, hardware and communication technologies to address several different types of problem. The range of applications software used should cover the processing of text, images, numbers and sound.

Students should address several problems. These problems can be selected to meet the individual needs of learners. Examples of suitable solutions to problems could include several from the following:

- an electronic photo album
- a rolling multimedia presentation for a school open day
- a website for a local nursery
- organising a blog for a local councillor
- producing invoices for a small business
- organising a set of Podcasts for a teacher
- an interactive multimedia display for a tourist information centre

**Unit 2: Living in the Digital World**

Today’s students are living in a world where the use of ICT surrounds them and where they, and others, frequently take this use for granted.

It is increasingly important for future adults to be aware of the numerous issues arising from the use of ICT for individuals, society and organisations. The issues change rapidly and increasingly involve environmental and ethical ones.

Students should be asking questions such as:

- why is ICT being used?
- is it appropriate to use ICT?
- what are the implications of its use for me now, and in the future?
- how does a particular use of ICT affect society?

It is expected that students will study much of the content of this module through the investigation of examples of ICT use and the issues involved in these examples.

**Unit 2: Living in the Digital World INFO2**

Question paper/answer booklet examination. Externally marked by AQA.

**Section A:** short answer questions
**Section B:** 3 or more structured questions requiring discursive answers.

All questions are compulsory.

- Today’s students are living in a world where the use of ICT surrounds them and where they, and others, frequently take this use for granted.
- Unit 2 is designed to give students the wider picture of the use of ICT, to enable the understanding of basic terms and concepts involved in the study of the subject.
- Students should be able to discuss and comment on issues from a position of knowledge and they can only do this if they have the knowledge and understanding that underpins the subject.

1½ hours duration
50% of the total AS marks
25% of the total A Level marks
A2 Units

Unit 3: The Use of ICT in the Digital World

This module looks at the fast changing subject of ICT, including developments in technology and ICT system capabilities and how this might affect the world that makes use of ICT.

The content is designed to address issues associated with the management of ICT and its use within organisations. A range of organisations should be studied including charities, clubs and societies, small, medium and large businesses, both national and multi-national public and private organisations. The number of people involved could range from one or two to many thousands.

Each organisation will have the same ICT-related issues to consider on a scale appropriate to their own needs, for instance, the introduction and testing of ICT systems, the training and support needed for users of ICT systems, the outside organisations which affect the way the organisation runs its ICT.

It should be remembered when studying this module that ICT systems are there to support the activities of organisations and are essential in the modern world.

It is expected that students will study much of the content of this module through the investigation of examples of the uses made of ICT by organisations.

Unit 3: The Use of ICT in the Digital World INFO3

Question paper/answer booklet examination.
Externally marked by AQA.
Section A: structured questions based on pre-release material
Section B: questions requiring extended prose answers.
All questions are compulsory.
- Candidates will be provided with pre-release material which will be available on the AQA website on 1 November for the January examination and 1 April for the July examination.
- The pre-release will be re-printed in the question paper/answer booklet for use in the examination.
- This module looks at the fast changing subject of ICT including developments in technology and ICT system capabilities and how this might affect the world that makes use of ICT.
- The content is designed to address issues associated with the management of ICT and its use within organisations.

2 hours duration
60% of the total A2 marks
30% of the total A Level marks

Unit 4: Coursework: Practical Issues Involved in the Use of ICT in the Digital World

The unit is designed to be taught alongside or after Unit 3 and topics covered in Unit 3 may provide the stimulus for work for this unit but the student can explore new areas of ICT if they wish.

Possible projects

Students may, for example, produce:
- a software solution such as an e-commerce or multimedia system.
- a training system including training materials for a client, this could, for example, be for a course for someone working from home.
- a user support system such as for a user help desk in a company or school/college or a fault logging system.
- a system for ensuring the security of an organisation’s ICT systems. An idea here would be to formulate a policy to specify appropriate use of a company or school/college’s laptop computers and other mobile devices or a database to record usage.
- a system for communication within an organisation. For example, for how schools could use technology to communicate with students within the school or a communal diary system.
- a system for evaluating new software to be purchased or for a new system to be installed, including hardware, software, communications, consumables and services.
- a backup and recovery system and a disaster recovery plan for an organisation.
- a system for managing relationships with customers.

More suggestions are given along with ideas on how to enable groups of students to work together.

Unit 4: Coursework: Practical Issues Involved in the Use of ICT in the Digital World INFO4

- Candidates must produce a project report based upon their practical work/investigation. The report will be internally marked and externally moderated.
- This module provides candidates with the opportunity to complete a project involving the production of an ICT-related system over an extended period of time and in so doing candidates will enhance their transferable practical skills.

40% of the total A2 marks
20% of the total A Level marks
IT PRACTITIONERS – NETWORK LEVEL 3 BTEC NATIONAL CERTIFICATE

Course description:
This course is for students interested in the IT industry and network administration and management. Students will study more advanced skills in selecting, configuring and using hardware and software. It is for students who wish to pursue a career in computing, such as network design, installation and troubleshooting.

Course assessment method:
Students will be assessed through assignments and on-line tests administered by Cisco.

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide opportunities through articulation to higher education, degree and professional development programmes and provide progression opportunities within related areas of study within universities and other institutions. UCAS points are awarded based on the levels achieved.

