

ST JOHN PAYNE  
CATHOLIC SCHOOL  
SIXTH FORM PROSPECTUS  
**2022 ENTRY**







# WELCOME TO ST JOHN PAYNE

Making the decision about which Sixth Form to attend after the GCSE examinations is an important one and it gives us great pleasure to introduce you to our Sixth Form in this prospectus.

The Sixth Form at St John Payne is a vibrant place and we have an outstanding record of academic attainment that enables our students to successfully access a range of future pathways including university, apprenticeships and employment. In 2019, we retained our Outstanding grading from Ofsted. We are rightly proud of our post 16-provision and every year more than 40% of our students proceed to Russell

***“Sixth-form students receive excellent provision. Students are mature and motivated to succeed. They are proud of their school and take an active role in supporting younger pupils, for example acting as mentors for Key Stage 3 pupils. Teachers have strong subject knowledge and a secure understanding of examination requirements. As a result, the proportion of students who attain higher grade A Levels meets and often exceeds the national average”***

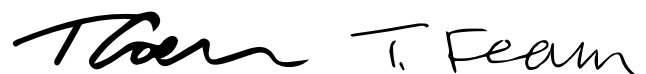
***Ofsted Report January 2019***

Group universities. The Sixth Form is academic in its focus yet offers a broad range of courses to meet the personal interests and ambitions of our diverse student body. We are delighted to be able to offer A Level Photography, along with a number of Level 3 qualifications such as the Cambridge Technical Level 3 Extended Certificate in IT and the BTEC National Level 3 Diploma in Business, BTEC Level 3 National Extended Certificate in Engineering and BTEC Level 3 National Extended Certificate in Sport. We are committed to providing our students with the highest quality teaching in the best possible facilities and our new Sixth Form Building provides a dedicated purpose-built learning environment.

The biggest change from studying at GCSE is that we expect students to take greater responsibility for their own learning. Throughout their time with us, the students are supported to develop the mature independent study skills that enable them to manage their time effectively so that they meet the considerable demands placed on them through their studies. Students are progressively given more autonomy and independence to prepare them for life post-sixth form.

Our extra-curricular and pastoral provision is crucial in helping our students develop into well-rounded individuals ready to make a contribution to society upon leaving school. Students naturally play an active part in the wider life of the Sixth Form and the School and we place much emphasis on this with students encouraged to lead as Jesus did, through service. Examples of this include volunteering at Columbus College, acting as mentors for the younger students, serving on the student leadership team and partaking in the HCPT trip to Lourdes as helpers and supervisors.

Thank you for your interest in our school. Whether you are currently studying with us or elsewhere, we look forward to working with you to find the right curriculum that enables you to achieve your potential.



Mr T. Coen  
Headteacher

Mrs T Fearn  
Head of Sixth Form



# WHAT DOES BEING A CATHOLIC SCHOOL MEAN TO US?

**Our Catholic identity permeates all aspects of our life as a school. Religious Education is an important part of the curriculum, with all students studying the subject to GCSE level, but education in the faith is a wider phenomenon than achievement in an academic subject. In their time at St John Payne School a student will know what it is to live out their faith, part of a wider community that does so.**

Throughout the year there will be opportunities for prayer, reflection, spiritual retreat and renewal, charitable work and celebration of the Eucharist. We welcome one of the parish priests from our deanery each week when Mass is celebrated in our Chapel for each Form in turn. On one day each term we arrange Masses to allow everyone in the school to be able to attend and receive the Blessed sacrament.

As well as the celebration of our faith, all those who know the school will recognise the importance with which we view each person. It is our belief that we should love one another, putting the needs of others beyond those of ourselves. Our students know that they are cared for and our students care about others. They will take these core values with them wherever they go.





***“Students value, appreciate and benefit enormously from the Catholic life and ethos of the school and, in a wide variety of ways, make an impressive contribution to it.”***

— Diocesan Report

# OUR MISSION TO DEVELOP OUTSTANDING STUDENTS

## OUR CORE VALUES MEAN THAT WE:

- Foster a community where life is lived according to Gospel values and the teachings of the Catholic Church.
- Help each and every student realise their full potential with a curriculum and teaching style to cater for individual needs.
- Support the education of the whole child by working as a three way partnership with the home, the school and the church.
- Meet each student's personal and social needs to promote the acquisition of moral values.
- Create an environment in which students are happy, feel safe, valued as individuals, and learn to co-operate with one another.
- Provide opportunities for students and staff to experience, express, celebrate and live out our faith.

***In all that we do, our aim is to truly care for those with whom we work by doing as Jesus has instructed us: "Love one another as I have loved you".***



***20 + A Levels  
or equivalent  
courses, ensure  
students can  
choose subjects  
best suited to  
their abilities,  
aspirations  
and academic  
interests.***

# A LEVEL REFORMS AND OUR CURRICULUM

**Our Sixth Form is traditional in the sense that we offer an academic programme based on A Levels with a small number of other Level 3 qualifications. Fundamental reforms of A Level examinations started in September 2015 with the government abolishing modular examinations in some subjects and returning to linear assessment at the end of a two-year course.**

In September 2022, all of the A Level subjects offered at St John Payne will have been reformed and therefore students will not have the opportunity in any A Level subject to re-sit modular examinations; they will need to revise two years of work for the examinations that take place at the end of Year 13.

In addition to these changes we have made the decision that, in common with the vast majority of sixth form providers, we will not be offering AS qualifications to students. Students will have access to over 20 A Levels or equivalent courses,

ensuring that students can choose subjects and courses best suited to their abilities, aspirations and academic interests. Students are expected to select 3 A Levels, or equivalent Level 3 courses, and there is the opportunity to study a fourth A Level, where appropriate, with Further Mathematics counting as a fourth A Level. The school is also able to offer students an opportunity to complete the Extended Project Qualification, which is designed to complement our core provision. This project is very much like a university-style dissertation, enabling students to study in-depth an area of particular academic interest and laying firm foundations for effective research at university.

In addition, students who do not achieve a Grade 4 in English and Maths at GCSE will be offered a one-year re-take course to gain a good pass in these subjects. All students also have compulsory RS education, delivered either as weekly lessons or as a number of enrichment days throughout the year.

# SIXTH FORM LIFE

The school encourages its sixth form students to become independent learners and meet the considerable demands placed upon them as A Level students. Throughout their time in Year 12, if a student does not have a lesson then they complete private study under supervision in Bosco Hall. Students are expected to spend at least 15 hours per week on their studies in addition to the time they spend in lessons and as a result, we have found that these study arrangements are an excellent way to encourage students to manage their time effectively. In Year 13, the students have more freedom and can study in a number of study spaces that include the library and a study room that is exclusively for the use of sixth form students.

Beyond their academic studies, students are encouraged to take an active part in the wider life of the school. Students are invited to serve the school community by applying for positions as student leaders. We have a structure of Head Boy and Girl, Deputy Head Boy and Girl, as well as Chaplaincy Leaders and House Captains. These posts hold significant responsibilities across our school community and provide the perfect platform through which students can develop their leadership potential.

The sixth form has strong links with Columbus College and School, a local school for students with a wide range of additional needs. Students can volunteer to offer classroom support on a weekly or fortnightly basis, which has proved mutually beneficial for both schools. Year 12 students are also given the opportunity to act as mentors and form buddies, supporting Year 7 and 8 students individually and in tutor groups. In addition, sixth form students volunteer annually as helpers on the HCPT trip to Lourdes at Easter. We are very proud of the service our sixth form students give to the school and the wider community.

**ACADEMIC PROGRESS AND MONITORING** Progress is closely monitored through day-to-day contact with tutors and with subject teachers. Each term, the

students have a mentoring session with their form tutor to discuss their academic performance and to set targets for future progress. These conversations are based on the tracking data that is generated three times a year, which is also communicated with parents. This forms part of a rigorous student monitoring system, which leads to timely intervention to ensure that all students are empowered to achieve their potential.

**BEYOND 18** Our dedicated Beyond 18 programme ensures that every student is given the best possible support to help them make decisions about their future, regardless of whether they wish to apply to university, an apprenticeship or enter the world of work.

St John Payne has a strong tradition of students leaving Year 13 and going on to university. 80% of our leavers go on to Higher Education each year, and typically 40% of our university applicants achieve admissions to Russell group institutions. The students are carefully guided through the whole application process that starts in the summer of Year 12. Support is readily available from the form tutors as well as the wider sixth form team to ensure that the students submit their very best university application. In addition, each department provides students with a reading list and suggested enrichment activities that are designed to boost their ability to demonstrate extra-curricular interest in their subjects. Students are actively encouraged to attend the open days and higher education fairs that are organised by individual universities and UCAS (Universities and Colleges Admissions Service), in order to make informed decisions about their future.

