



**Wimbledon  
College**

# **Sixth Form**

**Handbook**

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Science

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**2009 – 10**



# Wimbledon College

*a Jesuit school founded on 1892  
for improvement in living and learning  
to the greater glory of God and the common good*

The school year 2009-10 is the 118<sup>th</sup> year of the College's foundation.  
Founders' Day is 18<sup>th</sup> January.

Name: \_\_\_\_\_ Form: \_\_\_\_\_

Head of Line: \_\_\_\_\_ Tutor: \_\_\_\_\_

Emergency contact 1: \_\_\_\_\_ Emergency contact 2: \_\_\_\_\_

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# Wimbledon College



Wimbledon College is a **Jesuit school**. The Society of Jesus (Jesuits) is a religious order of the Catholic Church founded in 1540 by St Ignatius Loyola (1491-1556). The aim of all Jesuit schools and universities is *improvement in living and learning to the greater glory of God and the common good*.

The **badge of Wimbledon College** is a shield bearing a heart with a burning flame, symbol of the Sacred Heart of Jesus, on the cross of the crucifixion. The shield is surrounded by the sunburst – a medieval symbol of the divinity of Jesus adopted by the early Jesuits. The IHS monogram is traditionally used in Jesuit institutions. It represents the first three letters in Greek (ΙΗΣ) of the name Jesus, after whom the Society of Jesus is called, surmounted by a cross formed from the three nails used in the crucifixion. Around the edge is the title of the school: The College of the Most Sacred Heart.

The school motto is *cor numinis fons luminis* which means *the heart of the divine (God) is the fount of light*.

It is the tradition of Jesuit schools for pupils to write **AMDG** (*ad majorem dei gloriam – to the greater glory of God*) at the top of each piece of written work and **LDS** (*laus deo semper – praise God always*) at the bottom.

The **school colours** are maroon, gold and dark green.

The **school website** includes course details and resources for learning: [wimbledoncollege.org.uk](http://wimbledoncollege.org.uk)

In Jesuit schools, year groups are known as **lines** and have traditional names:

### **Lower Line**

Figures (Y7), Rudiments (Y8) and Lower Grammar (Y9)

### **Higher Line**

Grammar (Y10) and Syntax (Y11)

### **Sixth Form**

Poetry (Y12) and Rhetoric (Y13)

There are four **houses** in the school:

**Southwell House** is named after St Robert Southwell (1561-95), Jesuit priest, poet and martyr. Feast day 1<sup>st</sup> December. House colour yellow.

**Campion House** is named after St Edmund Campion (1540-81), Jesuit priest, scholar and martyr. Feast day 1<sup>st</sup> December. House colour green.

**Fisher House** is named after St John Fisher (1459-1635), Bishop of Rochester and Chancellor of Cambridge University, martyr. Feast day 22<sup>nd</sup> June. House colour red.

**More House** is named after St Thomas More (1477-1635), lawyer, scholar, Chancellor of England, martyr. Feast day 22<sup>nd</sup> June. House colour blue.

# A Jesuit School

The aim of Jesuit education is expressed by St Ignatius Loyola (1491-1556) in the Constitutions of the Society of Jesus as improvement in living and learning to the greater glory of God and the common good.

You are part of the Jesuit tradition, experiencing at first hand its pattern of teaching, values and practices, informed by the Jesuit vision. You are invited to accept this rich heritage and make it your own and in so doing prepare yourself for life, which is itself a preparation for eternal life.

A *vision* does not describe a goal or an aim but a way of getting there. St Ignatius used the phrase *our way of proceeding* as a sort of shorthand for the characteristic ways and means of the Jesuit tradition. In applying this to a school, the Jesuit vision statement recognises the characteristic values and practices promoted in a Jesuit school:

***finding God in all things*** • a Jesuit school recognises that every aspect of its work can affirm the goodness and presence of God

***caring for the individual*** • a Jesuit school focuses on the all-round formation of each person

***showing love in deeds*** • a Jesuit school is characterised by generosity in service to others, particularly where human dignity is threatened

***building a Christian community*** • a Jesuit school fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of Church

***engaging with the wider world*** • a Jesuit school helps pupils to be sensitive to the strengths and weaknesses in contemporary society and to witness to Christ's presence in that society

***encouraging excellence*** • a Jesuit school is distinguished for its academic, religious and pastoral provision, through which it encourages the fullest possible development of talents

***co-operating in Jesuit mission*** • a Jesuit school works in co-operation with other Jesuit schools and ministries in the light of the apostolic and educational aims of the Society of Jesus

This vision statement is shared by the nine Jesuit schools of the British Province. To live in this way is to build the Kingdom of God. It is to engage fully with the world around us. The life and learning that is characteristic of Wimbledon College seeks to bring concretely to the Church in England a venerable and living tradition of the universal Church. It is the Jesuit ideal adapted to the circumstances of the people, place and times in which we live.

# Profile of a Jesuit School Leaver

By the end of their time in a Jesuit school it is hoped that young people are:

- developing and deepening a relationship with God, and are able to find God in reflection on their own experience
- are happy, friendly, and self-confident, with a sense of humour and an awareness of their God-given gifts and the need to fulfil their potential for good
- seen to have a generosity of spirit and a readiness to place their talents at the disposal of others, especially the most needy
- in a process of deepening their understanding of who Jesus is and of living out their faith more fully
- well prepared to take their place in wider society unmotivated by prestige or selfish ambition and aware of how fully they can contribute to the common good
- ready to ask 'What more can I do, what more can I give?' in every area of life
- proud of having belonged to a Jesuit school community with respect for its values and those who taught them

This profile of a school leaver is shared by all the Jesuit schools of the British Province.

# Sixth Form Standards

Sixth Form Standards are a straightforward system of expectations and consequences which can be easily understood by pupils, staff and parents.