On successful completion of a BTEC National qualification, a learner can progress to employment and/or continue their study in the same, or related vocational area.

The course contains the following specialist units:-

- Computer Systems
- Managing Networks
- Computer Networks
- Networked Systems Security
- Communication and Employability Skills for IT
- Organisational Systems Security
- Communication Technology
- Computer Systems Architecture
- Cisco Discovery 1 – Networking for home and small businesses
- Cisco Discovery 2 – Working at a small to medium business or ISP
- Cisco Discovery 3 – Introducing Routing and Switching in the Enterprise
- Cisco Discovery 4 – Designing and supporting computer networks
AS/A' LEVEL LAW

The course involves the study of the major legal institutions and basic areas of substantive law. The A/AS award is available as a one-year course and the ‘A’ level award is available as a two-year course.

Advanced Subsidiary Award

Unit 1 Law Making & the Legal System

Written Paper: 1 hour 30 minutes
50% of total AS marks
25% of total A Level marks

Candidates must answer three questions from eight, one from Section A, Law Making, one from Section B, The Legal System and one from either section.

Total marks available = 95 (including 5 marks for QWC)

Subject Content

Section A: Law Making

- Parliamentary law making
- Delegated legislation
- Statutory interpretation
- Judicial precedent

Section B: The Legal System

- The civil courts and other forms of dispute resolution
- The criminal courts and lay people
- The legal profession and other sources of advice and funding
- The judiciary

Unit 2 The Concept of Liability

Written Paper: 1 hour 30 minutes
50% of total AS marks
25% of total A Level marks

Candidates must answer the compulsory question on Criminal Law and one question on Tort.

Total marks available = 95 (including 5 marks for QWC)

Subject Content

Section A: Introduction to Criminal Liability

- Underlying principles of criminal liability
- The Courts: procedure and sentencing

Section B: Introduction to Tort

- Liability in negligence
- The Courts: procedure and damages

Unit 3 Criminal Law

Written Paper: 1 hour 30 minutes
25% of total A Level marks

Candidates must answer one three-part question on Criminal Law (Offences against the Person).

Total marks available = 80 (including 5 marks for QWC)

Subject Content

Section A: Criminal Law (fatal and non-fatal offences against the person)

- Murder
- Voluntary manslaughter
- Involuntary manslaughter
- Non-fatal offences against the person
- Defences
- Evaluation

Unit 4 Tort and Concepts of Law

Written Paper: 2 hours
25% of total A Level marks

Candidates choose Section B Tort and answer one two-part, scenario-based question from a choice of two. In addition in Section C, candidates must produce a synoptic essay on concepts of law (from a choice of three).

Total marks available = 85 (including five marks for QWC).

Subject Content

Section B: Law of Tort

- Negligence
- Occupiers’ liability
- Nuisance and escape of dangerous things
- Vicarious liability
- Defences
- Remedies

Section C: Concepts of Law

- Law and morals
- Law and justice
- Judicial creativity
- Fault
- Balancing conflicting interests

The study of law involves a number of trips to both civil and criminal courts to observe cases and it is important that students follow major legal issues and read the law reports produced in the quality press and available via the internet.

The course also involves a considerable amount of reading and demands an ability to write essays in a clear logical style and an ability to apply the law to problem situations. Most of all the course demands enthusiasm and commitment.

Law is the most popular A Level subject with over 70 students currently attending and it is expected that demand for places will continue to increase in September 2011.

The subject is complementary to Business Studies, Economics, English, History, Geography and Modern Languages. Possible career choices linking in this subject include: Barrister, Solicitor, General Finance/Business, Banking, Government, Accountancy, International Organisation, Civil Service.

There is no coursework in this subject.

Course Tutors: M. J. Farrell, B.M. Farrell
ADVANCED MATHEMATICS

Mathematics can be combined with a wide range of subjects in Arts and Sciences. Nearly all science courses at University include some mathematics and it is an advantage to study Mathematics with Physics, Chemistry, Biology, Economics and Geography. An 'A' level in Mathematics is a very respected 'A' level and provides a valuable qualification for many careers including banking, computing, law and engineering.

Mathematics is usually taken as one 'A' level subject but for those pupils with a natural mathematical ability it is offered as two 'A' levels 'Mathematics' and 'Further Mathematics'.

The course is designed to follow on from the highest level of GCSE. (Level H). An A* or A grade in this examination is advisable but this is no guarantee of success.

The 'A' level course is a modular one covering a range of elements of mathematics, Core Mathematics, Mechanics and Statistics. In Core mathematics, algebra, co-ordinate geometry, functions and trigonometry are developed as well as new topics such as calculus functions. The mechanics deals mainly with problems relating to forces and movement of particles. Elementary probability, sampling and significance testing are taught in the Statistics module as well as different types of probability distributions.

Further Mathematics is regarded as a separate subject but can only be taken with Mathematics. Many topics introduced in this course are developed in Further Mathematics. New topics such as polar co-ordinates, complex numbers, critical path analysis are taught in order to give the student the widest possible understanding of the many branches of Mathematics. This course should be of particular interest to students contemplating a Mathematics related degree at University.

Regular attendance and hard work throughout the two years are essential for success.

AS LEVEL MATHEMATICS

AS mathematicians follow the same course as 'A' Level for the first year. The course covers the full range of elements of Mathematics, Core Mathematics, Mechanics or Statistics.

