
Sixth Form Handbook

An introduction to Sixth Form at
St John's International School,
Sidmouth

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*The School Office will be open between 8.00am
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message can be left on the answer phone.*



ST JOHN'S
INTERNATIONAL SCHOOL

SIDMOUTH UK

1. Introduction

In small classes with easy access to tutors and specialists teachers, the following AS and A Level subjects are available to successful applicants.

- **A/AS Level English Language**
- **A/AS Level English Literature**
- **IELTS Academic Module (English)**
- **A/AS Level Mathematics**
- **A/AS Level Physics**
- **A/AS Level Biology**
- **A/AS Level Chemistry**
- **A/AS Level Applied ICT**
- **A/AS Level Geography***
- **A/AS Level Business Studies**
- **A/AS Level Psychology**
- **A/AS Level French**
- **A/AS Level Spanish**
- **AS Marine Science** (one year only)
- **AS Global Perspectives** (one year only)
- **A/AS Level Art**
- **A Level Music**** (or Grade 7/8 Board Examinations) will also be offered, dependent on submission of a portfolio of work and/or audition.

***Additional tuition fees for individual Music lessons may apply.*

If you would like to take qualifications in any other AS or A-Level subject that is not included in this provisional list, please do contact our Admissions Office.

Our Sixth Form is small and tutorial in nature. Additional AS and A Level subjects can be added, subject to other enquiries. If there is insufficient interest in any course, it will not be offered.

There are 5 lessons a week timetabled for each subject. Students have access to a quiet study for senior students next door to the staffroom - so help is always at hand.

Students are encouraged to bring in their own laptops or tablets, subject to compliance with our IT Computer and Network Acceptable Use Policy.



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2. Sixth Form Entry Requirements

- 5 (1)GCSE, or recognised equivalent, passes at grades A*- C, including English and Mathematics. A satisfactory IELTS score (5.0 or higher) is an alternative to IGCSE English.
- In general, IGCSE 'B' Grades (or recognised equivalent) for subjects to be studied in the Sixth Form – see entry requirements for separate subjects.
- Excellent previous school records across a range of subjects for the two most recent years.
- A Personal Statement.
- Clear university and career plans are necessary. These will be discussed in an interview.
- Availability for an interview, in the UK, at an appointed Centre in the student's home country or via the internet, using facilities such as Skype.
- Acceptance of the expectations outlined above and the School Rules and Regulations.

Provisional offers are based on these records and information supplied by current school. As soon as (1)GCSE results are released in August, a copy must be forwarded to St John's School.

We look forward to welcoming you to St John's international School, but do remember, life in the Sixth Form will be demanding. The privileges and opportunities for independent learning that you will enjoy in Sixth Form carry with them certain duties and responsibilities.

Expectations regarding behaviour are based on respect for all and you will be required to show high levels of motivation and a full involvement in school life, as a leader and role model for the wider student community at St John's.

Details regarding fees, application forms and availability of places in Boarding are available from the Admissions Office.

A separate booklet for International Students, for whom English is not a home language, is also available.

We will expect you to....

- arrive with an open mind.
- become a lifelong learner.
- be an active learner who understands that learning means using your curiosity about the world to expand and share knowledge in collaborative and exciting ways, through: classes, internships (work experience), community service, sporting and cultural competition, student organisations and friendships.
- appreciate that an educated person is more than a repository of facts and figures. Educated people know how to think critically about what they have learned and apply it creatively.
- not only conceive ideas, but speak them and write them well, and be able to communicate them with others in a persuasive, respectful manner.
- engage in critical thinking, an exercise that develops analytical reasoning. Critical thinking includes the ability to read and understand a text, explore ideas raised in the text in class, formulate opinions, and defend those opinions with confidence.
- develop a discipline you can take with you throughout and beyond senior school; a discipline that refines study habits, focuses attention on matters of substance, and builds intellectual curiosity.
- organise peer study groups and seek out teachers/tutors for help with lessons, homework and life skills.
- value the importance of personal integrity.
- learn to care about people and the world in which we live.
- uphold the School's Code of Conduct.

3. AS and A Level Facts

What are A and AS Levels?

GCE A (Advanced) Level is respected and recognized worldwide. This is generally a two year programme for students aged 16 - 19. For over 50 years, A Levels have been accepted as proof of academic ability for entry to universities and institutes of higher education. A Levels offer a flexible course of study that gives students the freedom to select the subjects that are right for them. Employers also use A Levels as a determining factor when considering candidates for jobs.

If they wish, students can study at Advanced Subsidiary (AS) Level without progressing to Advanced (A2) Level. This gives students the opportunity to study a broader range of subjects in their first year of Sixth Form. In their second year of study students generally choose 3 or 4 subjects to complete their A Level assessment.

Where are A and AS Levels accepted and recognised?

A Levels are a 'gold standard' qualification. They are recognized in the UK and worldwide. AS Levels carry half the weighting of an A Level and are typically awarded half the credit value. Good A and AS Level grades are a key for admission to English and many non-English speaking universities worldwide. Good grades at A Level are credited at universities in the USA and Canada.

This is a general guide. To find out the exact number of A and AS Levels, and the grades required, it is advisable to contact the individual university or institute of higher education. Here are some examples: Yale and Harvard Universities award credit for grades A and B, Boston and New York Universities grant advance credit for grades A, B and C

The grades demanded from UK Universities depend on the University and on the subject being studied.