Careers guidance is also available for those students who wish to undertake an apprenticeship, gap year or enter the job market. Individual careers interviews with an independent advisor can be arranged and are invaluable in helping some of our sixth form students make decisions about their future. This is very much in keeping with our aim that every student leaves us properly equipped for the next stage of their lives, be that further education, training or employment.





# Entry Requirements for A Level

In order to gain entry into the St John Payne Sixth Form all students must achieve a minimum of 38 points from their best 8 GCSE subjects. This is calculated as follows using the numerical grades: Grade 9 = 9 points, Grade 8 = 8 points, Grade 7 = 7 points etc. and is the equivalent of 6 Grade 5s and 2 Grade 4s. In addition, a student must also meet the subject-specific entry requirements detailed below.

Subject	Minimum Entry Requirements	GCSE English and Maths Requirements
Art & Design	Grade 5 in GCSE Art	
Biology	Grade 6 in GCSE Biology or Grade 7 in GCSE Combined Science	Grade 6 in GCSE Mathematics
Business Studies		Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Mathematics
BTEC National Level 3 Diploma in Business (Equivalent to 2 A Levels)		8 GCSEs at Grade 4+ including Maths and English Language or Literature at Grade 4+
Chemistry	Grade 6 in GCSE Chemistry or Grade 7 in GCSE Combined Science	Grade 6 in GCSE Mathematics
Computer Science	Grade 6 in GCSE Computer Science	Grade 6 in GCSE Mathematics
Design & Technology - Product Design	Grade 5 GCSE in any Design & Technology subject	
Drama & Theatre	Grade 6 in GCSE Drama	Grade 5 in GCSE English Language or Literature
Economics		Grade 6 in GCSE Mathematics
BTEC Level 3 National Extended Certificate in Engineering		8 GCSEs at Grade 4+ including Maths and English Language or Literature at Grade 4+
English Language	Grade 6 in GCSE English Language	Grade 5 in GCSE English Literature
English Literature	Grade 6 in GCSE English Literature	Grade 5 in GCSE English Language
Film Studies	Grade 5 in GCSE English Language and Literature	Grade 5 in GCSE English Language and Literature
French	Grade 6 in GCSE French	Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Mathematics.
Geography	Grade 6 in GCSE Geography	Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Mathematics



Subject	Minimum Entry Requirements	GCSE English and Maths Requirements
German	Grade 6 in GCSE German	Grade 5 in GCSE English Language or Literature
Government & Politics		Grade 5 in GCSE English Language or Literature
History	Grade 6 in GCSE History	Grade 5 in GCSE English Language or Literature
ICT Cambridge Technical Level 3 Extended Certificate in IT	P2 in iMedia	Grade 5 GCSE in English Language or Literature
Mathematics (A Level)		Grade 6 in GCSE Mathematics
Further Mathematics		Grade 8 in GCSE Mathematics
Level 3 Subsidiary Diploma for Music Practitioners	Grade 5 in GCSE Music	Preferably a Grade 5 in both GCSE Mathematics and English Language or Literature
Photography	Grade 5 in GCSE Art is advantageous but not essential	
Physics	Grade 6 in GCSE Physics or Grade 7 in GCSE Combined Science	Grade 6 in GCSE Mathematics
PE	Grade 5 in GCSE PE Theory and a Grade 5 in GCSE Combined Science	
Psychology		Grade 5 in GCSE English Language or Literature and Grade 6 in GCSE Mathematics
Religious Studies - Philosophy & Ethics	Grade 6 in GCSE RS	Grade 5 in GCSE English Language or Literature
Sociology		Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Mathematics
BTEC Level 3 National Extended Certificate in Sport		8 GCSEs at Grade 4+ including Maths and English Language or Literature at Grade 4+

**In addition, please note:** We will not include a GCSE grade in a modern foreign language as part of the total points score if the language is a student's native tongue

For students who have studied with us in Year 11, if you do not achieve the minimum entry requirement but wish to apply for special consideration for entry into our Sixth Form then you must contact the Headteacher in writing for your case to be considered

The School reserves the right to not offer a student a place in the Sixth Form even if they meet the entry requirements if their general conduct, behaviour for learning and attitude have been a cause for concern in Years 10 and 11

# A Level Art & Design

**Examining Board:** EDEXCEL

**Entry Requirements:** At least a grade 5 in GCSE Art and Design. It would also be preferable for them to have a Grade 5 in GCSE English Language or Literature.

## Synopsis of content

The course consists of a Personal Investigation which is worth 60% of the final grade. This incorporates a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Students are also expected to produce a personal study which is evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words of continuous prose, which may contain integrated images.

The final component is the Externally Set Assignment (ESA) which is worth 40% of the final grade. This allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Personal Investigation.	Three major elements: <ul style="list-style-type: none"><li>• Supporting studies</li><li>• Practical work</li><li>• Personal study.</li></ul>	60% of total grade. Internally assessed. Externally moderated.
Externally Set Assignment	Supporting studies leading to a 15 hour timed practical examination.	40% of total grade. Internally assessed Externally moderated.

**Teaching & Learning** A variety of teaching and learning strategies are employed throughout the course. Students should expect to work independently, take part in group critiques, visit galleries and research artists' styles and techniques using the internet.

**Subject Combination** Art combines well with any other subject offered within the Sixth Form. However, because of the nature of the subject it does combine particularly well with English Literature, Psychology, Photography, Design and Technology and Computing.

**University/Vocational destinations and careers** The Art and Design industry is most easily accessed through a relevant degree. There are plenty of prestigious universities who offer degree courses in the Arts and these are generally accessed through an interview where a portfolio of the practical work completed at A level must be presented.

Candidates may often find that they are offered unconditional places if successful at interview. Potential careers include architecture, animation, games designer, theatre and costume design, fashion and jewellery design, graphics design, photography, interior design, illustration, advertising and web design.



# A Level Biology

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE Biology or Grade 7 in GCSE Combined Science, and a Grade 6 in GCSE Mathematics.

## Synopsis of content

The A level Biology syllabus builds upon the concepts and skills that have been developed in the new GCSE science specifications. The course is split into eight sections which provide an insight into the working of the Human body and how organisms interact with their environment.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1	Any content from topics 1-4 including relevant practical skills. <ol style="list-style-type: none"><li>1. Biological molecules</li><li>2. Cells</li><li>3. Organisms exchange substances with their environment</li><li>4. Genetic information, variation and relationships between organisms</li></ol>	Written examination 91 marks 2 hours 35% of the qualification
Paper 2	Any content from topics 5-8 including relevant practical skills. <ol style="list-style-type: none"><li>5. Energy transfer in and between organisms.</li><li>6. Organisms respond to change in their internal and external environment</li><li>7. Genetics, population, evolution and ecosystem.</li><li>8. The control of gene expression</li></ol>	Written examination 91 marks 2 hours 35% of the qualification
Paper 3	Any content from topics 1-8 including relevant practical skills	Written examination 78 marks 2 hours 30% of the qualification

**Teaching & Learning** A variety of teaching and learning strategies are employed throughout the course. Students will carry out the required practical work throughout the course to develop their laboratory skills. Students have the opportunity to work independently or in groups.

**Subject Combination** The Biology course complements the other Sciences offered in the Sixth Form, especially Chemistry. In addition, Biology is often chosen by those students taking Mathematics, PE, Geography and Psychology.

**University/Vocational destinations and careers** Many past students have gone on to use the skills acquired on their Biology course to study medicine, veterinary science, environmental science, biochemistry, nursing and other science related courses.

# A Level Business Studies

**Examining Board:** EDEXCEL

**Entry Requirements:** Grade 5 in English Language or Literature and a Grade 5 in GCSE Mathematics.

## Synopsis of content

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.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Theme 1: Marketing and people	Meeting customer needs The market Marketing mix and strategy Managing people Entrepreneurs and leaders	3 x Written exams.  Paper1 2 Hour exam - 35% of final grade.  Paper 2 2 Hour exam - 35% of final grade.  Paper 3 2 Hour exam - 30% of final grade.
Theme 2: Managing business activities	Raising finance Financial planning Managing finance Resource management External influences	
Theme 3: Business decisions and strategy	Business objectives and strategy Business growth Decision-making techniques Influences on business decisions Assessing competitiveness Managing change	
Theme 4: Global business	Globalisation Global markets and business expansion Global marketing Global industries and companies (multinational corporations)	

**Teaching & Learning** A variety of teaching and learning approaches are used to help the students develop skills such as data analysis, problem solving and essay writing. These include independent research, group work, presentations, debate and discussion.