This AS makes an ideal way of broadening the field of study for an Arts student. It is also a very useful tool to help students studying Science, Economics or Business Studies.

AS FURTHER MATHEMATICS

This course provides an opportunity for the more able mathematician to develop further their understanding of the subject. In addition to new topics involving Decision mathematics being introduced, Core and mechanics topics that have already been started in the mathematics course will be developed further.

3 modules will be examined in Year 12. Students will need to attend regularly the lessons appropriate for their modules for real success.

There is no coursework in this subject.

Relating to courses at University or future employment, this subject combines well with Physics, Chemistry, Biology, Economics, Geography.

Possible career choices linking to this subject include:-

- Financial Services
- Engineering
- Teaching
- Economics
- Computing
MODERN LANGUAGES IN YEARS 12/13

At St. John Payne we offer the Edexcel ‘AS’ and ‘A2’ Level courses in all three languages.

‘AS’ French ‘AS’ German ‘AS’ Spanish

The course is made up of two units.

Unit 1:  Spoken Expression and Response in the Target Language

30% of ‘AS’ marks – externally assessed

Students will need to demonstrate that they can engage in a discussion in the Target Language that relates to a general topic area chosen in advance. They must choose from one of the general topic areas:-

- Youth culture and concerns.
- Lifestyle; health and fitness.
- The world around us.
- Education and employment.

Unit 2: Understanding and Written Response in the Target Language

70% of ‘AS’ marks – externally assessed

Students are required to understand and convey their understanding of target language texts and recordings based upon the above topic areas. They must also write an essay of 200-220 words in the form of a letter, report or article based on a short target language stimulus.

‘A2’ French ‘A2’ German ‘A2’ Spanish

This course is made up of 2 units.

Unit 3: Understanding and Spoken Response in the Target Language

35% of ‘A2’ marks – externally assessed

This unit requires students to demonstrate the effectiveness of their target language skills by presenting and taking a clear stance on any issue of their choice.

They will be expected to use the language of debate and argument, defend their views and sustain discussion as the examiner moves the conversation away from their chosen issue.

Unit 4: Research, Understanding and Written Response in the Target Language

65% of ‘A2’ marks – externally assessed

This unit requires students to demonstrate skills in advance level target language writing (discussive or creative) and translation from English into the target language.

The content of this unit will be linked to the same topic areas as those covered at ‘AS’ level as well as the following:

- Customs, traditions, beliefs and religions.
- National and international events.
- Literature and the arts.

Material requirements for the course:

- Students should buy a large bilingual dictionary and may also find a monolingual dictionary useful.
- Students must buy a personal CD player.

Final points for consideration:

- Dictionaries and open texts are no longer allowed in any examinations.
- Students are encouraged to spend some time in French speaking countries during the course. An extended visit is of great value in helping to develop all skill areas, but particularly useful as a preparatory aid to the oral examination.
- Students opting for these courses should have achieved at least GCSE ‘B’ grade in their Higher Tier Writing Examination/Coursework. A good grade at GCSE English is also desirable.
THE NEW MUSIC SYLLABUS FOR 2010

The new syllabus allows pupils to choose their own performance music, work from composition briefs given by the Board and study works from various styles of music. Pupils must understand that there is a need to study musical scores and read music to an acceptable level. Technology may be used, particularly in the composition work. Pupils will be expected to carry out detailed research and write good essays as well as taking part in performance with a positive sense of commitment.

Below is an outline of Units 1, 2 and 3 of the AS course and Units 4, 5 and 6 of the A2 course.

Unit 1: Performing Music

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 5-6 minutes assessed performance. Notated and/or improvised performances may be submitted.

Unit 2: Composing

This unit encourages students to develop their composition skills leading to the creation of a 3 minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Unit 3: Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and their social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB voices.

Unit 4: Extended Performance

Opportunities to extend performance skills. As above but the length of performance is now 12-15 minute assessed performance of a balanced programme of music.

Unit 5: Composition and Technical Study

2 sections. The composition section further develops students’ compositional skills, leading to a final 3 minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies. Students must complete two tasks in this unit choosing from either one composition and one technical study or two compositions or two technical studies.

Unit 6: Further Musical Understanding

Listening to familiar and unfamiliar music and understanding how it works. Set works from the anthology, using different selections from those in Unit 3. Students will also listen to a wide range of unfamiliar music related to the two compulsory areas of study. This will involve comparing and contrasting pairs of excerpts, contextualise music and identify harmonic and tonal features.

PHILOSOPHY & ETHICS

ADVANCED SUBSIDIARY/ADVANCED LEVEL RELIGIOUS STUDIES

OUTLINE

The Advanced Subsidiary GCE and the Advanced GCE Philosophy & Ethics specifications build on the knowledge that candidates may have developed through the study of GCSE Religious Studies. It does not however assume or require any previous study of the subject. It is designed to support a course of study which is suitable for candidates from any religious background or from none. For both the Advanced Subsidiary GCE and the full Advanced GCE candidates study Philosophy of Religion and Religious Ethics.

These specifications are designed to enable candidates to:

- develop an interest in and enthusiasm for rigorous study of religion
- treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion
- adopt an enquiring, critical and reflective approach to the study of religion.
- to reflect on and develop their own values, opinions and attitudes in the light of their learning.
Advanced Subsidiary - This is both a ‘stand alone’ qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of the corresponding two year Advanced GCE course, i.e. it is in between GCSE – Advanced GCE. AS GCE is made up of two mandatory units, externally assessed to form 50% of the corresponding four unit Advanced GCE.