Two very useful sites to visit are:

- CIE – the exam board through which we offer our qualifications (www.cie.org.uk and www.cambridgestudents.org.uk)
- UCAS – the organisation responsible for managing applications to higher education courses in the UK (www.ucas.ac.uk)

Who can take A and AS Levels?

AS Level examinations are usually taken at age 17, and A Level examinations at age 18, but there is no actual age restriction.

If a student has already taken GCSEs, he/she should find many of the skills already learnt, relevant, beneficial and necessary to A Level study.

3. AS and A Level Facts

How are A and AS Levels taught?

A and AS Levels offer a flexible and diverse programme of study; typically, each A Level course would require guided learning time (in class or independently) of 180 hours per year, and approximately 5 hours per subject per week.

The course differs for each subject, but throughout there will be a mix of assessment methods, which may include coursework, practical exercises, oral and listening tests, projects and written examinations.

All syllabuses require the development of analytical skills and the application of knowledge in individual study. A Levels require not only familiarity with subject content but also an ability to present a well-reasoned argument, to understand and apply principles and to acquire deep understanding of a body of knowledge. Studying for A Levels is academically challenging but offers excellent preparation for the next stage - study at university or college.

Examination Information

A Level courses usually take two years to complete and exams are taken at the end of that period. AS Level examinations are usually taken after a year, either as part of the A Level course, or as a qualification in their own right. Alternatively, the AS Level qualification can be taken at the end of a two-year course. Examinations are held in June each year with results issued in August. In some cases it is possible to retake a module, or to sit a new one, in November.

Learners can choose from a range of assessment options:

Assessment

Option 1

Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the second year of study.

Option 2

Take a 'staged' assessment route - take the Cambridge International AS Level in one examination session and complete the final Cambridge International A Level at a subsequent session*

Option 3

Take the Cambridge International AS Level only. The Cambridge International AS Level syllabus content is half a Cambridge International A Level programme.

* The staged assessment route is not possible in all subjects. The outcomes awarded for some AS Level syllabuses cannot be carried forward to Cambridge International A Level.

3. AS and A Level Facts

Subject Choices

On making your choices please consider where you wish to study further and the entry requirements for the course you intend to follow. In your admissions interview, these will be discussed further and advice may be sought from external agencies.

If you are applying for a British University: Students are generally required to have both Maths and English at least to GCSE level, with at least a grade C in both. They will also be required to have the necessary AS and A2 passes for their chosen subject. Entry to British universities generally requires a minimum of 3 A2 passes.

Other countries and universities in the world have a range of different entry requirements. For example, if you want to apply for a German University: Students will require 4 passes - that is 3 A2 passes and 1 AS pass. For admission to German Universities the above passes must contain either Maths or a Science subject PLUS a Modern Foreign Language. This includes German.

4. St John's Sixth Form Overview

At St John's International School, the Sixth Form Programme consists of four elements:

1. Optional Examination Curriculum

From the list on page 2, having satisfied entry requirements, students may elect 3-4 subjects to study for AS/A Level qualifications. For details of subjects on offer see Appendix A.

2. Compulsory Examination Curriculum

All Sixth Form Students at St John's will take AS Level Global Perspectives in Year 12. This subject provides an excellent foundation for research, thinking and communication skills necessary for success not only at university or college, but also offers skills directly transferrable to the world of work.

3. Compulsory School Curriculum

All Sixth Form students continue to be involved in lessons such as Physical Education, Performance Arts, CAS (Creativity, Action and Service), PSHE (Personal, Social, Health and Economic Education) Assemblies and Tutor Periods.

4. Optional Extension and Activity Programme

We support the development of practical and transferable skills which will be valuable later in life as a student and as an employee. Communication, numeracy and IT skills will be developed through your work in A level subjects, PSHE and CAS. You may also have the opportunity to take the Sports Leader Award in addition to the subjects you choose in Year 12. There is the opportunity to undertake Community Service, and various recreational activities; possibilities include Young Enterprise, Volunteering, Music, Art, or helping in all departments. You will also follow a PSHE programme appropriate to Sixth Form students. Some of you will volunteer to become Senior Students who offer day to day help to departments to which you have been assigned. We also have a student council system, which gives leadership opportunities to Year 11 and 12 students.

During your time at St John's, as part of our internationally focused Global Perspectives AS Level, there will be the opportunity to spend time at our sister schools in Boca Raton, Florida and/or Budapest, Hungary. We believe this underpins our philosophy as a school with an international outlook, maximises our links with our sister schools in these countries and provides our Sixth Form students with a fantastic opportunity to truly understand more about education with a global perspective. Further details of this opportunity will be provided prior to the start of the new school year.

Additionally, as part of an international network of schools, you have the opportunity to participate in a number of sporting and cultural events from Green Week exploring the jungle in Costa Rica, to Blue Week, learning to sail in the Mediterranean.

5. Basic rules and expectations

What co-curricular opportunities will there be?