**Subject Combination** This subject combines well with virtually all courses on offer in the Sixth Form but is particularly well matched with Law and ICT. Students are advised to seek advice if they are considering taking Business Studies and Economics.

**University/Vocational destinations and careers** These transferable skills can be used within any subsequent course of study. The subject is particularly useful for anyone considering a career in management, accounting, financial services, banking, marketing or human resources and learner progressing into a managerial role within any organisation.





# BTEC National Level 3 Diploma in Business

## (Equivalent to 2 A Levels)

**Examining Board:** EDEXEL

**Entry Requirements:** 8 GCSEs at Grade 4+ including Maths and English Language or Literature at Grade 4+.

### Synopsis of content

The qualification gives learners the knowledge, understanding and skills that underpin the business sector that will prepare them for further study or training. This includes the opportunity for learners to choose two units from a selection of options to supplement the mandatory units which reflect the key topics in business: marketing, business environments, international business, management and finance.

### Content Overview

Component/Unit/Examination	GLH	Type	Assessment Details
<b>Mandatory Units - learners complete and achieve all units</b>			
Developing a Marketing Campaign	90	Mandatory and Synoptic	External
Personal and Business Finance	120	Mandatory	External
Principles of Management	120	Mandatory	External
<b>Mandatory Internal Units - learners complete all units and achieve at least 2</b>			
Exploring Business	90	Mandatory	Internal
Managing an Event	90	Mandatory and Synoptic	Internal
International Business	90	Mandatory and Synoptic	Internal
<b>Optional Units - learners complete 2 units</b>			
Recruitment and Selection Process	60	Optional	Internal
Team Building in Business	60	Optional	Internal
Recording Financial Transactions	60	Optional	Internal
Final Accounts for Public Limited Companies	60	Optional	Internal
Financial Statements for Specific Businesses	60	Optional	Internal
Cost and Management Accounting	60	Optional	Internal
Investigating Customer Service	60	Optional	Internal
Investigating Retail Business	60	Optional	Internal
Visual Merchandising	60	Optional	Internal
Digital Marketing	60	Optional	Internal
Creative Promotion	60	Optional	Internal
Pitching for a New Business	60	Optional	Internal
Investigating Corporate Social Responsibility	60	Optional	Internal
Training and Development	60	Optional	Internal
Market Research	60	Optional	Internal
The English Legal System	60	Optional	Internal

# A Level Chemistry

**Examining Board:** AQA

**Entry Requirements:** Grade 6 in GCSE Chemistry or Grade 7 in GCSE Combined Science, and a Grade 6 in GCSE Mathematics.

## Synopsis of content

The 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 but very demanding subject that requires logical thought processes and the ability to apply knowledge to new situations. Students wanting a career in medicine, forensics or pharmacology are usually required to have Chemistry at A Level.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1	Relevant physical chemistry topics plus inorganic chemistry and the relevant practical skills.	2 hour written examination. 105 marks. 35% of A Level. Short and long answer questions.
Paper 2	Relevant physical chemistry topics plus inorganic chemistry and the relevant practical skills.	2 hour written examination 105 marks 35% of A Level. Short and long answer questions.
Paper 3	All content and practical skills.	2 hour written examination 90 marks 30% of the A Level. Questions on practical techniques and data analysis and content from across the specification. Some questions will be multiple choice.

**Teaching & Learning** Chemistry is fundamentally an experimental subject. Within this specification there are numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. During the course students will complete 12 required practicals as part of the assessment. There are also numerous opportunities for independent learning and working out concepts using logic and problem solving skills.

**Subject Combination** The Chemistry course compliments the other sciences well, especially Biology as it can explain some of the processes that happen in living things. There is a significant mathematical content in the course and students ought to be competent in the handling of algebraic equations and graphs.

**University/Vocational destinations and careers** Many past students have gone on to use the skills acquired in their chemistry A Level at university studying chemistry, biochemistry, medicine, veterinary science, pharmacology, forensics, and other science courses.

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**University/Vocational destinations** This qualification is suitable for any student hoping to progress into higher education and these transferable skills can be used within any subsequent course of study.

**Career Opportunities** The subject is particularly useful for anyone considering a career in management, accounting, financial services, banking, marketing or human resources and progressing into a managerial role within any organisation.



# A Level Computer Science

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE Computer Science and a Grade 6 in GCSE Mathematics.

## Synopsis of content

The course consists of a programming paper that is assessed online where students extend a predefined piece of code; paper 2 is a theoretical paper that assesses student's understanding of computer science concepts. The non-exam element is a programming project undertaken by the student in a language of their choice.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1	Fundamentals of programming. Data structures. Algorithms. Theory of computation. Systematic approaches to problem solving.	On screen examination. 2 hour 30 minutes. 40% of the qualification. Preliminary material will be issued (a skeleton program available in each of the programming languages) and, where appropriate, test data for use in the examination.
Paper 2	Computer systems. Computer organisations and architecture. Consequences of the uses of computing. Communication networks. Fundamentals of databases. Big data and functional programming.	Written examination. 2 hour 30 minutes. 40% of the qualification.
Non – examined assessment	The non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.	Practical task undertaken in class. 75 marks. 20% of the qualification.

**Teaching & Learning** A variety of teaching and learning approaches will be used, including independent learning and programming, group work, peer programming, use of IT, decision making, abstraction and decomposition of problems.

**Subject Combination** This subject combines well with Mathematics, ICT and the Sciences.

**University/Vocational destinations and careers** Computer Science prepares students for many of the courses available at university including computing, software engineering, business and computing or computing graphics/animation, amongst others.

Career possibilities include computing, analysis, computer programming, animation, medicine, law, business and many more.

# Design and Technology – A Level Product Design

**Examining Board:** EDEXCEL

**Entry Requirements:** At least a Grade 5 GCSE in any Design & Technology subject.

## Synopsis of content

Students will be required to apply both knowledge and understanding of a wide range of materials and processes used in product design and manufacture. As a result they will develop an understanding of industrial and commercial practices which are applied to the designing and manufacturing of products and appreciate and anticipate the risks associated with them. Students will also need to have a good working knowledge of health and safety procedures. Students will continue to develop their knowledge of the use of ICT and systems and control, including modern manufacturing processes, and they will be expected to understand and demonstrate how these might be applied in the design and manufacture of products.

Students will need to be aware of the important contribution that key historic movements and figures have on design thinking and how they provide inspiration for present and future designing. Issues of sustainability and the environment together with mathematical and scientific principles are an important part of designing and developing new products. Students will be expected to be able to demonstrate the ability to consider and apply these principles when considering their own designs and the work of others.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Component 1	Principles of Design and Technology: 12 topics covering the content detailed above.	Written examination 2 hours 30 minutes 50% of the qualification 120 marks
Component 2	Independent Design and Make Project: <ul style="list-style-type: none"><li>Identifying opportunities for design</li><li>Designing a prototype</li><li>Making a prototype</li><li>Testing and evaluating designs and prototypes</li></ul>	Non-examined assessment 50% of the qualification 120 marks

**Teaching & Learning** Design and technology is fundamentally a practical subject. Within this specification there are numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need. Theory is delivered through independent and group work including independent research.

**Subject Combination** Design and Technology combines well with the majority of the subjects offered in the Sixth Form but is particularly well matched with Physics and Mathematics as well as Art and Design.

**University/Vocational destinations and careers** This A Level will help students progress onto any design related university course and can lead to a career in engineering (mechanical/electrical/structural), advertising, product design, interior design, material science, industrial design and graphic design.