The four unit Advanced GCE is made up of the two mandatory units at AS and two further units at A2 which are also externally assessed.

**Modules studied are as follows:**

- G.571 Philosophy of Religion (50%) of AS Grade,
- G.572 Religious Ethics (50%) or 25%
- G.581 Philosophy of Religion (25%) of final A2 grade
- G.582 Religious Ethics (25%)

AS Exam Papers consist of two, two part essay questions from a choice of four. (Total 70 marks)
A2 Exam Papers consist of a choice of two open essay questions from a choice of four. (Total 70 marks)

All papers are 1½ hours duration.

The first two modules are studied in Year 12 and the second two modules are studied in Year 13 although it is possible for Year 13 students to take this as an extra AS Level.

**THE VALUE OF THIS A/AS LEVEL**

A proper education demands the study of religious and philosophical issues, and this holds true for both religious believers and non-believers alike. Education demands reflection upon our own beliefs and practices and the beliefs and practices of others. Education demands an examination of those questions facing all thinking human beings, namely questions concerning life and death, right and wrong, pain and suffering, love and joy, human relationships, the purpose of life and the universe, and this cannot be achieved without consideration of the major religious and philosophical forces which have shaped and continue to shape our society.

Accordingly, Religious Studies has intrinsic value - it is its own justification - but it also has the important consequence of encouraging those qualities of mind so often sought after by institutions of higher education and employers, namely, an enquiring mind, an openness to new ideas and situations, intellectual alertness and the ability to express complex notions clearly. Consequently, Religious Studies students find that the professions open to them are many and varied: management, stockbroking, the media, journalism, nursing, retailing, teaching, social work, law, medicine, environmental studies.

Relating to courses at University or future employment, this subject combines well with English, Law, Sociology, Philosophy and Theology.

**PHYSICAL EDUCATION**

**Examination Board : AQA**

**Why choose Physical Education?**

Sport and Fitness is a huge, fast growing industry… and you can be part of it. If you are keen on sport you can make a healthy living from your passion; whether you want to work directly with professional players or amateur teams, as a trainer at the local gym, as a lifeguard, as a teacher or even a sports physiotherapist, there are lots of opportunities for you to choose a career doing something you love.

Every year more and more people are taking up sport and this is especially true today due to the 2012 Olympic Games being staged in the UK. Physical Education has never played such an important role in society and the demand is out there for good qualified individuals to make their mark. With an A level in Physical Education a whole number of career options are available which are both exciting and rewarding to follow.

**Introduction to the course:**

The course will run over two years and will cover four units in total; two in Year 12 (AS) and two in Year 13 (A2).

The current specification has been designed to:
- Address current contemporary issues in sport
- Equip students with the skills and knowledge for entrance into higher education or into the world of work
- Build on the student’s experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation.
- Focus on a single physical activity throughout the course.
- Experience and develop an interest in a variety of roles such as performer, official and coach/leader
- Evaluate and discuss current developments in sport such as the impact of new technology, sport-specific rehabilitation and the use of ergogenic aids.
**AS Physical Education**  
Students will look at the opportunities for and the effects of leading a healthy and active lifestyle. There are two main units:  
**Unit 1 – PHED 1:**  
- Applied Exercise Physiology which will include topics such as nutrition; cardiac function; health, exercise and fitness; movement analysis; levers; pulmonary function; transport of blood gases and cardiac function.  
- Skill acquisition which will include topics such as types of skills and abilities and their classification; information processing; learning and performance; teaching styles; guidance and feedback.  
Assessment of Unit 1 is a 2 hour written paper worth 84 marks, and 60% of the AS course (30% of the A Level overall). It is divided into two sections:  
Section A – six structured questions.  
Section B – one question relating to the application of theoretical knowledge to a practical situation.  
**Unit 2 – PHED 2:**  
A practical coursework component requiring the student to chose two out of three practical options; that of a performer, an official or a coach.  
Assessment of Unit 2 is carried out internally with some external moderation and is worth 40% of AS (20% of the A Level overall). It is divided into two sections:  
Section A – the ability to perform effectively in two of the following roles in a chosen activity:  
- performer  
- official/referee/umpire/judge  
- leader/coach  
Section B – assessed on the written paper as the application of theoretic knowledge for effective performance and the development of skills in a practical situation.  

**A2 Physical Education**  
During this part of the course, students will examine ways of optimising performance, looking at applied exercise physiology, psychology and biomechanics. They will also be assessed practically in three areas; their performance, identification of weaknesses in performance and the causes and the corrective measures needed. As for AS PE there are two units:  
**Unit 3 – PHED 3:**  
- Applied physiology to optimise performance covering areas such as energy systems, sports injuries and the mechanics of movement.  
- Physiological aspects that optimise performance including personality, confidence and leadership.  
- Evaluating contemporary issues including World Games, Olympic idea and deviance in sport.  
Assessment is by a written paper of 2 hours worth 84 marks and covering two questions from each of the three sections. It is worth 30% of the A Level.  
**Unit 4 – PHED 4:**  
Optimising practical performance in a competitive situation. This is a practical unit worth 120 marks and is equivalent to 20% of the A level. It is an internal assessment with an external moderation.  
Students will be expected to perform, analyse and evaluate their own performance, identify weaknesses with suggested causes and give the appropriate corrective measures.
What is Psychology?
Psychology is the science of the mind. The human mind is the most complex machine on Earth. It is the source of all thought and behaviour. But how can we study something as complex and mysterious as the mind? Even if we were to split open the skull of a willing volunteer and have a look inside, we would only see the gloopy grey matter of the brain. We cannot see someone thinking. Nor can we observe their emotions, or memories, or perceptions and dreams. So how do psychologists go about studying the mind? In a similar way, psychologists use human behaviour as a clue to the workings of the mind. Although we cannot observe the mind directly, everything we do, think, feel and say is determined by the functioning of the mind. So psychologists take human behaviour as the raw data for testing their theories about how the mind works.