- *The Duke of Edinburgh's Gold Award*
- *Work experience*
- *Company-based and classroom-based Young Enterprise programmes*
- *The British Red Cross public first aid course*
- *Volunteering with the 20 charities and voluntary organisations that are within a seven mile radius of the school*
- *Outreach work with the 10 primary schools that are less than 6 miles from St John's International School*
- *International links with other schools in the IES/SEK network*
- *Pre-university domestic and financial survival skills*
- *Participation in English Speaking Union competitions*
- *Leadership training*

We have been working with Bickton College to put together a range of options for St John's School Sixth Form students as follows:

- Day release Bickton courses on offer in association with St John's Sixth Form
- Study a vocational course and combine with your A level studies at St John's Sixth Form
- Mix with students with similar interests from all over Devon
- Choose from a wide range of courses from Equine studies, Engineering, Animal, Military Services, Sports Academies and lots more.

4. St John's Sixth Form Overview

For information regarding Boarding, see the Boarding Handbook.

In addition to the expectations on page 4:

- Work to the best of your ability in order to fulfil your potential. At home or in Boarding, we expect you to spend around 15 hours a week studying. This time should be spent on homework (sometimes called 'Prep'), digesting and organising your notes, revising, and developing your interest in your subjects beyond the curriculum.
- In School, we expect full engagement with lessons, excellent attendance and punctuality, and high quality work that is handed in on time.
- As a senior member of the St John's and broader IES community, you are in a position of responsibility. We shall assume that your behaviour and conduct, the example you set to younger students, the way you relate to others and how you look after property are all of a high standard.
- Attend your lessons and registrations on time. You are expected to be in all allocated lessons and at am (8:25) and pm (14:00) registrations. If you leave School during the School day, you must sign out and in appropriately.
- When you do not have lessons you will have Independent Study on your timetable. You are expected to use the Sixth Form Common Room or Library during these periods.
- Treat other students and staff with respect, setting a good example to the rest of the school. Remember that SJIS has students from the age of 2 on site!

5. Basic rules and expectations

- We do expect you to fully participate in the wider life of the School. Details of what clubs, activities and opportunities are available each term are available from the Deputy Head.
- Respect the School environment.
- Discuss your problems with tutors and teachers when appropriate.
- Observe the School's policies on anti-smoking, anti-drugs, anti-bullying, safe internet use and healthy relationships.
- Take responsibility for organising and planning your own work. Realistically assess your own progress in your studies.

5. Basic rules and expectations

- Work to agreed targets. Your progress as you go through the Sixth Form is extremely important, and there will be regular assessment and monitoring to enable you to progress and improve. The Head of Sixth Form will monitor and discuss your progress with you, beginning with target setting discussions, and an understanding of what you are hoping to achieve in the sixth form, as well as the grades you would be expected to achieve based upon your GCSE performance.
- Reports are issued regularly (generally each half term) and students are expected to take the advice from teachers on board and to share details of their progress with parents/guardians and any other fee payers. If, after a progress review, your teachers feel that all is not going as it should be, we may agree with you to do some further monitoring, to help you set yourself targets.
- Accept that you can be withdrawn from any course if you fail to attend lessons or keep to coursework deadlines.
- Accept responsibility for doing your part in keeping the Sixth Form Common Areas clean and tidy.
- Recognise the importance of school security and do not invite unauthorised students on to the site.
- Arrange holidays and appointments out of school time. If you are ill or delayed due to circumstances beyond your control, contact the school office directly.
- Restrict the frequency and timing of any part-time job so your studies are not affected.

Expectations regarding stationery and equipment

All books and equipment issued to students in the Sixth Form are for educational and NOT recreational purposes and must be used in accordance with School policies.

It is expected that students will take responsibility for equipment issued to them and should any breakages or damages occur, the equipment will be replaced at the student's expense. Students must supply their own basic stationery, files and equipment as specified in the Parent Handbook. As a general rule, textbooks and file paper or exercise books will be provided.

5. Basic rules and expectations

Dress and appearance regulations

All Sixth Form students are required to abide by these dress and appearance regulations.

The dress code for Sixth Form students is based upon a suit.

The details are as follows:

- Plain dark suit. (Regulation School uniform may also be worn.)
- Skirts (for female students) are to be of a sensible length and style.
- Plain shirt or blouse.
- *School tie or Sixth Form tie (Female students are not expected to wear ties.)
- Sensible shoes.
- If a headscarf or other clothing is worn for religious reasons, the student's face must not be covered and due care must be taken in situations such as science practical lessons.
- Pullovers: If a pullover is to be worn, it must be V-necked and plain in colour. Cardigans must, similarly be plain in colour.
- Outdoor Coats: Students are expected to be sensible in their choice of coat, especially as it is worn with a suit. Hoodies or coats with large emblems or motifs are not therefore appropriate. Outdoor coats should be stored in lockers or on hooks provided in the Sixth Form Common Room.
- Specialist Clothing: Students will be expected to wear the necessary protective equipment and clothing as specified by the various teachers of practical subjects at the beginning of each academic year.
- Sports Kit and equipment: School sports kit required will depend on the choice of winter and summer games. A comprehensive list is in the Parents' Handbook.

Hair: Exaggerated styles are not permitted. This includes hair shaved below grade 2, permed, dyed or bleached hair, and shaved patterns in hair. Long hair must be tied back to ensure safety in certain lessons. This is not a comprehensive list, and if in doubt, parents and students should consult the School beforehand. Students may be sent home or to a local hairdresser/barber to have their hair changed if these regulations are breached.