# A Level Drama & Theatre

**Examining Board:** OCR

**Entry Requirements:** At least a grade 6 in GCSE Drama and a grade 5 in either GCSE English Language or Literature.

## Synopsis of content

This course is open to students with a keen interest, enjoyment and relevant experience and aptitude in Drama and the theatre. The course is broken down into four components - two non-exam assessments and two exam assessments. For the non-exam assessments students will research and practically explore practitioners and the work of others. Students will then use their learnings to inform the creation of an original devised performance. Students will also explore one performance text that will be performed as a piece of live theatre. For the two written exam assessments students will explore two performance texts on a chosen theme and evaluate and analyse a live theatre performance. Students will also interpret and explore practically a performance text considering how to create, develop and direct a performance for an audience.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Practitioners in Practice Component 11/12	Learners will: Research and practically explore practitioners and the work of others. Create, devise and perform original theatre. Supported by written coursework.	120 marks Non-exam assessment Research Report & Portfolio: 80 marks Performance: 40 marks 40% of total A level
Exploring and Performing Texts Component 21	Learners will: Explore one performance text. Perform live theatre.	60 marks Non-exam assessment (Visiting examination) Concept Proforma: 10 marks Performance: 50 marks 20% of total A level
Analysing Performance	Learners will: Explore practically two performance texts on a chosen theme. Analyse and evaluate a live theatre performance.	60 marks 2 hours 15 minutes Written paper
Deconstructing Texts for Performance	Learners will: Interpret and explore practically a performance text considering how to create, develop and direct a performance for an audience.	60 marks 1 hour 45 minutes Written paper 20% of total A level

**Teaching & Learning** Practical lessons and workshops run throughout the course alongside theory work. Performing in front of peers, a live audience and a visiting examiner are key elements of the course. There will be a number of opportunities to experience live theatre that will not only provide ideas and stimulus for practical work but are an essential requirement to the written exam. Students are required to be exceptional independent learners and are required to rehearse in their own time throughout the two years.

**Subject Combination** A Level Drama and Theatre combines well with any other subject offered within the Sixth Form. However, the course draws upon elements of Literature, Media Studies, History, Psychology and Design.

**University/Vocational destinations and careers** The study of Drama and Theatre has grown in popularity due to the course helping to create independent learners, critical thinkers and effective decision makers – all personal attributes that can make a student stand out as they progress through their education and into employment. Any student considering a career that requires high level communication skills will benefit from studying this course. It will also prepare learners for the further study of Drama or Performing Arts courses in Higher Education as well as developing transferable skills desired by all sectors of the industry.





# A Level Economics

**Examining Board:** OCR

**Entry Requirements:** No prior knowledge of Economics is assumed; however, students must have achieved at least a Grade 6 in GCSE Mathematics as 20% of the marks will require quantitative skills.

## Synopsis of content

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 society.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Component 1	Microeconomic theory including the theoretical workings of the free market, imperfections and market failures and government intervention.	Written examination 2 hour written paper 80 marks 33.3% of total A Level
Component 2	Macro economy functions on both the domestic and global level including policy approaches and the changes in macroeconomics over time.	Written examination 2 hour written paper 80 marks 33.3% of total A Level
Component 3 - Themes in economics	A synoptic component looking at themes in economics. The assessment will draw on content from both the microeconomics and macroeconomics components, applied to particular themes.	Written examination 80 marks 2 hour written paper 33.3% of total A Level

**Teaching & Learning** A variety of teaching and learning approaches are used to help the students develop skills such as data analysis, problem solving and essay writing. Students should expect to undertake independent research, make presentations and work collaboratively to debate and discuss a variety of economic theories.

**Subject Combination** This subject combines well with virtually all courses on offer in the Sixth Form. It is an excellent bridge between the arts and sciences and compliments Geography, History and Mathematics. Students are advised to seek advice if they are considering taking Business Studies and Economics.

**University/Vocational destinations and careers** Economics is a well-regarded A Level and prepares students for further study or a career in finance, banking, insurance, accounting and other City-based occupations.

# BTEC Level 3 National Extended Certificate in Engineering

**Examining Board:** EDEXCEL

**Entry Requirements:** 8 GCSEs at Grade 4+ including Maths and English Language or Literature at Grade 4+.

## Synopsis of content

This qualification provides a broad basis of study for the engineering sector. It has been designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%)

Engineering covers a broad variety of roles and it involves the application of scientific principles and practical knowledge to transform ideas and materials into products and systems safely and support them during their lifetime. This qualification has a focus on a broad range of engineering specialist areas. Learners taking this qualification will study mandatory content covering:

- engineering principles and mathematics
- health and safety, team work and interpreting and creating computer-aided engineering drawings
- design and manufacture of products.

## Content Overview

Component/Unit/Examination	GLH	Type	Assessment Details
<b>Mandatory Units - learners complete and achieve all units</b>			
Engineering Principles	120	Mandatory	External
Delivery of Engineering Processes Safely as a Team	60	Mandatory	Internal
Engineering Product Design and Manufacture	120	Mandatory and Synoptic	External
<b>Optional Units - learners complete 1 unit</b>			
Work Experience in the Engineering Sector	60	Optional	Internal
Computer Aided Design in Engineering	60	Optional	Internal
Engineering Maintenance and Condition Monitoring Techniques	60	Optional	Internal
Pneumatic and Hydraulic Systems	60	Optional	Internal
Electronic Devices and Circuits	60	Optional	Internal
Mechanical Behaviour of Metallic Materials	60	Optional	Internal
Mechanical Measurement and Inspection Technology	60	Optional	Internal
Computer Programming	60	Optional	Internal
Manufacturing Secondary Machining Processes	60	Optional	Internal
Fabrication Manufacturing Processes	60	Optional	Internal
Additive Manufacturing Processes	60	Optional	Internal

**University/Vocational destinations and careers** The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the engineering sector.



# A Level English Language

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in English Language and at least a Grade 5 in English Literature.

## Synopsis of content

Students will develop their skills of analysis of spoken, written and multi-modal texts through the study of key linguistic frameworks. The course covers the study of child language development and language change, as well as language diversity topics such as language and gender, language and occupation and regional and national variation.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Component 1 Section A - Textual Variations and Representations Section B - Children's Language Development	Analysis of two texts (one contemporary and one older text) linked by topic or theme. A discursive essay on children's language development.	Written Examination. 2 hours 30 minutes. 100 marks. 40% of total A Level.
Component 2 Section A - Diversity and Change Section B - Language Discourses	An evaluative essay on language diversity or language change. Analysis of two texts about a topic linked to the study of diversity and change. Directed writing task.	Written Examination. 2 hours 30 minutes. 100 marks. 40% of total A Level.
Component 3	A language investigation (2,000 words excluding data) and a piece of original writing and commentary (1,500 words total) based on a personal interest.	Non-exam Assessment 100 marks 20% of total A Level

**Teaching & Learning** Students will be expected to read widely and research the relevant language topics and theories in preparation for the examination and coursework components. Students are also expected to offer ideas and opinions through class discussion and debate.

**Subject Combination** This subject is commonly combined with Philosophy and Ethics, English Literature, Sociology, Psychology, Law and History.

**University/Vocational destinations and careers** Students who study English Language at A Level often go on to study English Language or Literature, Linguistics, Law, Philosophy and Ethics, and other Arts/Humanities related subjects at University. Possible career choices linking to this subject include teaching, linguistics/lexicography, speech therapy, journalism, publishing, advertising/marketing and law.

# A Level English Literature

**Examining Board:** OCR

**Entry Requirements:** At least a Grade 6 in English Literature and at least a Grade 5 in English Language.

## Synopsis of content

Students will study a variety of texts, ranging from Shakespeare to modern day and contemporary writers. Study encompasses all genres and gives students ample opportunity to read widely.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Component 1	Shakespeare Drama and poetry pre 1900	2½ hour written examination Closed text 60 marks 40% of total A level
Component 2	Close reading in chosen topic area Comparative and contextual study from chosen topic are	2½ hour written examination Closed text 60 marks 40% of total A level
Component 3	Critical essay Linked texts essay Literature post 1900 Novel, drama and poetry to be covered	Non-examined coursework 40 marks 20% of total A level

**Teaching&Learning** Students will be expected to read and research the examination and coursework texts independently so that lessons can focus on discussion and essay writing skills. They are regularly assessed and encouraged to reflect upon the feedback they are given, in order to develop their skills as analytical writers. The coursework allows students to select their own texts. When the opportunity arises, theatre and lecture visits are arranged through the school.

**Subject Combination** This subject is commonly combined with Philosophy and Ethics, English Language, History, Sociology and Psychology.

**University/Vocational destinations and careers** English Literature is a highly regarded A Level. Students who study this subject in the Sixth Form often go on to study English Literature or Language, History, Law, Philosophy and Ethics, Sociology, Psychology and other Arts/Humanities related subjects at university.

Possible career choices linking to this subject include teaching, journalism, publishing/editing and work in the field of the Arts.







# A Level Film Studies

**Examining Board:** Eduqas

**Entry Requirements:** Grade 5 in English Language and Literature.

## Synopsis of content

Students will study a variety of different films, ranging from classic Hollywood to Experimental film. Study will focus on the construction of meanings and the impacts of social contexts on film-making through time.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Component 1	Hollywood 1930-1990 American film since 2000 British film since 1995	2 1/2 hour written examination 35% of total marks
Component 2	Global film Documentary film Film movements – Silent cinema Film movements –Experimental film (1960-2000)	2½ hour written examination 35% of total marks
Component 3	Production piece: <ul style="list-style-type: none"><li>• either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay</li><li>• an evaluative analysis (1600 - 1800 words)</li></ul>	Non-examined coursework 40 marks 20% of total A level

**Teaching & Learning** Students will be expected to read widely in the area of film and access a diverse range of films independently. A variety of teaching learning approaches will be used, including research, discussion and essay writing, to develop students' critical and aesthetic skills.