GCE Psychology A

AS Outline
At AS, candidates will develop a broad knowledge and understanding of the core areas of psychology (social, cognitive, developmental, biological and individual differences) through a range of topics.

The AS specification has 2 units:

Unit 1: Cognitive Psychology, Developmental Psychology and Research Methods
Topic List:
- Cognitive psychology, including memory and eyewitness testimony
- Developmental psychology, including early social development, attachment and the effects of day care
- Research methods, in the context of the topic areas

Unit 2: Biological Psychology, Social Psychology and Individual Differences
Topic List:
- Biological psychology, including stress, factors affecting stress, coping with stress and managing stress
- Social psychology, including majority and minority influence, obedience and independent behaviour
- Individual differences, including definitions of abnormality, approaches and therapies

A2 Outline
At A2, the specification offers a range of topic-based options which bring together explanations from different psychological approaches an engage students in issues and debates in psychology.

Unit 3
Topic List:
- Relationships
- Aggression
- Eating Behaviour

Unit 4: Psychopathology, Psychology in Action and Research Methods
Topic List:
- Biological approach, behaviourism, social learning theory, cognitive, psychodynamic and humanistic approaches
- Comparison of approaches
- Debates in psychology
- Methods in psychology, inferential statistics, issues in research

At AS Level students are assessed by completing two examination papers.
At A2 Level student are assessed by completing two examination papers.

Homework: This will be set each week and should take about 5 hours. Background reading is a necessary part of the course. A textbook will be provided but students are encouraged to purchase additional texts and to use the internet.

Relating to courses at University or future employment, this subject combines well with Sociology, Law, English, Business Studies, Philosophy & Ethics.

Possible career choices linking to this subject include:-
SCIENCE

INTRODUCTION

The Science Department offers three courses at A Level for sixth form students.

Students may choose to follow courses in any or all of Physics, Chemistry and Biology at AS Level and, if they are successful, they can continue their studies to A2 Level in Year 13.

The requirement is B grades for GCSE Double Award Science. In exceptional circumstances students who have only achieved C grades may be allowed to start the AS course.

BIOLOGY

Examination Board: AQA
AS Syllabus 1411 first award 2009
A2 Syllabus 2411 first award 2010

The new Biology syllabus builds upon the concepts and skills that have been developed in the new GCSE Science specifications. The specification explores the way in which scientists work and the contributions of science to modern society. The initial stages of the course places emphasis upon learning practical skills. Students have to understand certain concepts and principles of Biology.

Biology is a popular choice for students taking A Level Chemistry, Geography, Maths and PE. There is a small mathematical content in the course involving ratios, graphs and application of a statistical test. Biology has for many years been one of the most popular A Level choices. The teaching is shared between Mr Sheehan, Mrs Watkins and Mr J. Kelly. Student’s are provided with detailed resource materials and support throughout the course. Biology allows students to develop a variety of skills such as practical manipulation, design and implementation of investigations, data analysis and communication of biological principles. Biology provides a link to other science A Levels.

Possible career choices include: Medicine, Veterinary Sciences, Physiotherapy, Forensic Science, Environmental Science, Biochemistry, Nursing, Teaching, Marine Biology, Dentistry, Physiology.

Outline of the Course

**AS Level (3 units)**

**Unit 1 Biology and Disease (examined in January of Year 12)**
- Disease may be caused by infectious pathogens
- Digestive system
- Cell biology
- Lung structure and function
- Heart structure and function
- Blood and defence mechanisms

**Unit 2 The Variety of Living Organisms (examined in June of Year 12)**
- Investigating variation in living organisms
- Role of DNA in producing variation
- Genetic diversity
- Biochemistry of biological molecules
- Cell division
- Classification
- Biodiversity within a habitat

**Unit 3 Investigative and Practical Skills (examined throughout Year 12)**
- AS investigative skills assessment
- AS practical skills assessment

**A2 Level (3 units)**

**Unit 4 Populations and Environment (examined in January of Year 13)**
- Equilibrium of populations
- ATP for biological processes
- Photosynthesis
- Respiration
- Energy transfer through ecosystems
- Nutrient recycling
- Ecosystems
- Genetics

**Unit 5 Control in Cells and in Organisms (examined in June of Year 13)**
- Control systems
- Nervous system
- Structure and function of skeletal muscles
- Homeostasis
- Control of reproduction
- Gene expression
- Medical diagnosis
- Genetic fingerprinting

**Unit 6 Investigative and Practical Skills (examined throughout Year 13)**
- A2 Investigative skills assessment
- A2 Practical skills assessment.
CHEMISTRY

Examination Board: AQA
AS Syllabus 1421 first award 2009
A2 Syllabus 2421 first award 2010

The new Chemistry syllabus will appeal to those students who enjoyed the subject in Years 10 and 11 and want to find out more about how Chemistry affects all of our lives. Chemistry is based on experiment and a proportion of the course is devoted to practical work. Chemistry is an exciting and challenging subject that requires logical thought processes and the ability to apply knowledge to new situations.