The aims of Sixth Form Standards are:

- to promote academic achievement
- to promote responsibility for independent study and good study habits (including attendance, punctuality, completing on time, high quality note-taking, independent study and revision, and performance in tests)
- commitment to all elements of the programme of studies
- to encourage personal development with increasing responsibility and self-discipline
- commitment to extra-curricular activity and involvement in the wider life of the school
- to provide a structure which challenges, monitors, rewards and supports performance across these objectives

There are six standards which set out the College's expectations of Sixth Form pupils:

- 1 attendance**
- 2 punctuality**
- 3 studies**
- 4 participation**
- 5 responsibility**
- 6 dress code**

Pupils who consistently meet the standards will enjoy greater autonomy within the Sixth Form.

Those who fail to meet the Standards will be given **defaults**. Defaults go on your record and relate to the six Standards. Pupils who receive defaults are challenged and supported by a more structured regime.

Defaults are monitored by Sixth Form Tutors and are included in reports to parents and Review Day discussions. The number of defaults you receive reflects your engagement with Sixth Form and your willingness to respond positively to the Sixth Form standards.

## sixth form standards

# Standard 1 - Attendance

In order to succeed in the Sixth Form you need to be present.

**Your attendance must be better than 95%** (and, of course, you should aim for 100%).

- If attendance falls below 95% you risk not being entered for public examinations.
- You should not stay off school unless there is a very good reason for doing so. Having a slight cough or snuffle or feeling a bit under the weather is not a good reason.
- You should also consider whether your lifestyle is leading to absence: are you getting enough sleep, exercise, eating well? If your choice of lifestyle is adversely affecting your ability to study and participate in the routine of school life, then you have a problem which needs to be resolved. What are your priorities?

You are required to attend:

- **tutor period** 8.30 - 8.40am (unless you are on status 4)
- **lessons**
- **study periods** (at least the number of study periods assigned in your tariff)
- **tests, assessments and examinations**
- **assembly**
- **parents' evening**
- **review days** (when tutors review your academic progress with you)
- **focus days** (half-day sessions for personal, social, health and citizenship education)
- **school liturgies** (for further details see *christian life*)

You are strongly encouraged to get involved in sport and extra-curricular activities. While these are voluntary, there is a common courtesy which demands that you honour commitments made to a team or activity and attend the necessary training, meetings or rehearsals.

## Requests for time off

If you know you are going to be absent from school you or your parents must request permission in advance from the Head of Sixth Form. You should try to arrange doctors' and dentists' appointments and driving tests out of school time, though we understand that this is not always possible.

## Unauthorised absence

It is not acceptable to take time off school to complete coursework or to prepare for exams without the consent of the Head of Sixth Form. As with all such matters in Sixth Form, you must have the courtesy and maturity to negotiate with the Head of Sixth Form if there are particular reasons why you think you should be exempted from rules and expectations.

## **Absence notes**

If you are absent from school you or your parents must phone in on the first morning of absence. When you return to school you must bring an absence note signed by a parent. The absence note must be given to your tutor or PSA within three days of returning to school.

## **Attendance records**

Attendance records are kept both of your overall school attendance (using the eRegistration system) and of your attendance at individual lessons and the study hall.

Payment of the EMA is dependent on meeting attendance targets.

## **Summer study month**

Y12 pupils return to school in mid-June after AS Level examinations. You have a full month beginning A2 courses in all the subjects they have studied for AS Level. It is expected that you are fully committed to this study month and that assignments will be completed and that you pass the two fortnightly assessments. Your return to Y13 will depend both on your AS results and on your work during the summer study month.

## sixth form standards

# Standard 2 - Punctuality

### **You must be punctual for morning school.**

- This means arriving before 8.30am in good time to register and get to tutor period before the bell rings.
- Status 4 pupils have the freedom to arrive in time for their first lesson of the day as agreed with their tutor.
- If you are late, you must eRegister and go to class. You must report to the PSA with an explanation before the end of lunch the same day.

### **You must be punctual for classes.**

- This means being at the classroom when the bell rings for the beginning of the lesson.
- If you are late, you must report to the lesson and give your excuse.
- If you are late without a reasonable excuse, the teacher may refuse to admit you. This is to allow lessons to start promptly and not be interrupted. If you are refused entry to a lesson you must go to the study hall for the remainder of that period.
- If you have to travel to the Ursuline High School, Holy Cross School or Richard Challoner School for lessons, you must ensure you arrive at the time those lessons are scheduled to begin.

### **You must be punctual for study hall periods.**

- You must arrive in the study hall before the bell for those periods you are required to attend study hall. It is no more acceptable to arrive late for study hall than it is to arrive late for a class.

### **You must be punctual for assembly, focus days, liturgies and other formal meetings and events.**

### **Registration for period 1 classes at UHS, HC or RC**

If you have a period 1 lesson at UHS, Holy Cross or Richard Challoner Schools, you should go straight there in good time for the start of the lesson. When you return to Wimbledon College you must sign in with your PSA.

## sixth form standards

# Standard 3 - Studies

**Your first priority at school is your studies.** This means attendance at and participation in lessons, being fit for school, being properly prepared, completing homework assignments, pursuing independent study and revision, using study periods wisely, meeting coursework deadlines, and revising for exams.

The College expects you actively to contribute to your own success and not simply come into school and be spoon-fed by teachers.