**Subject Combination** This subject can be combined with a range of subjects such as English, Art, Philosophy, History and Sociology to demonstrate a breadth of study and an understanding of contemporary issues.

**University/Vocational destinations and careers** Many universities provide undergraduate and/or postgraduate courses in Film Studies. Pupils studying Film at A Level may go on to choose a wide range of courses and careers including (but not limited to) Media Studies, PR, Advertising, Journalism, Art, Drama and English.

# A Level French

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE French along with a Grade 5 in both GCSE Mathematics and English Language or Literature.

## Synopsis of content

The A Level specification builds on the knowledge, understanding and skills gained at GCSE, focusing on language, culture and society. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in the target language. Students will study technological and social change, looking at diversity and the benefits it brings. For example, students studying French will consider French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1: Listening, reading and translation both ways	Social issues, trends and political and artistic culture.	Written exam (40% of marks) 2 hours 30 minutes Students have individual control of CD
Paper 2: Essay	Students must study either one text and one film or two texts from a list provided by the exam board.	Written exam (30% of marks) 2 hours
Paper 3: Oral	Conversation on one topic based stimulus card, a 2 minute presentation on a research based topic with follow up discussion.	Speaking exam (30% of marks) 21-23 minutes Conducted by class teacher in May of Year 13

**Teaching & Learning** Students will be encouraged to enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language culture and society of the country or countries where the language is spoken. They will be taught to develop language learning skills and strategies, including communication strategies, in order to sustain communication and build fluency and confidence. At the same time they will equip themselves with transferable skills such as autonomy, resourcefulness, creativity and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

**Subject Combination** French combines well with any subject offered in the Sixth Form.

**University/Vocational destinations and careers** The A Level course is suitable for students who wish to progress to employment or further study, including a modern languages degree. Popular career choices include translating, international business and teaching.

# A Level Geography

**Examining Board:** EDUQAS

**Entry Requirements:** At least a grade 6 in GCSE Geography with a Grade 5 in GCSE English Language or Literature and GCSE Mathematics

## Synopsis of content

The course encourages learners to apply geographical knowledge, theory and skills to the world around them. In turn, this will enable learners to develop a critical understanding of the world's people, places and environments in the 21st century. This specification draws on both physical and human geography, explores people-environment interactions and encourages development of fieldwork at the local level.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Component 1 - Changing Landscapes and Changing Places	Section A: Changing Landscapes Choice between two themes, either Coastal or Glaciated Landscapes Section B: Changing Places	Written Examination. 2 hours 15 minutes. Compulsory structured questions with data response. 30% of qualification.
Component 2: Global Systems and Global Governance	Section A: Global Systems Water and Carbon Cycles. Section B: Global Governance: Change and Challenges – migration and the Earth's oceans.	Written Examination. 2 hours 15 minutes. Compulsory structured questions with data response. 30% of qualification.
Component 3: Contemporary Themes in Geography	Section A: Tectonic Hazards Section B: 2 themes from five possible options including Economic Growth and Challenge in India or China and Weather and Climate.	Written Examination. 2 hours. Essay Questions. 20% of qualification.
Component 4 – Independent Investigation	4000 word written report based on primary and secondary data collection.	Non-examined assessment. 20% of qualification.

**Teaching & Learning** Fieldwork is considered an essential part of the course and, in order to maximise fieldwork experiences, all students are expected to participate in organised fieldwork activities and also carry out independent fieldwork tasks for Unit 4. In Year 12 we will offer a compulsory residential fieldwork course in Dorset.

**Subject Combination** Geography complements both Arts and Science subjects and therefore is often studied with a diverse range of subjects including Economics, Biology, History and Modern Foreign Languages.

**University/Vocational destinations and careers** The inter-disciplinary nature of this subjects means that it helps students access an Arts, Social Science or Science Degree. The subjects can also create opportunities in a wide range of careers including environmental science, planning, City-based occupations, marketing, education and leisure and tourism.



# A Level German

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE German and a Grade 5 in English Language or Literature.

## Synopsis of content

Languages are an invaluable asset in today's multicultural world and the course aims to enable students to express themselves proficiently in conversation and in writing on a variety of topical issues, as well as developing research skills. It will develop their ability to extract information from a range of spoken and written texts, to recognise points of view and opinions and develop their awareness of other cultures, including their literary heritage.

This is a two-year linear course, during which time students will study topics under the following four themes: Aspects of German-speaking society (family, technology and the role of voluntary work), Artistic culture in the German-speaking world (music, cinema, heritage), Aspects of political life in the German-speaking world (teenagers, politics and immigration). There will be a focus on knowledge and understanding of the target language culture.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1: Listening, reading and translation both ways	Social issues, trends and political and artistic culture	Written exam (50% of marks) covering the skills of listening, reading and translation
Paper 2: Essay	Students must study either one text and one film or two texts from a list provided by the exam board	Written exam (20% of marks)
Paper 3: Oral	Conversation on one topic based stimulus card, a 2 minute presentation on a research based topic with follow up discussion	Speaking exam (30% of marks) Conducted by class teacher in May of Year 13

**Teaching & Learning** Students will be encouraged to enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language culture and society of the country or countries where the language is spoken. They will be taught to develop language learning skills and strategies, including communication strategies, in order to sustain communication and build fluency and confidence. At the same time they will equip themselves with transferable skills such as autonomy, resourcefulness, creativity and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

**Subject Combination** German combines well with any subject offered in the Sixth Form.

**University/Vocational destinations and careers** The A Level course is suitable for students who wish to progress to employment or further study, including a modern languages degree. Popular career choices include translating, international business and teaching.







# A Level Government & Politics

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 5 in English Language or Literature.

## Synopsis of content

The specification requires in depth study of UK and US government and politics. Students will be required to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics. The study of four ideologies will enhance the students' knowledge and understanding of politics, political debate and political issues in both the UK and the USA.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Unit 1: The Government and Politics of the UK	Students will consider both the government of the UK and its institutions as well as the politics of the UK and how people participate in the UK political process.	A 2-hour exam at the end of Year 13 where students answer three short questions and two essay questions
Unit 2: The Government and Politics of the USA & Comparative Politics	Students will consider the government and politics of the USA as well as comparing the US institutions and processes to their UK counterparts.	A 2-hour exam at the end of Year 13 where students answer three short questions and two essay questions
Unit 3: Political Ideologies	Students will study 4 different ideological traditions: Conservatism, Liberalism, Socialism and Feminism.	A 2-hour exam at the end of Year 13 where students answer three short questions and two essay questions

**Teaching & Learning** A variety of teaching and learning approaches are used to help the students develop skills such as debate and essay writing. These include independent research, group work, debate and discussion.

**Subject Combination** This subject combines well with English Language or Literature, History, Law, Philosophy and Ethics and other Humanities subjects.

**University/Vocational destinations and careers** Students studying A Level Politics go on to study for a variety of degrees including History, Law, Economics, Politics, International Relations, Journalism and Sociology. This can lead to a variety of careers including teaching/lecturing, law, journalism, politics, publishing and the police.



# A Level History

**Examining Board:** OCR

**Entry Requirements:** At least a Grade 6 in GCSE History and a Grade 5 in English Language or Literature.

## Synopsis of content

This qualification is designed to foster the development of critical and reflective thinking with an understanding of historical topics and issues, and to encourage an awareness of the importance of historical awareness in explaining contemporary issues. It offers a range of topics covering events from the Early Modern Period to the late 20th Century. We look at British History as well as World History.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
1C The Tudors: England, 1485–1603	Students will study the Reign of the Tudor dynasty in England, covering Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I	<ul style="list-style-type: none"><li>2 Hour 30 Minute exam at the end of Year 13 where students answer one 30-mark interpretation question and two 25-mark essay questions. This exam forms 40% of the students' final mark.</li></ul>
2R The Cold War, 1945-1991	Students will study the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente.	<ul style="list-style-type: none"><li>2 Hour 30 Minutes exam at the end of Year 13 where students answer one 30-mark source question and two 25-mark essay questions. This exam forms 40% of the student's final mark.</li></ul>
3 Historical Investigation NEA	Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. This will likely be based on the History of Civil Rights in the USA during the late 19th and 20th Centuries.	<ul style="list-style-type: none"><li>One 4000-word essay to be completed by students between the Summer Term of Year 12 and Spring Term of Year 13. This will be internally marked and moderated. This essay forms 20% of their final A-Level mark.</li></ul>

**Teaching & Learning** A variety of teaching and learning approaches are used to help the students develop skills such as source analysis and essay writing. These include independent research, group work, debate and discussion.