Chemistry is an extremely useful background subject for those taking A Level Biology. There is a small mathematical content in the course and students ought to be competent in the handling of algebraic equations and graphs. Those taking Chemistry are given a great deal of support and encouragement throughout the course and any problems that arise are always treated sympathetically. Students will be expected to buy and wear laboratory coats that may be ordered through the school.

The recent A Level Chemistry results have been outstanding. All students have fulfilled their potential in the subject. A few students have studied an area of pure Chemistry at University.

Outline of the course

AS Level (3 units)

Unit 1 Foundation Chemistry
(examined in January of Year 12)
- Atomic structure
- Amount of substance (the mole)
- Bonding
- Periodicity
- Hydrocarbons

Unit 2 Chemistry in Action
(examined in June of Year 12)
- Energetics
- Kinetics
- Equilibria
- Redox reactions
- Halogens and group 2
- Extraction of metals
- Further organic chemistry
- Analytical techniques

Unit 3 Investigative and Practical Skills in AS Chemistry
- Investigative skills assessment
- Practical skills assessment

A2 Level (3 units)

Unit 4 Kinetics, Equilibria & Organic Chemistry
(examined in January of Year 13)

Unit 5 Energetics, Redox & Inorganic Chemistry
(examined in June of Year 13)

Unit 6 Investigative & Practical Skills in A2 Chemistry
(examined throughout Year 13)
AS AND A LEVEL PHYSICS

AS and A Level Physics qualifications are highly regarded by employers and Higher Education institutions. The skills that are developed during this course include the ability to adopt a flexible approach to problems, think logically and critically and to use mathematics efficiently and confidently. These analytical and mathematical skills have many applications both academically and in the workplace.

In recent years, A Level Physics students have gone on from St. John Payne to study physics, astrophysics, medicine, natural sciences, IT, meteorology, medicinal chemistry and aeronautical engineering. Other potential degree courses include: Geophysics, Veterinary Science, Marine Biology, Architecture, Materials Science and any Engineering degree.

Although Mathematics at A Level is not required for the study of A Level Physics, students tend to find that the two subjects go well together and some of the course content is common to both subjects.

The AS Level course commences with an introduction to some of the mathematical and experimental aspects of the subject. Students are given a detailed handbook which summarises the key course content in Year 12 and Year 13 along with a comprehensive guide to performing practical work.

The course content and examination timetable are shown in the table below. The practical component of the course is assessed by an external examination in the Summer Term. Practical work is an essential aspect of the course. The purpose of this is to reinforce and test theoretical principles as well as ensuring students are properly prepared for the practical examination.

We also undertake a variety of visits during the course. Recent visits include lectures at the Cambridge Cavendish laboratories, a day at the nuclear research facility at Culham and a day of Physics lectures in London.

<table>
<thead>
<tr>
<th>AS Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>Written Examination – 70 marks, 6 or 7 structured questions</td>
</tr>
<tr>
<td>40% of the total AS marks</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Written Examination – 70 marks, 6 or 7 structured questions</td>
</tr>
<tr>
<td>40% of the total AS marks</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>1. Practical Skills Verification (verified by teachers – no marks)</td>
</tr>
<tr>
<td>3. Written paper based on practical exercise (1 ¼ hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2 Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Written Examination – 75 marks</td>
</tr>
<tr>
<td>Section B: 4 or 5 structured questions (50 marks)</td>
</tr>
<tr>
<td>20% of the total A Level marks</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
</tr>
<tr>
<td>Written Examination – 75 marks</td>
</tr>
<tr>
<td>Section B: Option Topic – 35 marks, 4 or 5 structured questions</td>
</tr>
<tr>
<td>20% of the total A Level marks</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
</tr>
<tr>
<td>1. Practical Skills Verification (verified by teachers – no marks)</td>
</tr>
<tr>
<td>3. Written paper based on practical exercise (1 ¼ hours)</td>
</tr>
<tr>
<td>20% of the total AS marks</td>
</tr>
</tbody>
</table>
Sociology

Examination Board: AQA

What is Sociology

One of the simplest and most common definitions of Sociology is ‘the study of people in social groups’. People are social beings, not just individuals with their own separate lives and in Sociology we will look at how our lives are shaped by society.

What skills are required?

Sociology, although fascinating, is also a challenging subject and students considering this subject should be comfortable reading, researching and writing essays. Students will also be rewarded highly for their ability to challenge, criticise, and evaluate rather than just accept different explanations.

GCE Sociology

AS Outline

At AS, candidates studying this specification will acquire knowledge of contemporary social processes and social changes. Candidates will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

The AS specification has 2 units:

Unit 1 – Families and Households
Unit 2 – Education and Sociological Methods

At AS Level students are assessed by completing two examination papers.

A2 Outline

At A2, candidates will continue to focus on contemporary society but they should demonstrate a wider range and greater depth of knowledge an understanding and more highly developed skills of application, analysis, interpretation and evaluation.