In our experience **successful Sixth Form pupils:**

- are **well prepared for class** (this means going over material from the previous lesson the night before, knowing what needs to be known, and feeling confident with skills that have been taught, being one step ahead in the textbook)
- **participate actively in lessons** (ask questions, volunteer answers, listen to what others have to say, contribute to debate)
- take **good notes** (well organised by headings and subheadings according to the course syllabus, with enough detail to make sense when revising many months later, with cross references to textbooks and handouts)
- have **well organised folders** (including your own notes and handouts from teachers)
- **use your homework diary** to plan your work and know when deadlines are
- have a **copy of the course/exam syllabus** (kept in the front of the subject folder), know what needs to be covered and check-off topics as they are completed in class
- do **5 hours of independent study** for each subject each week (it is generally reckoned that AS and A2 courses require 11 hours a week – roughly half taught and half independent study)
- use **study hall** time well (know what work you want to do each time you have study hall and stay focussed so you achieve it) and use the study hall beyond your required hours for additional independent study
- **complete homework** assignments properly and on time (having a clear schedule for work at home which isn't abandoned at the slightest social invitation or tv programme)
- **meet coursework deadlines** (both interim and final - do not let a backlog of work build up)
- **revise for tests and exams** (knowing when they are and planning a proper revision schedule, creating revision cards or notes, obtaining and doing past paper questions,

specifically seeking the teacher's help with areas of weakness, attending optional revision classes)

- take an **interest in their chosen subjects** beyond what is required (which in practice means reading a book or two or following up some topics out of interest – this is particularly important when it comes to writing your UCAS personal statement)
- **know your target grades**, understand what you need to do to achieve your target grades (make sure you have the grade criteria) and regularly review how you are doing

You will be set **target grades**. Your teachers and tutor will help you by explaining what you need to do to achieve your target grades. However, in the end only you can do the work.

If you need extra help, **ask**. You must take responsibility for your studies and for your academic progress. Your teachers are willing and happy to give extra help.

Significant resources are available to you to **support your studies**: not least the teachers themselves, but also the library and internet access including *The Knowledge* – Wimbledon College's online resources for learning.

You should also consider buying a few suitable books or journals in your subjects, guided by your teachers.

## Continuation into Rhetoric

To continue into Rhetoric (Y13) and commence A2 courses, you are required to have achieved at least a grade D in each of the subjects you wish to study at A2 and at least two grade Ds overall.

Most pupils are required to follow at least three courses in Y13. If you have only two Ds at AS Level, you will be required to take a new subject to AS Level in addition to your two A2 subjects.

Continuation into Rhetoric is also dependent on a satisfactory completion of the summer study month in Y12.

sixth form standards

## Standard 4 - Participation

Wimbledon College is about much more than lessons and exam results. It is a Christian community in which you have the opportunity to serve and get involved.

By choosing to join the Sixth Form, rather than go elsewhere, you have opted into the routine, expectations and events which make up the life of this community.

You are strongly encouraged to get involved in sport, extra-curricular and service activities. You may, of course, be involved in activities outside of school, but we would still encourage you to get involved in something at school. In this way you contribute to the community and become part of the community – Wimbledon College becomes your school.

You will find the various activities on offer in the Extra-Curricular Booklet published in September. Copies are available from your PSA or on the school website.

One particular way in which we ask Rhetoric pupils to be involved in the life of the school is by serving as prefects.

All Sixth Form pupils can participate in the discussions which help form school policies and decisions by getting involved in the School Council and Sixth Form Council.

## sixth form standards

# Standard 5 - Responsibility

Our aim in the Sixth Form is to promote a high degree of autonomy, self-discipline and responsibility. If you meet the Sixth Form standards, you will find you are given more autonomy and freedom to arrange your studies and school life. Sixth Form is halfway between school and university and we aim to treat you as a young adult. In most things we deal with you directly rather than with your parents – you are given the opportunity to take responsibility for your own actions and decisions.

In particular, we expect you:

### **To be fit for study**

This means looking after yourself so that you have the energy and health, both mental and physical, for school. You need to achieve a sensible balance between school life and your social life, any part-time work you undertake, family commitments and any activities you do. You cannot party late on a Sunday night and expect Monday lessons to be worthwhile. If your teachers notice that you are not fit for school, the Head of Sixth Form will discuss the situation with you and may monitor progress – if you are frequently unfit for school there will be little point in your continuing.

### **To have a positive and purposeful attitude to your studies and school life**

You have chosen to join the Sixth Form knowing that you will have greater freedom than younger pupils but not as much freedom as you might have at a college of further education. There will, of course, be some aspects of the school you do not particularly like but we expect you to go along with them for the common good in order to benefit from the things you value. This is how a community works. There has to be give and take and we invite you to have a constructive attitude that is supportive of Sixth Form standards and expectations.

### **To negotiate situations not avoid them**

This is what maturity as a Sixth Form pupil is about. If situations arise, or demands are made of you which you do not like, do not run away from them – speak to the people concerned and see if a compromise can be reached. If necessary raise the problem with your Tutor, Head of Line or the Head of Sixth Form. The worst thing you can do is not show up when you are supposed to do so. Act responsibly and you will find that staff will respond positively!

### **To be courteous and considerate to those around you**

This includes teaching and support staff, your fellow Sixth Formers, younger pupils, and visitors to the school. Good manners cost nothing and make all of our daily lives so much more pleasant.

## **To notice when things are not the way they should be**

You are now a senior member of the school community, your community. Notice when things are not right and take the initiative to put them right (whether this means picking up a piece of litter or intervening when younger pupils misbehave).

## **To have high standards of behaviour outside school**

Wimbledon College has a very good reputation. But people judge that reputation easily on the behaviour of our pupils outside school. One or two thoughtless or irresponsible acts by a minority can cause real difficulties. As a Sixth Former your behaviour should be exemplary. You are an ambassador for the College.

## **To take on a service or leadership role in the school**

A key characteristic of Jesuit schools is to form *men for others*. As part of the responsibility you take on as a member of Sixth Form, we hope you will offer your time and energy to some area of school life. This might be an ongoing activity or it might suit you better to offer help from time to time with particular events.

## **Bounds**

When you are not in lessons or required to be in study hall, you may choose where to be. You may go off site.

You may not go into pubs.

You should be aware that police dispersal orders are in effect for the area around Wimbledon railway station and Centre Court and along Dundonald Road. If you are deemed to be creating a public nuisance, the police have the right to disperse you.