Accessories: Students are permitted to wear simple jewellery including one pair of earrings and a necklace bearing a religious or significant symbol. Female students may wear a modest amount of make-up. Male students are expected to be clean-shaven.

Please note that adherence to the above dress code is at the discretion of the Head of Sixth Form.

ALL CLOTHING MUST BE CLEARLY MARKED WITH THE STUDENT'S NAME.

6. Independent Study

An important aspect of studying in the Sixth Form is the student's ability to manage their own learning and develop the skills to become an independent learner. Studying for A Levels involves completing work set by subject teachers, taking the time to read over notes regularly, background reading and research, practice questions and exam preparation. All this requires a serious allocation of time to independent study; in fact the Government recommendation for A Level students is at least 12 to 16 hours of independent study per week. The teaching and learning, the timetables and the facilities within the Sixth Form are designed to support this approach to learning.

Common Room

The Sixth Form Common Room is a social area for Sixth Form students at Break and Lunch time. However during lesson times it is to be used as a quiet study space for Sixth Form students. For independent study, the Library may also be used. If you need to discuss work, be aware of others needing quiet and find an alternative venue, such as the Old Hall or available classroom.

Coursework

Coursework is extremely important and in most cases an excellent way to improve your final grade. Coursework may include research papers, reports, practical experiments or assessments, projects, personal studies and presentations or performances. However, it is important to be clear about some of the issues surrounding coursework.

- Final deadlines are FINAL. If you do not hand your work in by the deadline, there is the possibility that the teacher will give you NO credit, which means a mark of ZERO. Final deadlines are set to allow teachers sufficient time to mark the work.
- INTERIM DEADLINES are in place to help you manage your time effectively and give teachers the opportunity to mark work and give you feedback, enabling you to make improvements. You will be very wise to observe these interim deadlines in order to avoid mounting pressure and to maximise your chance of success.
- All departments monitor coursework very closely for evidence of CHEATING AND PLAGIARISM – it must be YOUR work that you submit. If you hand in work that shows evidence of cheating or plagiarism, the matter will be referred in the first instance to the Head of Department who reserve the right to withdraw you from that unit. Serious cases will be referred to the Head of Sixth Form resulting in either you having to stop the subject or you being excluded from Sixth Form altogether.
- At times when you have a number of upcoming deadlines in different subjects and you are struggling with the pressure. TALK to your teachers in advance and make them aware of your circumstances – they WILL be able to help.
- OTHER WORK – Please remember that other work should not be neglected. Even though coursework is important, regular completion of homework/prep and interim assessments are necessary. Be sure to manage your time to ensure all work is completed to the best of your ability.

7. Useful Staff Contacts

This information will be extremely important to you. Make sure you collect and complete the details in your handbook in September.

Useful Staff Contacts	
Head of Sixth Form	Miss Caroline Ward caroline.ward@iesmail.com
Examinations Officer	Mrs Adele Searle
House Tutor (All new students are allocated a House Group in September. Students remain in these Tutor Groups throughout their time at St John's.)	Will be allocated on admission.
Sixth Form Boarders' Tutor	Mr Tasker

8. Useful Websites

Study Support

- www.cie.org.uk – *Info on AS and A Level courses*
- www.cambridgestudents.org.uk – *Useful information including past papers, resource lists and learner guides*

Higher Education

- www.ucas.com – *Info on HE courses*
- www.scit.wlv.ac.uk/uk – *Info and maps all Universities*
- www.qca.org.uk – *All about qualifications*
- www.educationguardian.co.uk – *League Tables*
- www.opendays.com – *Open Days*
- www.push.co.uk – *Finding the right university*
- www.unistats.co.uk – *Student opinions*
- www.thetimes.co.uk – *League Tables*

Finance/Student Life

- www.nusonline.co.uk – *National Union of Students*
- www.studentzone.org.uk – *Student life*
- www.studentunion.co.uk – *Student life*
- www.dfes.gov.uk/studentssupport – *Financial Support*
- www.slc.co.uk – *Student Loan Company*
- www.bu7nk.com – *Student Accommodation*

Employment/Careers

- www.monster.co.uk – *Vacancies*
- www.doctorjob.com
- www.prospects.ac.uk – *Graduate careers*
- www.realworkrealpay.info – *Modern apprenticeships*

Gap Year

- www.bunac.org.uk – *Gap year with BUNAC (USA)*
- www.yini.org.uk – *Year in Industry*
- www.csv.org.uk – *Volunteering opportunities*
- www.gapyear.com – *Year out ideas*
- www.gap.org.uk – *Planning a gap year*
- www.worldwidevolunteering.org.uk – *Volunteering opportunities*

9. Appendix A - Curriculum Overview

AS Global Perspectives (one year only)

This is a compulsory Year 12 subject at St John's.

Cambridge International AS Level Global Perspectives aims to prepare young people for positive engagement with a rapidly changing world, broadening their outlook through the critical analysis of and reflection on, issues of global significance.

This syllabus is firmly based on skills rather than specific content. Through the study of global issues, learners will explore different and sometimes opposing perspectives and will acquire and develop thinking and reasoning skills as well as research and communication skills. These skills will enable learners to meet the demands of the twenty-first century and to make a successful transition to study in higher education. Cambridge International AS Level Global Perspectives encourages transformative learning, where learners become critically aware of their own beliefs and assumptions and those of others, developing valid arguments by reflecting on and interpreting, a range of evidence.