The A2 specification has 2 units:

Unit 3 – Beliefs in Society
Unit 4 – Crime and Deviance with Theory and Methods

At A2 Level students are assessed by completing two examination papers.

Homework: This will be set each week and should take about 5 hours. Background reading is a necessary part of the course. A text book will be provided but students are encouraged to purchase additional texts and to use the internet.

Relating to courses at University or future employment, this subject combines well with Psychology, History, English, Law, Philosophy, Ethics and Geography.

Possible career choices linking to this subject include:-

Education
Health & Social Care
Politics
Police & Criminology
Human Geography
Nursing
St John Payne Catholic School

Sixth Form

One Year Courses

January 2011

Ofsted Report 20 November 2008
“Grade 1 - OUTSTANDING”

Headteacher: Mr. A. Schular BSc. (Hons)
Head of Sixth Form: Mrs. S. McKenna
### Sixth Form Information

#### Contents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ONE YEAR COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>2</td>
</tr>
<tr>
<td>English Mature GCSE</td>
<td>2</td>
</tr>
<tr>
<td>ICT – GCSE</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics GCSE</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education – Community Sports Leadership Award</td>
<td>4</td>
</tr>
<tr>
<td>BTEC Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>ADDITIONAL COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>Careers</td>
<td>5</td>
</tr>
<tr>
<td>Search for Meaning</td>
<td>5</td>
</tr>
<tr>
<td>Extended Project Qualification</td>
<td>5</td>
</tr>
</tbody>
</table>
BTEC LEVEL 2 FIRST EXTENDED CERTIFICATE IN ART AND DESIGN

This course is run over a year and is available to Year 12 students who have returned to school to re-sit GCSE subjects. It is run by the Design and Technology department.

What is a BTEC?
The Art and Design BTEC is designed so that it gives the students projects that are based on real-life and work-based situations. It is made up of a number of units and all are coursework based. Each unit is worth a certain amount of credits and these credits allow the students to gain either a Pass, Merit or Distinction grade. This course is perfect for those wishing to go and study/work in the design profession or the art world. However, it also provides a number of practical and common-sense skills are applicable to all walks of life.

What is covered?
Three units are mandatory – Contextual Art, 2-D Design and 3-D design. Within these projects you will be taught a number of mark-making skills (painting, drawing, etc), 3-D techniques (CAD/CAM, 3-D drawing, etc) and analysis skills. You will look at artists and styles, then produce a piece of your own using their influence. You will complete a ‘Me’ project which will include the use of storyboards, research and a final self-portrait in the style of an artist. You will also be taught a number of 3-D techniques including Resistant Materials and Graphical skills with CAD/CAM.

The fourth unit is an Interactive Media brief and in 2010-2011 the students developed and produced a new Student Room area for the school VLE.

Each unit will have a real-life context to give the students something that they can focus on and see it being worthwhile.

What do I have to hand in?
Each unit will be accompanied by a portfolio and any practical pieces that are relevant to the assignment brief and context.

ENGLISH MATURE

**Internal assessment 40%**
20% Speaking and Listening (3 assessments)
10% Writing (2 assessments)
10% Reading (2 assessments)

Coursework Folder (complete about 2,000 words)
4 pieces.
1. Personal writing (explore, imagine, entertain).
2. Personal writing (inform, explain, describe).
3. A written response to a Shakespeare play.
4. A written response to at least one prose text.

**External Assessment 60%**

Paper 1 30%
Media Texts
Non-Fiction Texts
Argue, Persuade, Advise

Paper 2 30%
Other Cultures (Poetry)
Analyse, Review, Comment

A pre release book of reading material will be a feature of the examination.

Questions will be based on the following areas:

**Paper 1**
- Media Texts
- Non-Fiction Texts
- Argue, Persuade, Advise

**Paper 2**
- Other Cultures (Poetry)
- Analyse, Review, Comment

The examination is in 2 Tiers
Foundation C – G
Higher A* - D

A mock examination is taken in December/January.
ICT - GCSE

Year 12

A one year GCSE course for Sixth Form students consisting of the following:-

Subject Content
Pupils should be able to demonstrate skills, knowledge and understanding in the use of ICT to gather, store, process and present information.

Pupils should be able to demonstrate their knowledge and understanding of the function, purpose and organisation of the hardware and software components of standalone and networked computer systems used in a wide range of applications.

Pupils should be able to demonstrate skills, knowledge and understanding in the use of ICT to solve problems, including the analysis, design, implementation and evaluation of working ICT systems.

Pupils should be able to reflect critically on:
- The use of ICT by themselves and others
- The social, legal, ethical and moral issues involved in the relationships, between ICT and the individual, organisations and society.

Coursework
Pupils submit four coursework projects, which total 60% towards their examination grade. The four themes are:
- Creation and manipulation of spreadsheets
- Creation and manipulation of databases
- Free choice 1
- Free choice 2

MATHEMATICS GCSE - EDEXCEL

We offer a number of options for students that wish to improve their GCSE grade to a C, or better. For one-year students we offer a GCSE resit course that will cover a number of the more demanding and often-examined topics from the course.

For AS students who need to improve their grade we offer two further options twilight sessions that are run on the school site or, alternatively, a link with local Adult Education providers to follow a course that results in an equivalent certification.
PHYSICAL EDUCATION

COMMUNITY SPORTS LEADERSHIP AWARD

The Level 2 Award in Community Sports Leadership is a nationally recognised qualification that enables successful candidates to independently lead small groups of people in sport and recreational activities.