## **Misbehaviour**

The behaviour of Sixth Formers is generally excellent. Most problems are dealt with by a quiet word and explanation of what is expected. However, if you behave in an unacceptable way that is harmful or offensive to others, or disrupts the good order and discipline of the school, you must expect disciplinary action to be taken against you. Sanctions include community service, detention, Saturday detention, internal seclusion and exclusion. Pupils who persistently behave poorly may be put on daily report.

## **Smoking**

You are not permitted to smoke as a College pupil. This rule applies when you are in school, or travelling to and from school, or involved in school trips or events.

By being seen smoking in public you do serious damage to the reputation of the school. You should, therefore, expect any instance of smoking to be dealt with by disciplinary sanctions including exclusion.

## **Alcohol and drugs**

You may not bring to school any alcohol, illegal drugs or drug paraphernalia. If you do so, or if you are under the influence of alcohol or illegal drugs, you will be likely to be required to leave the Sixth Form. These rules apply to school trips, fixtures and activities and your journey to and from school.

## **Driving to school**

You are discouraged from driving to school due to parking constraints and the impact that cars have on the environment. Wimbledon College is fortunate to be well placed for public transport.

If you do decide to drive to school:

- you must give details of your car (make, colour and index) to your Head of Line.
- you may not use your car to drive between the College and UHS sites.
- you must park your car with due care and consideration for local residents; you must not park on private roads or in the church car park.
- you may not give lifts to younger pupils unless you have written permission from their parents or they are your own brothers.

## **Mobile phones**

You may bring your mobile phone to school. However, you must ensure it is switched off or silent during lessons, assemblies and at other similar times. You may use your mobile in the common rooms, café or outdoors but must not use it in classrooms, the refectory or inside the school buildings generally. You should be aware that teachers have a statutory right to confiscate mobile phones and will do so from Sixth Form pupils if they are causing a nuisance. You may not take photographs or otherwise record teachers, lessons or other school activities without the permission of your Head of Line.

## **iPods, mp3 players and personal stereos**

You may bring these items to school and use them in the common rooms, café or outdoors, or in certain other limited circumstances when authorised by a teacher. However, you are not to walk around the school wearing headphones.

## sixth form standards

# Standard 6 - Dress Code

Sixth Form pupils are not required to wear the school uniform. You are, however, expected to follow the dress code. Dress and appearance are to be in keeping with the formality of school life.

- Sixth Form pupils are required to wear a **suit** or formal jacket and trousers.
- **Shirts** are to be formal, plain or striped in sober colours, tucked in and the top button done up.
- The Sixth Form **tie**, prefect's tie or Colours tie is to be worn and be clearly visible.
- **Shoes** should be formal and suitable for wearing with a suit or jacket and tie. Trainers and canvas shoes are not appropriate.
- **Hair** should be clean and tidy.
- Boys are to be **clean-shaven**.
- **Jewellery** is not to be worn.

You must follow the dress code on the way to and from school, as well as in school and at school functions.

You are to take notice of any rules given from time to time by the Head of Sixth Form in relation to particular items of clothing or appearance.

Sixth Form pupils should not need to be constantly reminded about standards of dress and appearance and should set an example to younger pupils.

The final arbiter of what is or is not acceptable dress or appearance is the Head of Sixth Form.

sixth form standards

# Status

Status 1	Status 2	Status 3	Status 4
<b>attendance</b>			
<p>You must be in school from 8.30am until 3.10pm</p> <p>You must attend tutor period</p>	<p>You must be in school from 8.30am until 3.10pm</p> <p>You must attend tutor period</p>	<p>You must be in school from 8.30am</p> <p>You must attend tutor period</p> <p>You may leave after your last lesson or study hall period of the day</p>	<p>You must arrive in time for your first lesson of the day</p> <p>You must meet your Tutor twice a week but do not need to attend tutor period</p> <p>You may leave after your last lesson of the day</p>
<b>punctuality</b>			
<p>You must eRegister and check in with the PSA before 8.15am</p>	<p>You must eRegister before 8.30am</p>	<p>You must eRegister before 8.30am</p>	<p>You must eRegister at least 5-minutes before your first lesson</p>
<b>studies</b>			
<p>You will be on daily report and must obtain a teacher signature for each lesson</p> <p>You must be in the Study Hall for all your study and free periods</p>	<p>You must meet or exceed your tariff of periods in the Study Hall</p>	<p>You must meet or exceed your tariff of periods in the Study Hall</p>	<p>You may choose how often you are in the Study Hall</p>
<b>participation</b>			
<p>You must attend assembly, focus days, and required liturgies</p>	<p>You must attend assembly, focus days, and required liturgies</p>	<p>You must attend assembly, focus days, and required liturgies</p>	<p>You must attend assembly, focus days, and required liturgies</p> <p>You may be invited to be a prefect</p>
<b>responsibility</b>			
<p>You may not go off site during the school day</p> <p>Your use of the common room may be restricted</p>	<p>You are free to go off site during the day when you do not have lessons or Study Hall</p>	<p>You are free to go off site during the day when you do not have lessons or Study Hall</p>	<p>You are free to go off site during the day when you do not have lessons or Study Hall</p>
<b>dress code</b>			
<p>You are required to meet the dress code standard</p>			

Different status levels in the Sixth Form allow pupils who consistently meet Sixth Form standards a greater degree of freedom and responsibility; those who consistently fail to meet the standards follow a more restricted regime intended to provide both structured support but also an incentive for following the standards and gaining greater autonomy.

**All pupils entering Poetry (Y12)** will begin on **Status 2** which will remain the norm for the first half term and will be reviewed at the first Review Day. It is expected that most pupils will be able to move to Status 3 at this time.

**All pupils entering Rhetoric (Y13)** will begin on **Status 3** and may move to Status 4 in the second term and on completion of their UCAS application.

Pupils who repeatedly fail to meet Sixth Form standards and who do not respond to being on Status 1 are likely to be required to leave the school.