Advances in technology have changed our access to information and the way we communicate and work. Increasingly, young people are faced with a multiplicity of competing ideas, information and arguments and they need to be able to think critically to deconstruct arguments, to differentiate between the ways in which people express their perspectives, to assess and evaluate claims and to develop lines of reasoning.

Learners will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and support lines of reasoning. Through well-defined stages, called the Critical Path, learners will apply a logical approach to decision-making. Learners will be able to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements through informed research. Learners will learn to organise and communicate their findings in appropriate formats.

Cambridge International AS Level Global Perspectives prepares learners for further education and for lifelong learning across a range of disciplines by helping them to be:

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

Assessment

Written Paper	- 25%
Research Essay of own choice	- 30%
Presentation using set resources	- 45%

A/S Level English Language

Why choose Cambridge International AS and A Level English Language?

Successful English language students gain lifelong skills including:

- The ability to write clearly, accurately, creatively and persuasively
- The ability to use appropriate styles and registers for different contexts
- The ability to analyse a variety of complex texts in a variety of forms and styles
- An understanding of language use to inform and persuade.

Assessment

Advanced Subsidiary (AS) candidates take:

Paper 1 (Reading Passages)	50%
Paper 2 (Writing)	50%

Advanced Level (Year 13) candidates take:

Paper 1 (Reading Passages)	25%
Paper 2 (Writing)	25%
Paper 3 (Text Analysis)	25%
Paper 4 (Language Topics)	25%

A/S Level English Literature

Successful Literature in English students develop an understanding and enjoyment of literary texts that is a pleasure for life, and in addition gain skills for life, including:

- The ability to write clearly and effectively
- Skills in developing arguments
- Skills in researching and managing information
- The ability to analyse complex texts in different forms and styles.

Texts may include:

Poetry:

Wilfred Owen	Seamus Heaney
John Keats	W. H Auden

Novels:

Chimamanda Ngozi Adichie	<i>Half of a Yellow Sun</i>
E. M. Forster	<i>A Passage to India</i>
Jane Austen	<i>Sense and Sensibility</i>
Geoffrey Chaucer	<i>The Wife of Bath's Prologue and Tale</i>
George Eliot	<i>The Mill on the Floss</i>
Thomas Hardy	<i>The Return of the Native</i>
Thomas Middleton	<i>The Changeling</i>

Drama:

Edward Albee	<i>Who's Afraid of Virginia Woolf?</i>	
William Shakespeare	<i>A Midsummer Night's Dream</i>	<i>Richard III</i>
	<i>As You Like It</i>	<i>Coriolanus</i>
Robert Bolt	<i>A Man for All Seasons</i>	
Oscar Wilde	<i>An Ideal Husband</i>	
Harold Pinter	<i>The Birthday Party</i>	

Assessment

Once Advanced Subsidiary has been achieved, Cambridge needs to be informed if the candidate wishes to take the Advanced Level – this notification is not required in advance of achieving the AS qualification.

Advanced Subsidiary (AS) candidates take:

Paper 3 (Poetry and Prose)	50%
Paper 4 (Drama)	50%

Advanced Level candidates take:

Paper 3 (Poetry and Prose)	25%
Paper 4 (Drama)	25%
Paper 5 (Shakespeare and other pre-20th Century Texts)	25%

And one of the following:

Paper 6 (20th Century Writing)	25%
Paper 7 (Comment and Appreciation)	25%
Paper 8 (Coursework)	25%

IELTS Academic Module (English)

IELTS is the International English Language Testing System. Successful completion of the Academic Module is often a pre-requisite for acceptance into UK universities and colleges. (St John's also offers the Training Module.)

IELTS conforms to the highest international standards of language assessment. It tests the four language skills – listening, reading, writing and speaking. IELTS is jointly owned by British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL) and delivered through more than 800 locations in over 130 countries. IELTS is at the cutting edge of English language testing. The effectiveness of IELTS has been proven since 1989. IELTS test design has continued to incorporate advances in applied linguistics, language pedagogy, language assessment and technology.

IELTS has two versions – Academic and General Training. The Academic test is for those who want to study at a tertiary (university) level in an English-speaking country. The General Training test is for those who want to do work experience or training programs, secondary school or migrate to an English-speaking country. All candidates take the same Listening and Speaking tests but different Reading and Writing tests.

Assessment

There is no pass or fail in IELTS. Candidates are graded on their performance, using scores from 1 to 9 for each part of the test – Listening, Reading, Writing and Speaking. The results from the four parts then produce an Overall Band Score. This unique 9-band system measures scores in a consistent manner – wherever and whenever the test is taken. It is internationally recognised and understood, giving you a reliable international currency. IELTS scores have a recommended validity period of two years.

IELTS Academic Module (English)

Assessment (cont.d)

The IELTS 9-band scale

Each band corresponds to a level of English competence. All parts of the test and the Overall Band Score can be reported in whole and half bands, e.g. 6.5, 7.0, 7.5, 8.0.

Band 9: Expert user: has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8: Very good user: has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7: Good user: has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6: Competent user: has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5: Modest user: has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

BAND 5 (or its equivalent) is required for entry to the Sixth Form.

Band 4: Limited user: basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3: Extremely limited user: conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2: Intermittent user: no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

Band 1: Non-user: essentially has no ability to use the language beyond possibly a few isolated words.