The Community Sports Leaders Award uses the medium of sport to help candidates to learn to lead. They learn the essential skills of leadership: communication, organisation and motivation, but in addition to this they grow in confidence and self-belief. The personal journeys that people undertake whilst learning to lead stand them in good stead for their future careers and life itself. Candidates need to show a positive attitude and a willingness to learn and adapt as well as be willing to give up their time to volunteer to help organise and run a variety of school events, i.e. school teams, inter-form competitions, partnership festivals, district cross country and sports day.

This award is practically based and candidates learn by doing rather than through written work. Candidates are practically assessed at the end of the course on their ability to lead a group in a variety of situations. Candidates then go on to complete the final unit of work which requires them to volunteer to help develop sport within the community.

The Course comprises of eight units:

1. Contribution to organizing and delivering a sports activity session.
2. Establish and maintain a safe sporting activity.
3. Understand the structure of sport and recreation at local, regional and national level.
4. Understand and lead a Fitness session
5. Demonstrate principles and practice in running sporting events and competitions.
6. Demonstrate principles and practice in adapting sporting activities.
7. Plan a series of appropriate sporting activities.
8. Volunteering to develop sport in the community. (10 hours unit.)

BTEC SCIENCE

BTEC Science provides a practical, real-world approach to learning without sacrificing any of the essential subject theory. This course gives students the skills they need to either move on to higher education or go straight into employment.

BTEC Core Science Content

Chemistry and Our Earth
This unit enables learners to acquire knowledge of fundamental chemistry concepts and the environmental effects of human and natural activity related to chemistry. Learners will develop skills that underpin applications of chemistry in the manufacturing and service industries.

Physics – Energy and Our Universe
The aim of this unit is to enable learners to develop knowledge and skills related to fundamental physical concepts, so that they can investigate energy transformations, radiation and their applications, and gain knowledge of waves, how electrical energy is transferred for various applications and how our universe has evolved.

Biology and Our Environment
This unit will enable learners to develop knowledge and skills related to fundamental concepts in biology. Learners will investigate living organisms, how humans impact on the environment and the factors that affect human health.
ADDITIONAL COURSES

Careers
The Extended Project Qualification
Search for Meaning

CAREERS
Alongside the school’s careers education programme information, advice and guidance on careers and Post-18 options is also available from the Connexions Service. The Connexions Adviser is based in school on Wednesdays and Fridays in the Connexions Room in the Connexions Room in Upper School. Access to the service can also be made via the local branch in Moulsham Street, Chelmsford (Mon- Fri, 9 am–5pm).

One-to-one interviews are arranged for a ‘targetted’ group of students. These students are usually those who are likely to be leaving Year 12 or Year 13 and going straight into work or training.

Students who are interested in Higher Education are offered in-depth help (through a variety of activities) from dedicated school staff. Students who wish to discuss their ideas with the Connexions Adviser alongside this are asked to self-refer.

One-to-one support will be offered to any student that asks for help.

Drop-in sessions are available in the Connexions Room most Wednesday and Friday lunchtimes. A wide selection of careers resources and university information are available for reference.

Students can also gain interactive guidance using a new web-based site called www.fasttomato.com. This is a free site and is used in most Essex schools.

THE EXTENDED PROJECT QUALIFICATION

The Extended Project is a Level 3 qualification that was introduced to the school in 2009. The Extended Project Qualification is equivalent to half an “A” level. It is graded, and carries the same UCAS points, as an AS levels except that an A* grade is available. At St John Payne we offer AQA’s Extended Project Qualification to AS students as they embark on their A2 courses.

- The Extended Project offers students a unique opportunity to develop essential skills for higher education and the workplace, in a subject area of their own choice.
- The Extended Project gives students more control over their study than ever before. You have a free choice of project topic, so you can choose to explore a further aspect of a subject you're studying, or another subject, or choose a topic in which you have a personal interest.
- This level of choice and flexibility means students are engaged and motivated, and gain valuable research and project management skills along the way.

SEARCH FOR MEANING - YEARS 12 AND 13 NON-EXAMINATION COURSE

Our programme aims to treat each student as an individual with different and unique experiences; students are encouraged to search for meaning about their faith. Some of the topics covered include: personal development, communication skills in relationships, prayer as a way of life, the Church and its authority, the afterlife, bereavement, the meaning of Christian life, and moral and social issues such as abortion, euthanasia, healthy relationships, and AIDS.

The programme aims to encourage a deeper knowledge and understanding of the Catholic, and Christian traditions, through a flexible and adaptable programme. It encourages young adults to look into faith, religion and morality from their own stand-point.

A commitment to honest dialogue from students and staff lies at the heart of the programme. By encouraging students to look at other points of view, the course challenges attitudes and opinions, and aims to provide students with the skills necessary to articulate how they feel about faith and moral issues in an ever changing and challenging world.

The course uses a variety of learning activities ranging from discussion and video work, to outside speakers and practical experience. A day's work experience in a caring capacity and an opportunity to experience leadership in a Year 7 retreat is part of the course provision.

The course is designed to run across either one or two years of the sixth form and involves one hour per week. This course offers an insight into human nature, and will benefit all students.