## sixth form standards

# Accountability

The Sixth Form standards set out a clear expectation for commitment and behaviour. Meeting the standards will lead to greater autonomy. Failing to meet them will lead to greater restriction and monitoring.

If you fail to meet Sixth Form standards, you will be given **defaults** by members of staff. Defaults are recorded and your Tutor and Head of Line are notified.

Each week, there will be a review of defaults. Your status, and the associated freedoms and requirements, will depend on you maintaining a good record and having few defaults. If you do get defaults, your status will be reduced for a number of days. The number of days will reflect the number and seriousness of the defaults.

If you are on status one and continue to get defaults for failing to meet Sixth Form standards, you are putting you are likely to be required to leave the school.

# Focus Days

In addition to your chosen subjects, we aim to introduce you to important issues in the wider world through personal, social, health and citizenship education (PSHE).

Rather than having PSHE as a separate subject, we are introducing focus days. Usually lasting half a school day, Sixth Form focus days will be run in the following areas:

Poetry (Y12)	Rhetoric (Y13)
<ul style="list-style-type: none"><li>• UCAS and Applying to University</li><li>• Higher Education Day</li><li>• Driving Awareness</li><li>• Money</li><li>• Volunteering</li><li>• The Environment and Sustainability</li><li>• Social Services</li><li>• Moral Dilemmas I</li><li>• The Diplomatic Service</li></ul>	<ul style="list-style-type: none"><li>• The Criminal Justice System</li><li>• Moral Dilemmas II</li><li>• The Holocaust</li><li>• Relationships</li><li>• Surviving at University</li><li>• Overseas Development</li></ul>

In addition there are Retreat Days, run by the Chaplaincy Team, and a Leadership Day in Y12.

## Extra-Curricular Activities

Wimbledon College offers a wide range of sporting and other extra-curricular activities, some specifically for Sixth Form pupils. You are strongly encouraged to continue with activities you have done previously and to consider taking up new activities. The sport and extra-curricular offer is published at the start of the school year and is also available on the school website.

# grades

From September 2008, your work will be assessed using the grade scale appropriate to the qualification you are taking:

GCSE	BTEC2
A*	Distinction
A	
B	Merit
C	Pass
D	Fail
E	
F	
G	
U (fail)	

A Level UCAS Points	A Level	Pre-U	Pre-U UCAS Points
		Distinction 1	tbc
140	<b>A*</b>	Distinction 2	145
120	<b>A</b>	Distinction 3	130
100	<b>B</b>	Merit 1	115
		Merit 2	101
80	<b>C</b>	Merit 3	87
		Pass 1	73
60	<b>D</b>	Pass 2	59
		Pass 3	46
40	<b>E</b>		
	<b>U (fail)</b>	Fail	

Pre-U courses are gradually being introduced alongside traditional A Levels.

From AS Levels being examined in 2009, the A\* grade will be available for the first time at A Level.

You will be set target grade for each of your subjects. Y12 target grades are worked out from your average points score at GCSE compared to performance nationally in different subjects. Y13 target grades are based on your Y12 AS Level performance (usually AS Level +1).

There will be a fortnightly assessment in each of your subjects.

Your progress will be monitored each week at Sixth Form Panel (a weekly meeting of Sixth Form and senior staff which reviews all pupils' progress). Fortnightly assessment grades are used for monitoring. If you fail to hand in homework, or revise properly for tests, this will trigger intervention by your Tutor or Head of Line.

# Examination Entry Policy

Entry for public examinations (AS, AL, BTEC2, Cambridge Pre-U and other qualifications) is not automatic. You must show that you have done enough work to justify entry.

If your attendance, work or achievement give cause for concern, your teachers and the Head of Sixth Form will review your track record in the following areas:

- **attendance** (must be better than 95% unless there are justifiable reasons)
- **punctuality** (you have been on time for classes)
- **homework** assignments (are completed on time and are of good quality)
- **fortnightly assessments** (meet your target grades)
- **study hall attendance** (meets or exceeds your tariff)
- **coursework** has been completed and submitted by interim and final deadlines
- **notes** (are complete, coherent and properly organised)
- **independent study** (is being done and shows progression)
- **exam results** (meet your target grades)
- teacher **predictions** (are that you will pass the exam)

If you fail to meet expectations, without good reason, it is likely you will not be entered for, or withdrawn from, public examinations.

The Head of Sixth Form may agree to enter you for exams at your own expense.

If you wish to retake an AS or AL module you will be required to pay the entry fee.

Please note that if you arrive late for a public examination without good reason, you may be refused entry. The school will not delay or disturb the beginning of examinations for latecomers.

## Assembly

Sixth Form assemblies take place each week. They are important occasions to communicate information, to reflect on important themes, and to celebrate the life and achievements of individuals and teams.

You must be present and in good time for assembly.

# Christian Life

Wimbledon College is a **Catholic school** in the **Jesuit tradition**. Most pupils are Catholics and will take a full part in the life of worship, learning, reflection and service of others which characterise a Christian community.

We also welcome to pupils of other faiths or no religious commitment. We invite you to take part in the religious life of the school in so far as your own beliefs allow.

The **Chaplaincy Team** runs a programme of activities throughout the school year. The following activities are particularly aimed at the Sixth Form:

- Eucharistic Ministers
- The India Project
- Sixth Form Prayer Group
- Remembrance Day Service
- Generations Together Lunch Club
- Crisis at Christmas
- Jesuit Schools Sixth Form Retreat
- Kairos Retreat
- Pilgrimage
- Homelessness Week

The Chaplaincy also provides advice and pastoral care – you are welcome to drop in at any time. The Chaplaincy Office is at the back of the Chapel.