A/AS Level Mathematics

Cambridge International AS and A Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including:

- a deeper understanding of mathematical principles;
- the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying;
- the ability to analyse problems logically, recognising when and how a situation may be represented mathematically;
- the use of mathematics as a means of communication;
- a solid foundation for further study.

The syllabus allows Centres flexibility to choose from three different routes to AS Level Mathematics – Pure Mathematics only or Pure Mathematics and Mechanics or Pure Mathematics and Probability and Statistics.

Centres can choose from three different routes to Cambridge International A Level Mathematics depending on the choice of Mechanics, or Probability and Statistics, or both, in the broad area of ‘applications’.

Assessment

The 7 units in the scheme cover the following subject areas:

- Pure Mathematics (units P1, P2 and P3);
- Mechanics (units M1 and M2);
- Probability and Statistics (units S1 and S2).

Centres and candidates may:

- take all four Advanced (A) Level components in the same examination series for the full Cambridge International A Level;
- follow a staged assessment route to the Cambridge International A Level by taking two Advanced Subsidiary (AS) papers (P1 & M1 or P1 & S1) in an earlier examination series;
- take the Advanced Subsidiary (AS) qualification only.

A number of paper combinations with different weightings are possible.

Pure Mathematics makes up 60% of marks, whether AS or A Level Mathematics is taken.

A/AS Level Physics

Cambridge International AS and A Level Physics qualifications are accepted by universities and employers as proof of essential knowledge and ability.

This syllabus is designed:

- to give a thorough introduction to the study of Physics and scientific methods
- to develop skills and abilities that are relevant to the safe practice of science and to everyday life: concern for accuracy and precision, objectivity, integrity, the skills of enquiry, initiative and inventiveness
- to emphasise the understanding and application of scientific concepts and principles, rather than the recall of factual material
- to enable candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance
- to promote the use of IT as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

Assessment

- **Candidates for Advanced Subsidiary (AS) certification will take Papers 1, 2 and 3 (either Advanced Practical Skills 1 or Advanced Practical Skills 2) in a single examination series.**
- **Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take just Papers 4 and 5 in the examination series in which they require certification.**
- **Candidates taking the complete Advanced Level qualification at the end of the course take all five papers in a single examination series.**

Paper	Type of Paper	Duration	Marks	Weighting	
				AS Level	A Level
1	Multiple Choice	1 hour	40	31%	15%
2	AS Structured Questions	1 hour	60	46%	23%
3	Advanced Practical Skills 1/2	2 hours	40	23%	12%
4	A2 Structured Questions	2 hours	100		38%
5	Planning, Analysis and Evaluation	1 hour 15 min	30		12%

A/AS Level Biology

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path.

Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science. Cambridge International AS and A Level Biology is accepted by universities and employers as proof of knowledge and understanding of biology. Successful candidates gain lifelong skills, including:

- confidence in a technological world, with an informed interest in scientific matters
- an understanding of the usefulness (and limitations) of scientific method, and its application in other subjects and in everyday life
- an understanding of how scientific theories and methods have developed, and continue to develop, as a result of groups and individuals working together
- an understanding that the study and practice of biology are affected and limited by social, economic, technological, ethical and cultural factors
- an awareness that the application of biological science in everyday life may be both helpful and harmful to the individual, the community and the environment
- knowledge that biological science overcomes national boundaries
- the ability to communicate effectively using universal scientific conventions
- an awareness of the importance of IT
- a concern for accuracy and precision
- an understanding of the importance of safe practice
- improved awareness of the importance of objectivity, integrity, enquiry, initiative and inventiveness
- an interest in, and care for, the local and global environment and an understanding of the need for conservation
- an excellent foundation for studies beyond Cambridge International A Level in biological sciences, in further or higher education, and for professional courses.

A/AS Level Biology

Paper	Type of Paper	Duration	Marks	Weighting	
				AS Level	A Level
1	Multiple Choice	1 hour	40	31%	15%
2	AS Structured Questions	1 hour	60	46%	23%
3	Advanced Practical Skills 1/2	2 hours	40	23%	12%
4	A2 Structured Questions	2 hours	100		38%
5	Planning, Analysis and Evaluation	1 hour 15 min	30		12%

A/AS Level Chemistry

Cambridge International AS and A Level Chemistry are accepted by universities and employers as proof of essential knowledge and ability.

This syllabus is designed:

- to stimulate students, create and sustain their interest in Chemistry, and understand its relevance to society
- to give a thorough introduction to the study of Chemistry and scientific methods
- to develop skills and abilities that are relevant to the safe practice of science and to everyday life: concern for accuracy and precision, objectivity, integrity, the skills of enquiry, initiative and insight
- to enable candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance
- to stimulate interest in, and care for, the environment.

Assessment

- Candidates for Advanced Subsidiary (AS) certification will take Papers 1, 2 and 3 (either Advanced Practical Skills 1 or Advanced Practical Skills 2) at a single examination series.
- Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take just Papers 4 and 5 in the examination series in which they require certification.
- Candidates taking the complete Advanced Level qualification at the end of the course take all five papers in a single examination series.