**Subject Combination** This subject combines well with English Language or Literature, Law, Philosophy and Ethics and other Humanities subjects.

**University/Vocational destinations and careers** Students studying A Level History go on to study for a variety of degrees including History, Law, Economics, Politics, International Relations, Journalism, Museum studies and Archaeology. This can lead to a variety of careers including teaching/lecturing, law, journalism, politics, publishing, museum work and the police.

# ICT - Cambridge Technical Level 3 Extended Certificate in IT

**Examining Board:** OCR

**Entry Requirements:** P2 in iMedia and at least a Grade 5 in English language or literature.

## Synopsis of content

There are 3 mandatory units which are examined externally, (The fundamentals of IT, Global information and Cyber security) and 2 optional units (Systems analysis & design and The Internet of everything) that have been selected for the students that are assessed internally by portfolio.

## Content Overview

Component/Unit/ Examination	Content Overview	Assessment Details
Unit 1 Fundamentals of IT	Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.	Written exam 1 hour 30 minutes 25% of the qualification
Unit 2 Global information	The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations.	Written exam 1 hour 30 minute 25% of the qualification
Unit 3 Cyber security	This unit has been designed to enable learners to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. They will learn about the solutions that can be used to prevent or deal with cyber security incidents.	Written exam 1 hour 16.6% of the qualification
Unit 11 Systems analysis and design	This unit will provide students with the knowledge and skills to support the design of formal information systems. These systems provide useful, reliable, validated information through the integration of data, hardware, software and humans into processes which enable the organisation to meet its goals and its legal obligations.	Taught through a project based approach 16.6% of the qualification
Unit 17 Internet of everything	This unit is about the use of the internet and how it is impacting people and society. Students will carry out a feasibility study for a potential project idea.	Taught through a project based approach 16.6% of the qualification

**Teaching & Learning** A variety of teaching and learning approaches will be used, including independent research and study, small group work and IT based learning. Unit 11 and 17 are project based and students will work independently on their tasks and feasibility studies.

**Subject Combination** OCR Technical IT is complimentary to many other subjects offered in the Sixth form.

**University/Vocational destinations and careers** This Level 3 course attracts UCAS points, and as such, many students go on to higher education studying a range of different IT courses or combining it with one of their other subjects.

# A Level Mathematics

**Examining Board:** EDEXCEL

**Entry Requirements:** At least a Grade 6 at GCSE Mathematics along with a good grade profile across all subjects.

## Synopsis of content

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally-examined papers. All the examinations listed below must be sat in the same examination year.

## Content Overview

Component/Unit/ Examination	Content Overview	Assessment Details
Paper 1: Pure Mathematics 1	Proof Algebra and functions Coordinate geometry in the (x, y) plane Sequences and series Trigonometry Exponentials and logarithms Differentiation Integration Numerical methods Vectors	Written Examination 2 hours 33.33% of the qualification Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content. Calculators can be used in the assessment.
Paper 2: Pure Mathematics 2	All of the topics listed above	Written Examination 2 hours 33.33% of the qualification Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content. Calculators can be used in the assessment.
Paper 3: Statistics and Mechanics	<b>Section A: Statistics</b> Statistical sampling Data presentation and interpretation Probability Statistical distributions Statistical hypothesis testing <b>Section B: Mechanics</b> Quantities and units in mechanics Kinematics Forces and Newton's laws Moments	Written Examination 2 hours 33.33% of the qualification Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B. Calculators can be used in the assessment.

**Teaching & Learning** Students will be exposed to a variety of approaches to teaching and learning including learning formula from first principles alongside mathematical proofs. There will be some opportunity of group study although the majority of the course requires a great deal of independent study. Students will need to use the Casio CLASSWIZ calculator.

**Subject Combination** The study of Mathematics is usually combined with Physics, Computer Science and Economics but is also studied with a broad range of subjects offered in the Sixth Form.

**University/Vocational destinations and careers** As a highly regarded A Level, studying Mathematics can support any application to University and is sought after by employers.





# A Level Further Mathematics

**Examining Board:** EDEXCEL

**Entry Requirements:** At least a Grade 8 in GCSE Mathematics along with a very good grade profile across all subjects.

## Synopsis of content

The Pearson Edexcel Level 3 Advanced GCE in Further Mathematics consists of externally-examined papers. All the examinations listed below must be sat in the same examination year.

## Content Overview

Component/Unit/ Examination	Content Overview	Assessment Details
Core Pure Mathematics 1	Proof Complex numbers Matrices Further algebra and functions Further calculus Further vectors Polar coordinates Hyperbolic functions Differential equations	1 hour and 30 minutes Written examination 25% of the qualification. Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content Calculators can be used in the assessment.
Core Pure Mathematics 2	Proof Complex numbers Matrices Further algebra and functions Further calculus Further vectors Polar coordinates Hyperbolic functions Differential equations	1 hour and 30 minutes Written examination 25% of the qualification. Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content Calculators can be used in the assessment.
Paper 3: Further Mathematics Option 1	Students take one of the following four options: A: Further Pure Mathematics 1 B: Further Statistics 1 C: Further Mechanics 1 D: Decision Mathematics 1	1 hour and 30 minutes Written examination 25% of the qualification. Calculators can be used in the assessment.
Paper 4: Further Mathematics Option 2	Students take one of the following seven options: A: Further Pure Mathematics 2 B: Further Statistics 1 C: Further Mechanics 1 D: Decision Mathematics 1 E: Further Statistics 2 F: Further Mechanics 2 G: Decision Mathematics 2	1 hour and 30 minutes Written examination 25% of the qualification. Calculators can be used in the assessment.

**Teaching & Learning** Students will be exposed to a variety of approaches to teaching and learning including learning formula from first principles alongside mathematical proofs. There will be some opportunity of group study although the majority of the course requires a great deal of independent study. Students will need to use the Casio CLASSWIZ calculator.

**Subject Combination** The study of Further Mathematics is usually combined with Physics, Computer Science and Economics but is also studied with a broad range of subjects offered in the Sixth Form.

**University/Vocational destinations and careers** As a highly regarded A Level, studying Further Mathematics can support any application to University and is sought after by employers.

# Level 3 Subsidiary Diploma for Music Practitioners

**Examining Board:** RSL

**Entry Requirements:** At least a Grade 5 in GCSE Music preferably with a Grade 5 in both GCSE Mathematics and English Language or Literature. Consideration for musical talent can also be taken into account e.g. at least a Grade 4 or equivalent in an associated board instrumental/voice examination or able to demonstrate some prior experience of either music software sequencing or sound recording (on a case by case basis).

## Synopsis of content

The Level 3 Subsidiary Diploma for Music Practitioners provide music industry qualifications that will equip learners with the skills, knowledge and understanding for entry to employment in the music industry or progression to further study at a higher level.

## Content Overview

Pathway	Content Overview
Performance	Perform effectively on their instrument/voice; rehearse and display musicianship skills; initiate and develop repertoire; rehearse effectively and perform music live; understand contextual issues relating to music style, audience and the music industry; understand relevant aspects of music technology.
Technology	Sound recording skills; mixing and mastering skills; sequencing and production skills; live sound skills; radio programming skills; video production skills; understanding of contextual issues relating to music technology.
Business	Sound business and financial skills; marketing skills; understanding of music contracts; media communication skills; freelance practice; artist management and artist representation skills; event management skills.
Composing	Compose and arrange music; initiate and develop repertoire; develop musicianship skills through using a harmony instrument; use computers and sequencing and recording software/hardware; understand contextual issues relating to music style, audience and the music industry.

**Teaching & Learning** Students perform to each other and carry out sample marking and assessment. This can involve recording techniques, ensemble work and analysis of the music played. Composition tasks and briefs are set and students develop independent strategies to complete these using traditional methods or ICT (sequencing using Logic on Macs, producing scores on Sibelius) They also listen to a wide range of music and research the set works to place them in historical and social context.

**Subject Combination** Music combines well with any subject in the Sixth Form – but Business and Art could be an advantage.

**University/Vocational destinations and careers** This qualification contains specific units related to career options in the industry. Furthermore the qualifications equip learners wishing to progress to Further or Higher education with the necessary skills to progress. Learners can progress to Higher Education courses such as popular music, music technology and music business degrees.