**Mass** is celebrated in the College Chapel each weekday morning at 8.00am.

**School liturgies** are celebrated for the major Christian feasts and seasons:

- Poetry (Y12) Matriculation Service
- Academic Mass
- Feast of All Saints
- Remembrance Day Service
- Feast of SS Edmund Campion and Robert Southwell SJ
- Christmas Carol Service
- Founders Day Mass
- Tenebrae
- Easter
- Feast of SS Thomas More and John Fisher
- Feast of SS Peter and Paul
- Feast of St Ignatius Loyola SJ
- Rhetoric Valette Mass (*parents are invited*)

## Requirement to attend school liturgies

Sixth Form pupils are required to attend certain school liturgies. Others are voluntary.

If you wish to be exempt from attending required school liturgies, you must discuss this in advance with your Head of Line.

If you do not attend a school liturgy (required or voluntary), you must be in your scheduled lessons or, if they are not running, in the study hall.

# EMA

The education maintenance allowance (or EMA) is a weekly payment of £10, £20 or £30 depending on your household income. The money is intended to help with the day-to-day costs when you stay on at school – such as travel, books and equipment for your learning programme.

It is paid directly into your bank account if you stay on in learning at school or college after your GCSEs, and is available during term time for any academic or vocational course (up to Level 3) which involves at least 12 hours of guided learning per week.

If you're entitled, you'll receive your EMA payment every week of your course as long as you turn up and show commitment to your learning programme. Most young people will be able to get EMA for two to three years depending on how long they need to finish their learning.

And you could also get bonuses of £100 depending on the progress you make with your learning programme, and if you come back for a second year that's £500 potential extra money over the two years.

## Who is entitled to an ema?

Around half of all 16-year-olds learning in England should be able to get EMA. You are entitled to an EMA if:

- Your household income is up to £30,810 per year. You will need to check this with your parent or carer.
- You are a UK or EU Citizen or meet other residency requirements.
- You're doing, or applying to do, at least 12 hours in a guided learning programme in school sixth forms, sixth form colleges, Further Education colleges or at a training provider. This includes a wide range of learning programmes, an LSC-funded E2E course or a course that leads to an Apprenticeship, up to and including level 3, such as AS/2, GCSEs, GNVQs, NVQs and other vocational qualifications.
- Your date of birth is between 1<sup>st</sup> September 1989 and 31<sup>st</sup> August 1992.

## Weekly payments

Overall, your household income has to be up to £30,810 (earned during the previous tax-year to the course start e.g. for 2008/2009 course starts, income is based on earnings in the 2007/08 tax-year) to qualify for EMA. Payments in 2007-08 were:

household income up to £20,817 per year	you get £30 per week
£20,818 - £25,521 per year	you get £20 a week
£25,522 - £30,810 per year	you get £10 a week

Your EMA will not affect any other benefits your family might get. It's paid on top of any other support provided by the government, or any earnings from your part-time job.

In order to receive your weekly EMA payment you will be expected to meet sixth form standards and in particular the following requirements:

- morning and afternoon registration
- be punctual (2 or more lates in a week will result in non payment of EMA)
- attend all lessons
- attend assemblies, required liturgies and focus days
- meet or exceed your weekly tariff of study periods

## **EMA administration**

EMAs are run by the Sixth Form Pastoral Support Assistant who monitors your attendance and progress and certifies payments. Every payment made must be backed up by school records. Forging documentation to gain payment is fraud and a serious criminal offence. Any pupil suspected of such behaviour will be referred to the school police officer and their EMA payments suspended.

## **Further information**

[ema.direct.gov.uk/](http://ema.direct.gov.uk/)

Printed information and application packs are available from the Sixth Form PSA.

# Sixth Form Staff

The Head of Sixth Form, assisted by two Heads of Line and Sixth Form tutors, has overall responsibility for the day-to-day running of the Sixth Form and the academic supervision and pastoral care of Sixth Form pupils.

## **Head of Sixth Form**

Mr D Boyse  
020 8879 9353  
sixthform@wimbledoncollege.org.uk

## **Poetry Head of Line (Y12)**

Ms C Mehta  
020 8879 9359  
poetry@wimbledoncollege.org.uk

## **Rhetoric Head of Line (Y13)**

Mr S Marty  
020 8879 93190  
rhetoric@wimbledoncollege.org.uk

## **Sixth Form Centre Manager**

Mr A McDonald  
020 8879 9323  
sixthform4@wimbledoncollege.org.uk

## **Pastoral Support Assistant (PSA)**

Mrs R Household  
020 8879 9323  
psa6@wimbledoncollege.org.uk

The **Deputy Head** (Sixth Form), Mr P Murphy, has overall school responsibility for Sixth Form courses, studies, examinations, teaching staff, and pastoral care and guidance. If you have any concerns that cannot be dealt with by the Head of Sixth Form, you should see Mr Murphy.

The **Examinations Officer** is Ms V Gallagher. Her office is near the Higher Line Office. You should deal with her directly on matters of examination entries, extra-time, results, module resits and other queries related to public examinations. 020 8879 9344  
exams@wimbledoncollege.org.uk

The school has its own **School Police Officer**, PC M Sparks. Her office is situated next to the Medical Room. She is available to you if you have been the victim of a crime, or are concerned about matters which might appropriately involve the police. 020 8879 9317  
sspc@wimbledoncollege.org.uk

The Head of Sixth Form at the **Ursuline High School** is Mrs C Farley.