Paper	Type of Paper	Duration	Marks	Weighting	
				AS Level	A Level
1	Multiple Choice	1 hour	40	31%	15%
2	AS Structured Questions	1 hour 15 mins	60	46%	23%
3	Advanced Practical Skills 1/2	2 hours	40	23%	12%
4	A2 Structured Questions	2 hours	100		38%
5	Planning, Analysis and Evaluation	1 hour 15 min	30		12%

A/AS Level Applied ICT

In a world where information and communication technology (ICT) is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data.

The impact of ICT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who understand these new technologies.

This syllabus encourages students to become effective and discerning users of ICT. It helps them to develop a broad range of ICT skills, knowledge and understanding. Students gain an understanding the structure and use of ICT systems within a wide range of organisations, including the use of a variety of computer networks.

As a result, students learn about ICT system life cycles, and how these affect the workplace. They also gain an understanding of the wider impact of ICT on society in general.

Assessment

Cambridge International AS Level

Paper 1 (Written)	40%
Paper 2 (Practical)	60%

Cambridge International A Level

Paper 1 (Written)	20%
Paper 2 (Practical)	30%
Paper 3 (Written)	20%
Paper 4 (Practical)	30%

Centres and candidates may:

- take all Advanced Level components in the same examination series for the full Cambridge International A Level.
- follow a staged assessment route to the Advanced Level by taking the Advanced Subsidiary Level (AS) qualification in an earlier examination series. If candidates reach the required mark, they only need to take the final part of the assessment (Papers 3 and 4) to obtain the full Cambridge International A Level.
- take the Advanced Subsidiary Level (AS) qualification only.

A/AS Level Geography

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics.

The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

Successful candidates gain lifelong skills, including:

- an appreciation of the need for understanding, respect and co-operation in conserving the environment and improving the quality of life both at a global scale and within the context of different cultural settings
- an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems
- a sense of relative location, including an appreciation of the complexity and variety of natural and human environments
- an understanding of the principal processes operating within Physical and Human Geography
- an understanding of the causes and effects of change on the natural and human environments
- an awareness of the nature, value, limitations and importance of different approaches to analysis and explanation in geography
- a concern for accuracy and objectivity in collecting, recording, processing, analysing, interpreting and reporting data in a spatial context
- the ability to handle and evaluate different types and sources of information
- the skills to think logically, and to present an ordered and coherent argument in a variety of ways
- an excellent foundation for studies beyond Cambridge International A Level in Geography, in further or higher education, and for professional courses.

Assessment

Candidates for Advanced Subsidiary (AS) certification take Paper 1 only.

Candidates who already have AS certification and wish to achieve the full Advanced Level qualification may carry their AS marks forward and take just Papers 2 and 3 in the exam series in which they require certification.

Candidates taking the complete Advanced Level qualification take all three papers.

A/AS Level History

It is recommended that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in History or the equivalent. Additionally, a good command of English is essential and applicants should preferably have already achieved IELTS Level 6; a C for IGCSE English as a First Language or an A for IGCSE English as a Second Language.

The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers six periods, ranging from the history of the Caribbean from 1794 to 1900, to international history from 1945 to 1991. Learners can also study periods from European, Asian, African and American history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

Assessment

Advanced Level History candidates enter for two of the papers listed below. Advanced Subsidiary (AS) candidates enter for one of the papers listed below.

**The table shows which papers are available and when.
(Candidates wishing to follow a staged assessment route to the Advanced Level qualification may take the Advanced Subsidiary (AS) qualification first.)**

Paper	Title of Paper	Available
1	Modern European History, 1789-1939	June & November
2	Southeast Asia: from Colonies to Nations, 1870-1980	November only
3	International History, 1945-91	June & November
4	The History of Tropical Africa, 1855-1914	November only
5	The History of the USA, c. 1840-1968	June & November
6	Caribbean History, 1794-1900	June only

A/AS Level Business Studies

The Business Studies syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Learners examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment. Previous study of Business or Economics is not a pre-requisite for the course.

The syllabus is intended to encourage candidates to:

1. Understand and appreciate the nature and scope of business, and the role of business in society.
2. Develop critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.
3. Be aware that business behaviour can be studied from the perspective of a range of stakeholders including customer, manager, creditor, owner/shareholder and employee.
4. Be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
5. Develop skills in:
 - decision-making and problem solving in the light of evaluation;
 - the quantification and management of information, where appropriate;
 - effective communication.

Assessment

Centres and candidates may choose to:

- Take all A and AS components at one exam series, leading to the full Advanced Level qualification (Papers 1, 2 and 3) or
- Take the AS components (Papers 1 and 2) at one exam series and, having received the AS qualification, take the additional A2 component (Paper 3) at a later series, leading to the full Advanced Level qualification or
- Take the AS components only (Papers 1 and 2) at one exam series, leading to the Advanced Subsidiary qualification.

Paper	Type of Paper	Duration	Weighting	
			AS Level	A Level
1	Based on Core topics Section A: 4 short answer questions Section B: Essay on Core curriculum (1 from a choice of 3 questions)	1 hour 15 mins	20% 20%	10% 10%
2	Based on Core topics 2 data response questions	1 hour 30 mins	60%	30%
3	Based on Core & Extension topics Case study: 5 questions + 1 essay from a choice of 2)	3 hours		50%

A/AS Level Psychology

Cambridge International AS & A Level Psychology is accepted by universities and employers as proof of knowledge and ability.

This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted.