# A Level Photography

**Examining Board:** EDEXCEL

**Entry Requirements:** It would be preferable for students to have studied and achieved at least a Grade 5 GCSE in Art and Design however this is not essential. In addition, it would also be preferable for them to have Grade 5 in GCSE English Language or Literature.

## Synopsis of content

The course consists of a personal Investigation which is worth 60% of the final grade. This incorporates a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Students are also expected to produce a personal study which is evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.

The final component is the Externally Set Assignment (ESA) which is worth 40% of the final grade. This allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Personal Investigation.	Three major elements: supporting studies, practical work and a personal study.	60% of total grade. Internally assessed, externally moderated.
Externally Set Assignment	Supporting studies leading to a 15 hour timed practical examination.	40% of total grade. Internally assessed, externally moderated.

**Teaching & Learning** A variety of teaching and learning strategies are employed throughout the course. Key functions of a digital SLR will be taught throughout the course. Students should expect to work independently as well as part of a group, take part in group critiques, visit galleries and research photographers' styles and techniques using the internet.

**Subject Combination** Photography combines well with any other subject offered within the Sixth Form. However, because of the nature of the subject, it does combine particularly well with Art and Design, English Literature, Psychology, Design and Technology and Computing.

**University/Vocational destinations and careers** The photography industry is most easily accessed through a relevant degree. There are plenty of prestigious universities who offer degree courses in the Arts and these are generally accessed through an interview where a portfolio of the practical work completed at A Level must be presented. Candidates may often find that they are offered unconditional places if successful at interview.

Potential careers include portrait photographer, commercial photographer, scientific photographer, photojournalist/news photographer and freelance photographer.

# A Level Physics

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE Physics or a Grade 7 in GCSE Combined Science, and at least a Grade 6 in GCSE Mathematics.

## Synopsis of content

The A Level Physics course develops the skills that enable students 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.

## Content Overview

Component/Unit/ Examination	Content Overview	Assessment Details
Paper 1	Measurement & error Particles & radiation Waves Mechanics & materials Electricity Further mechanics & thermal physics Fields and consequences Nuclear physics	Written examination. 85 marks. Combination of short and long answer questions along with multiple choice. 34% of the A Level.
Paper 2	Further mechanics & thermal physics Fields and Consequences	Written examination 85 marks. Combination of short and long answer questions along with multiple choice. 34% of the A Level.
Paper 3	Practical skills and analysis plus one optional topic from the list below:  Astrophysics Medical physics Engineering physics Turning points in physics Electronics	Written examination 80 marks Combination of short and long answer questions. 32% of A Level

**Teaching & Learning** Practical work is an important aspect of the course. The purpose of this is to reinforce and test theoretical principles as well as ensuring students are adequately prepared for conducting experimental work when they leave St John Payne. This component of the course is assessed in the written examinations. Additionally, subject teachers have to verify that students have completed a portfolio of practical work during the course and award students 'pass' or 'fail'.

**Subject Combination** 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. Physics is also a popular choice with the other Sciences along with Geography and Design and Technology.

**University/Vocational destinations and careers** In the past students who have studied this A Level have gone on to study physics, astrophysics, medicine, natural sciences, IT, meteorology and engineering.



# A Level Physical Education

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 5 in the theory component of GCSE PE along with a Grade 5 in Additional Science. In addition, students must be playing sport outside of school. This means participating at club level and competing at regular intervals (video evidence will be required).

## Synopsis of content

It is important to note that the course has both theoretical and practical components, with the latter not only requiring a practical performance in physical activity and sport but also a written analysis looking at strengths and weaknesses of performance.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1: Factors affecting participation in physical activity and sport.	Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society	2 hours Each section worth 35 marks. Multiple choices, short answer and extended writing. Written exam: 2 hours 105 marks 35% of A-Level
Paper 2: Factors affecting optimal performance in physical activity and sport	Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport	2 hours Each section work 35 marks. Multiple choices, short answer and extended writing. Written exam: 2 hours 105 marks 35% of A-Level
Non-exam assessment: Practical performance in physical activity and sport	Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.	Internal assessment. External moderation 90 marks 30% of A-level

**Teaching & Learning** A variety of the teaching methods will be used when studying this course. Lessons will include classroom –based theoretical work along with some practical lessons where appropriate. The content will be delivered through a combination of group work and independent study, and students should be prepared to use ICT to research information to consolidate the knowledge and understanding they will develop in the lessons.

**Subject Combination** This subject combines well with a variety of humanities and sciences in the Sixth Form and is particularly popular with Biology, History, Psychology and Sociology.

**University/Vocational destinations and careers** Studying A Level PE could lead to undergraduate study in Sports Science, Physical Education Teaching, Sports Coaching and Sports Management with a subsequent career in coaching, sports nutrition, sports psychology, sports journalism and the leisure industry including personal training.



# A Level Psychology

**Examining Board:** AQA

**Entry Requirements:** At least a grade 6 in GCSE Mathematics and at least a Grade 5 in English Language or Literature. If places are still available on the course and a student is below the required grade in Mathematics, they may still be offered a conditional place on the course that requires the student to sit a Maths Test.

## Synopsis of content

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems.

## Content Overview

Component 1: Performing 30%	Content Overview	Assessment Details
Paper 1: Introductory Topics in Psychology	Social influence Memory Attachment Psychopathology	Written Examination 2 hours 33.3% of the qualification
Paper 2: Psychology in Context	Approaches Biopsychology Research Methods	Written Examination 2 hours 33.3% of the qualification
Paper 3: Issues and Options in Psychology	Issues and Debates Relationships Schizophrenia Aggression	Written Examination 2 hours 33.3% of the qualification

**Teaching & Learning** There will be a variety of approaches to teaching and learning including group work, independent study, use of IT, decision-making, and investigative/practical/fieldwork. Students will also have the opportunity to conduct their own psychological research while studying this A Level.

**Subject Combination** There are a number of subjects that work well alongside Psychology. Sociology, English and the Humanities help with essay writing and it is also beneficial to study Mathematics as 25% of the new A Level involves mathematical skills.

**University/Vocational destinations and careers** While studying Psychology, students will master a range of different skills that will be beneficial for their academic development and will lead to a strong application onto any undergraduate level degree course. It can also open up a number of doors with regards to your career and future employment. People with skills in Psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.



# Religious Studies – A Level Philosophy & Ethics

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE Religious Studies and at least a Grade 5 in English Language or Literature.

## Synopsis of content

A Level Religious Studies is split into 3 areas or themes: Theme 1 - Philosophy of Religion, Theme 2 - Religion and Ethics and Theme 3 - The Systematic Study of one Religion; Christianity.

The course is designed to ensure students have a thorough understanding of diverse philosophical and ethical viewpoints.

## Content Overview

Component/Unit/ Examination	Content Overview	Assessment Details
Component 1 - Philosophy of Religion and Ethics	<p>Section A: Philosophy of religion Arguments for the existence of God, Evil and suffering, Religious experience, Religious language, Miracles, Self and life after death.</p> <p>Section B: Ethics and religion Ethical theories, Issues of human life and death Issues of animal life and death, Introduction to meta ethics, Free will and moral responsibility, Conscience, Bentham and Kant</p>	<p>Written exam 3 hours 100 marks 50% of the A Level Sections A and B: Compulsory two-part questions, each worth 10 marks and 15 marks. In both sections, questions may span more than one topic.</p>
Component 2 - Study of Religion and Dialogues	<p>Section A: Study of religion - Christianity Sources of wisdom and authority, God/gods/ultimate reality Self, death and the afterlife, Good conduct and key moral principles, Expression of religious identity Religion, gender and sexuality, Religion and science, Religion and secularisation, Religion and religious pluralism.</p> <p>Section B: The dialogue between philosophy of religion and religion. How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.</p> <p>Section C: The dialogue between ethical studies and religion. How religion is influenced by, and has an influence on ethical studies in relation to the issues studied</p>	<p>Written exam 3 hours 100 marks 50% of A-level Section A: Compulsory two-part questions, each worth 10 marks and 15 marks relating to the religion chosen. Questions may be set that span more than one topic. Section B: One unstructured synoptic question from a choice of two (25 marks). Section C: One unstructured synoptic question from a choice of two (25 marks)</p>

**Teaching & Learning** Students can expect a variety of teaching methods such as group work, research and independent study, use of IT, presentations, debate and investigation.

**Subject Combination** This subject combines well with English Literature, Law, Sociology, Geography, History and Psychology.