# Following the Right Procedure

Problems sometimes arise for Sixth Form pupils because they fail to follow the right procedure. Avoid problems by knowing what steps to take:

- |  |   |
|--|---|
| <b>Difficulty with a teacher at the College</b>  | <ul style="list-style-type: none"><li>• Speak to the teacher first and attempt to resolve the matter (after the lesson and not in public)</li><li>• If this fails, see your Head of Line</li></ul>  |
| <b>Difficulty with a teacher at UHS</b>  | <ul style="list-style-type: none"><li>• Speak to the teacher privately and attempt to resolve the matter (after the lesson and not in public)</li><li>• If this fails, or nothing seems to be happening, raise the matter with the Wimbledon College Head of Sixth Form promptly (ie. the same day)</li></ul>   |
| <b>I have spoken to my Head of Line and the Head of Sixth Form and a problem is not resolved</b> | <ul style="list-style-type: none"><li>• You should speak to the Deputy Head (Sixth Form)</li><li>• If the matter is still not resolved you may refer it to the Head Master</li><li>• Involve your parents if you have exhausted the correct channels, or if you do not feel confident and need support, or if the matter is a very serious one</li></ul>  |
| <b>Alternatives to the Study Hall</b>  | <ul style="list-style-type: none"><li>• If you wish to study somewhere other than the Study Hall, you must have the permission of the relevant Head of Department and the agreement of the Sixth Form Centre Manager (whose job it is to supervise study periods)</li><li>• You must complete the Alternative Sixth Form Studies form and return it to the Centre Manager the same day</li></ul>  |
| <b>Exemptions</b>  | <ul style="list-style-type: none"><li>• Sixth Formers sometimes want to be exempted from something that is normally required (for example, a particular meeting, or a school liturgy, or a school rule)</li><li>• If you have good reasons for asking for an exemption then do so – speak to your Head of Line</li><li>• Remember, we want you to negotiate things that are important to you, not avoid them!</li><li>• Serious consideration will be given to your request and, if you are unsuccessful, your Head of Line will explain the reasons</li><li>• You may appeal to the Head of Sixth Form</li><li>• You need to understand that in any large organisation such as a school, some rules and expectations will suit you and some won't – it is a matter of compromise and appreciating that the school has to run for the benefit of the whole community and not just an individual</li></ul> |

- Feeling ill during the school day**
- You must report to your PSA if you need to go to the Medical Room – you must collect a yellow medical room form from the Higher Line PSA (who has responsibility for the Medical Room)
  - If you need to go home, you must sign out with your PSA before you leave school
- Off sick**
- You (or your parent) must phone in or email the Sixth Form PSA the same day
  - When you return to school you must bring a note from your parent within 3 school days
  - You should not be off school for every slight cough and snuffle
- Request for absence (medical, interview, university visit)**
- The onus is on you to request permission well in advance
  - Make your request to your Head of Line
  - Remember that the school can refuse your request and may do so if you are often absent or you make your request at the last moment
- Holidays in term time**
- You must not arrange holidays in term time
  - Requests for holidays in term time will usually be refused and regarded as truancy
- Dropping a course**
- Speak to your teacher first – s/he will give you advice and either agree or disagree with your request
  - Then speak to your Head of Line who will also speak to your teacher and the subject Head of Department
  - The final decision lies with the school
  - If you take unilateral action (for example by not showing up for lessons) to get yourself out of a course, you are likely to find yourself out of the Sixth Form!
- Re-sits**
- If you have not done as well as you hoped in an AS or A2 module and you wish to resit that module discuss it with your teacher – listen to what they say and take their advice seriously – they will have a good sense as to whether a resit is a sensible option for you
  - If the teacher does agree to a resit, get the resit form from the Exams Officer
  - Get the form signed by the subject Head of Department
  - Get the form signed by your Head of Line
  - Return the form to the Exams Officer with payment (you have to pay for resits)
  - If you are taking resits and you ignore the rules about when you must be in school and when you can have study leave, you may not be allowed to sit the exam even though you

have been entered and paid for it

### **Homework not done**

- If you have failed to complete homework by the deadline, it is important that you approach the teacher ahead of the lesson and explain why
- If there are good reasons, most teachers will allow you a day or two to complete the homework
- If your reason is not good or if you are repeatedly late with homeworks, you can expect defaults and a lowering of your status

### **Absent or late for an exam**

- Arrangements can be made if you are unavoidably late or absent from a public exam but only if you contact the school and let us know what is happening before the end of the exam itself
- It is no good letting us know the following day or later – we have to send information to the exam board the same day if it is to be of real help to you
- Phone the Exams Officer or the Sixth Form Office
- If you are late for an exam without good reason you may be refused entry to the exam

### **Discipline and defaults**

- If a teacher gives you a default they should tell you that they are doing so and the reason why
- If you feel unfairly treated, you should discuss the matter with the teacher concerned (but with courtesy; it is probably better to see the teacher later in the day; whatever you do, don't get into an argument there and then)
- If the teacher declines to change his/her decision, you may appeal to your Tutor or Head of Line
- You must appeal within 24-hours of the default or other disciplinary action being taken
- Most appeals will be decided by your Head of Line or the Head of Sixth Form and you must abide by their decision

### **Discrimination and bullying**

- If you are being bullied or suffering discrimination or harassment, or your life is being made difficult by others, do something about it – you have a right to come to school and learn in a pleasant and safe environment where you feel secure and valued
- Any sort of bullying or discrimination is unacceptable and the school will do everything it can to resolve matters
- Speak to your Tutor, a member of the Sixth Form team or any teacher you know well
- If you see someone else being bullied or suffering abuse or discrimination, don't ignore it, intervene and report it

### **Mobile phones**

- Sixth Form pupils are exempt from the general rule banning

mobile phones in school

- You may bring a mobile phone to school but it may only be used in the common rooms or outside the buildings
- You may not use your phone in class or in school buildings
- You may not photograph or video teachers or classes at any time
- If you leave your phone on, it must be switched to silent in class and in school buildings
- Your phone may be confiscated by a teacher if you do not follow these rules and it is a nuisance (the phone will be given to your Head of Line with whom you may make arrangements for its return; you must not approach the teacher to ask for it back)

### **Careers advice**

- [www.connexions.gov.uk](http://www.connexions.gov.uk)
- Speak to the Head of Sixth Form

# Know What's Going On

Communication is vital if you are to make the most of your Sixth Form. Many opportunities for your personal development and guidance will be offered to you, but you may miss them unless you take steps to inform yourself of what is going on.