This exploration includes:

- a review of a number of important research studies
- an opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow students to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

For the Advanced Subsidiary qualification:

Candidates take Papers 1 and 2. Both papers must be taken at the same exam series.

For the Advanced Level qualification:

Candidates take Papers 1, 2 and 3. Papers 1 and 2 must be taken at the same exam series, but Paper 3 may be taken at a later exam series.

Paper	Type of Paper	Duration	Marks	Weighting	
				AS Level	A Level
1	Short answer and structured essay questions, based on Core Studies Section A: 15 short-answer questions (60 marks) Section B: 2 structured essay questions (20 marks) with a choice of one core study from a list of a three in each question	1 hour 30 mins	80	50%	25%
2	Structured essay questions Section A: question on methodology with a named core study (25 marks) 1 question on approaches and perspectives and issues and debates, with a named core study (25 marks) Section B: 1 question on approaches, issues and debates (20 marks) related to a number of core studies, from a choice of 2 questions	1 hour 30 mins	70	50%	25%
3	Short-answer and structured essay questions Candidates study 2 specialist options from a choice of 5 For each option chosen there are 3 sections: Section A: short-answer questions (6 marks) Section B: 1 structured essay:topic areas (20 marks) Section C: 1 structured essay : applying psychology (14 marks), from a choice of two questions	3 hours	80		50%

A/AS Level Modern Foreign Languages - French & Spanish

Cambridge International AS and A Levels in languages other than English are accepted by universities and employers as proof of linguistic ability and understanding.

Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in the target language
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where the language is spoken
- better integration into communities where the language is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

AS and A Level qualifications in French and Spanish will initially only be for those who are studying these Languages as a foreign language. Some competence in the language is necessary (such as a C Grade at IGCSE Level) as these are not courses for beginners. Applicants to the Sixth Form who would like to learn a new language as a beginner must notify the Admissions Office in good time. A Tutor will be sourced if possible and additional charges (such as those for students studying a musical instrument) will apply.

Assessment

Candidates wishing to take a Cambridge International A Level must take all components of the assessment in the same examination series. It is not possible for candidates to follow a staged assessment of these qualifications.

Centres can offer an AS qualification either as a stand-alone assessment, or as a means of testing candidates' skills and competence before they enter for the Cambridge International A Level exam. AS Level covers components 1-3 only. There are four assessment components for Spanish and French:

	<i>AS</i>	<i>A Level</i>
Component 1: Speaking Test	30%	20%
Component 2: Reading and Writing	50%	35%
Component 3: Essay	20%	15%
Component 4: Texts		30%

Other languages are available. Tutors for subjects such as Mandarin and Russian are already used in School. An additional fee may be charged.

AS Marine Science (one year only)

Cambridge International AS and A Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment.

The AS part of the course concentrates on the scientific study of the sea and its ecosystems.

No prior study at Cambridge IGCSE or Cambridge O Level is assumed. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and learners may be asked about practical activities in examination questions, but there is no practical paper and no coursework.

Cambridge International AS Level Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.

Assessment

Paper 1	Structured Questions	60%
Paper 2	Data Handling Questions	40%

A/AS Level Art

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own.

Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems. The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

Candidates who do not have a B Grade for GCSE Art (or equivalent) must submit a portfolio of work for consideration before acceptance on the course.

Assessment

AS Level candidates prepare for:

Component 1: Controlled Test (Minimum three weeks preparatory time + 15 hour Controlled Test)

Component 2: Coursework (One project and up to four sheets of supporting work (max size A1))

In addition, A Level candidates prepare for:

Component 3: Coursework - 2nd piece – (One project plus folder of supporting work (max size A1, max 10 sheets) and a sketchbook.)

Component 4: Personal Study, which may take any appropriate format (max 3,500 words, max A1 size).

A/AS Level Music

An audition and interview by the Head of Music are key to being accepted on the course, even if qualifications such as a B for IGCSE Music or Grade 6 Music have been achieved. Cambridge International AS and A Level Music learners develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods. Learners discover how to listen attentively and responsively to develop a better understanding of the musical processes at work; they also learn how to communicate this understanding, supporting their judgements by evidence-based argument. As part of the course, learners are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context.

Cambridge International AS and A Level Music candidates develop an appreciation of, and an informed critical response to, music of the Western tradition, from at least two genres and periods. Candidates learn how to listen attentively and responsively in order to better understand the musical processes at work; they also learn how to communicate this understanding, supporting their judgements by evidence-based argument.

As part of the course, candidates are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context. One of the available options is a stand-alone AS course, which allows listeners who do not read Western notation to develop their understanding and appreciation of a range of critical approaches to the reception of music.

Assessment:

AS Only is Syllabus 8663

AS, leading to A Level is Syllabus 9703

Component	Description	AS Level		
		8663	AS Level 9703	A Level 9703
1	Listening (100 marks)	Yes	Yes	Yes
2	Practical Musicianship (100 marks)		Yes	Yes
3 4 5	Performing (100 marks) Composing (100 marks) Investigation and Report (100 marks)			Two components from 3, 4 and 5
6	Investigation and Report (8663) (100 marks)	Yes		
5	Planning, Analysis and Evaluation	1 hour 15 min		12%

Students who wish to continue with, or begin, individual music lessons - for various instruments or voice - can do so. Students can be prepared for external Board Examinations (Graded exams) which may add value to university applications.