**University/Vocational destinations and careers** Religious Studies students find that the range of degree courses and professions open to them are many and varied: management, stockbroking, the media, journalism, nursing, retailing, social work, law, education, medicine, environmental studies, politics and the media. Students gain critical and evaluative skills sought by higher education and employers.



# A Level Sociology

**Examining Board:** AQA

**Entry Requirements:** At least a Grade 6 in GCSE English Language or Literature. It is also desirable for the students to have achieved a similar grade in other essay-based subjects such as Geography or History.

## Synopsis of content

Sociology is the study of how society is organised and how we experience life. The course consists of studying human behaviours and the interaction between human groups and institutions. Sociologists take an in depth look at social inequalities (including race, gender, and class); the environment; cultural traditions; family relations; health care; globalization; politics and social movements; and crime and justice.

## Content Overview

Component/Unit/Examination	Content Overview	Assessment Details
Paper 1: Education with Theory and Methods	Education Methods in Context Theory and Methods	Written Examination 2 hours 33.3% of the qualification
Paper 2: Topics in Sociology	Family and Households Beliefs in Society	Written Examination 2 hours 33.3% of the qualification
Paper 3: Crime and Deviance with Theory and Methods	Crime and Deviance Theory and Methods	Written Examination 2 hours 33.3% of the qualification

**Teaching & Learning** There will be a variety of approaches to teaching and learning including group work, independent study, use of IT, decision-making, and investigative/practical/fieldwork. Students will also have the opportunity to conduct their own research while studying this A Level.

**Subject Combination** There are a number of subjects that work well alongside Sociology. Psychology, English and the Humanities help with essay writing in this subject.

**University/Vocational destinations and careers** People who study Sociology go on into a wide variety of jobs. The new course now includes exercises in team work, so you will learn to work in collaboration with others, but also how to work effectively without close supervision. Sociology gifts each student with an array of transferable skills that can be used in the workplace, for example being analytical, conducting research, conducting interviews, using statistics and presentation skills. Popular career destinations include civil service, charity work, HR, public relations communications and teaching.

# BTEC Level 3 National Extended Certificate in Sport

**Examining Board:** EDEXCEL

**Entry Requirements:** 8 GCSEs at Grade 4+ including Maths and English Language or Literature at Grade 4+.

In addition, students must be playing sport outside of school. This means participating at club level and competing at regular intervals (video evidence will be required).

## Synopsis of content

Equivalent in size to one A Level.

4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry.

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

Component/Unit/Examination	GLH	Type	Assessment Details
<b>Mandatory Units - learners complete and achieve all units</b>			
Anatomy and Physiology	120	Mandatory	External
Fitness Training and Programming for Health, Sport and Well-being	120	Mandatory and Synoptic	External
Professional Development in the Sports Industry	60	Mandatory	Internal
<b>Optional Units - learners complete 1 unit</b>			
Sports Leadership	60	Optional	Internal
Application of Fitness Testing	60	Optional	Internal
Sports Psychology	60	Optional	Internal
Practical Sports Performance	60	Optional	Internal

**University/Vocational destinations and careers** A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

## **The Extended Project Qualification (EPQ)**

At St John Payne we offer the AQA Extended Project Qualification in Year 13 which allows students to:

- Develop essential skills for higher education and the workplace, in a subject area of their own choice.
- Develop greater ownership over their studies than ever before. They have free choice of project topic so can choose to explore an aspect of a subject they are 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.

## **Sixth Form Religious Studies – Non-examination Course**

The general Religious Studies programme aims to treat each student as an individual with different unique experiences. The course content varies each year to incorporate current moral issues, with other areas including attitudes to faith, worship, the liturgical year, Cafod initiatives, sex and relationships, coping with stress, drug related issues and opportunities to share in the experiences of Holocaust survivors.

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

The course challenges students to study and evaluate the attitudes and opinions of others and aims to provide each student with the skills necessary to articulate how they feel about faith and moral issues in an ever-changing world.

We engage in a variety of learning strategies including creative practical activities such as making icons for prayer, junk modelling, preparing and presenting assemblies, small group discussions retreats etc. A number of outside speakers give personal witness accounts relating to issues such as addiction, vocation, and the Holocaust experience. Year 12 students are invited to volunteer for leadership experience in assisting with Year 7 retreats, and both year groups have the opportunity to help with the disabled in a pilgrimage to Lourdes each year at Easter.

Overall the course offers opportunities to learn from and to share in personal experiences, gaining a broader insight into human nature, thus enhancing personal development.





# How to apply

## Stage 1: Making an application

**Current St John Payne Students** will complete two online application forms in the spring term. The first application form will register their interest in our Sixth Form whilst the second application form allows them to indicate the subjects they would like to study at A Level based on the timetable that will be in place for the next academic year. Further details will be shared with the students on receipt of their mock examination results but the final deadline for the first online application will be **4pm on Friday 11th March 2022**.

**External Students** should complete the application form contained within this prospectus and return this to the school by **4pm on Friday 11th March 2022**.

**The application form should be returned to:** Mrs T Fearn, Head of Sixth Form,  
St John Payne Catholic School, Patching Hall Lane, Chelmsford, Essex CM1 4BS

## Stage 2: Informal Meetings

Both current St John Payne students and external applicants will be invited to attend a short individual meeting with a member of the Senior Leadership or Head of Sixth Form to discuss their application and to receive further guidance on their subject choices. These meetings will take place in March and April. External Students will receive a formal letter explaining whether we will be offering them a place in our Sixth Form. They will need to let us know if they accept the offer at this stage. All current SJP students are offered a place in our Sixth Form providing they meet the entry requirements set out in this prospectus and they have demonstrated good behaviour throughout Years 10 and 11.

## Stage 3: GCSE Results Day

Students who have indicated that they will be returning to the Sixth Form at St John Payne will need to formally confirm that this is still their intention by completing the Third Application Form by midday on **GCSE Results Day**.

External students need to contact the school on receipt of their GCSE results. Those who have met the entry requirements will be given the link so that they can also complete the online application form.

## Stage 4: September Enrolment

All students who have accepted their provisional offer of a place in our Sixth Form will be invited to formally enrol on the first day of term in September.

# Application Form for External Students

For use by students who are **not** currently studying at St John Payne Catholic School.

**All current Year 11 students at St John Payne will make an online application in the spring term.**

Please complete all sections in **BLOCK CAPITALS**.

## Personal Details

Forename(s) \_\_\_\_\_ Surname \_\_\_\_\_

Gender \_\_\_\_\_ DOB \_\_\_\_\_ Ethnicity \_\_\_\_\_

Permanent Home Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Telephone Number \_\_\_\_\_ Mobile Number \_\_\_\_\_

Email \_\_\_\_\_

## Current School

Full name and address of current or most recent school \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Examinations already taken

Subject	Level e.g. GCSE, AS	Year	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Examinations to be taken in 2022

Subject	Level e.g. GCSE	Year	Predicted Grade

## Volunteering and Employment

Please provide a summary of any part time work, volunteering or work experience you have been involved in to date.

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## A Level Subject Choices

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. / Reserve \_\_\_\_\_

## Personal Statement

Please explain why you wish to study the subjects indicated above at St John Payne. If possible, you should link your explanation to your future aspirations e.g. university and career intentions. In addition, we are also interested in your current hobbies and interests.

[illegible]



# WHAT MAKES OUR SIXTH FORM SO SUCCESSFUL?

**Sixth Form students follow programmes that give them the required subject skills and knowledge to perform at the highest levels. Teachers have high expectations, setting aspirational targets for each student and, through close monitoring and high quality, expert teaching, the students are well prepared to meet or exceed these. Students leave our Sixth Form to take up places at the top universities including Oxbridge and Russell Group, with often more than the minimum grades required of them.**

In addition to academic excellence, the Sixth Form is well regarded for its sense of community. Our students say that they have really enjoyed their time in the Sixth Form. It is a welcoming and friendly place to study with much support from both teachers and fellow students. Students are able to join our Sixth Form from neighbouring schools if places on courses are available. Several of our senior students take on additional leadership roles in our school within the House Councils, Chaplaincy Team or in the House System. They do so much to give the whole school its tremendous feeling of community and demonstrate excellent role models for the younger students. The leadership training they receive and the experiences available to them give our sixth form students an excellent foundation for future responsibilities in their chosen careers.

***“Learning and progress in the sixth form lessons is outstanding because of the high quality of teaching.”***

— Ofsted Report



# ST JOHN PAYNE CATHOLIC SCHOOL

St John Payne Catholic School, Patching Hall Lane, Chelmsford, Essex CM1 4BS  
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Headteacher: Mr Thomas Coen, BA (Hons), PGCE, MA, NPQH