Some key ways in which you can know what is going on are:

## School website

- [www.wimbledoncollege.org.uk](http://www.wimbledoncollege.org.uk)
- **The Knowledge** is the section of the website devoted to learning resources, revision notes and links to other learning sites – this resource is currently undergoing significant development, especially for Sixth Form courses – keep an eye on it and use it for your own studies

## Noticeboards

- Noticeboards are located in the corridor to the common rooms
- Don't forget the two special boards for the Head Master's and Head of Sixth Form's notices in the Sixth Form Centre entrance. It is your responsibility to check the noticeboards every day
- Electronic noticeboards are located around the school

## Assembly

- Sixth Form staff use assemblies as a way of communicating information
- Assembly is also an important way in which the Sixth Form community comes together to pray, reflect, be informed, and celebrate successes

## Tutor period

- Tutor period (each morning from 8.30 to 8.40am) is another important way in which information is communicated to you
- Your Tutor has a responsibility to let you know what is going on and to remind you of deadlines, events and expectations
- Your representative on the School Council and Sixth Form Council should also be using tutor period time (and especially the half-termly extended form periods) to canvass your views on issues affecting you and the school and reporting back from Council meetings

# Having Your Say

An important way in which schools have changed in recent years is that they now actively seek and take into consideration the views of pupils.

At Wimbledon College we make a real effort to find out what issues are important for pupils, to give proper opportunity for discussion and consultation, and then to take decisions which change things for the better.

A large number of people have a say in the way the school is run including parents, pupils, teachers, support staff, governors, the school leadership team, the school's trustees (the Jesuits), the Archdiocese, the local authority, the Learning and Skills Council (which controls Sixth Form funding), and the government.

Decisions may not always be exactly what pupils want, but a real effort is made to consider your views. For example, the Head and several Deputies will usually attend School Council and the minutes always go before the College Governors and the School Leadership Team.

The school participates in the **London Challenge Survey** and uses the results of that survey to identify key issues for development and change. The survey allows us to compare the views of Wimbledon College pupils with those of young people in other schools in London.

The key way in which you can have a say in decisions is through the **School Council**. Each term, each form elects a representative. The job of the form representative is to canvass your views and to represent those views at Council meetings held every half-term. What is said at those meetings is taken back to the School Leadership Team (comprising the Head Master, Deputies and other senior teachers) and the school's Governors for further consideration. Information about what has been decided is then brought back to the School Council and should then be reported back to you by your form representative.

The Sixth Form reps also meet separately each half-term as the **Sixth Form Council**, with the Head and Assistant Head of Sixth Form, to consider matters which are specifically to do with Sixth Form. This is another opportunity for you to have your views heard and considered. The Sixth Form Council has considerable scope to influence policy-making as it affects Sixth Form.

The Chairman of the School Council is a member of the Senior Prefects team.

# Concerns and Complaints

If you have a problem or a complaint, you should raise it promptly and courteously with the appropriate member of staff. If the problem is to do with teaching, you should speak first to the teacher concerned. If a matter is not resolved with the teacher, then you should approach the Head of Sixth Form.

Other issues should be raised with your Tutor, Head of Line, or the Head of Sixth Form.

We would hope that a problem would be resolved quickly at this level. However, if it is not, do not let the problem grow or situations drift on.

If you have raised a problem or complaint with the right person and nothing has happened or you are not satisfied with the outcome, you should take the matter to the Deputy Head with responsibility for Sixth Form: this is Mr P Murphy.

Ultimately, you may take a concern or complaint to the Head Master if it has not been resolved at a lower level or you are not satisfied with the outcome.

If you have personal problems you wish to discuss, the Chaplaincy Team (Ms S Wheatley and Fr D Croos SJ) and Counsellor (Mrs F Mann) are always willing to listen and to help. If you have special educational needs, you should speak to the Head of Special Educational Needs (Mrs S Berriman).

If you have a problem at UHS, you should speak to the teacher concerned in a first effort to resolve matters. If nothing happens or the resolution is not satisfactory, you should refer the matter to the Wimbledon College Head of Sixth Form quickly (ie. the same day).

In the Sixth Form, we would expect you to take responsibility for your own studies and school life and to raise problems. In the first instance it should be you rather than your parents who make a complaint. However, you should involve your parents if you have exhausted the correct channels, or if you do not feel confident and need support, or if the matter is a very serious one.

# Prefects

Prefects have an important role to play in the life of the school: as hosts at College events, as ambassadors at outside events, as role models to younger pupils, and helping in the day to day activities and routines of the school.

Sixth Form pupils are appointed prefects and are given limited authority to demand good behaviour and compliance with school rules from younger pupils. Prefects have authority in school, at school events, and in public places and on public transport when pupils are travelling to and from school. Pupils are expected to obey their reasonable instructions.

Do not ignore poor behaviour – if you are a prefect you have a responsibility to deal with it. Prefects are issued with rules of engagement which outline their responsibilities and authority.

Prefects may award merits to Lower Line boys in recognition of good behaviour.

The senior prefects are:

Head Boy  
Deputy Head Boy  
Campion House Captain  
Fisher House Captain  
More House Captain  
Southwell House Captain  
Campion House Vice Captain  
Fisher House Vice Captain  
More House Vice Captain  
Southwell House Vice Captain  
Chapel Prefect  
Music Prefect  
School Council Chairman  
Captain of Rugby  
Captain of Athletics  
Head of Prefecting

Senior prefects wear the blue prefect's tie. There are also some 50 or so other prefects who wear the green prefect's tie.

# Colours

Half-colours and Full-Colours are awarded to recognise significant achievement and contribution to sports, music, drama and other activities. There is also a Full-Colours award for Service to Others which reflects the highest aspirations of this Jesuit school for its pupils: that we are *men for others*.

# Sixth Form Centre

The Sixth Form Centre provides a place to study, a place to relax and socialise, a focus for information and communication, and the pastoral and administrative offices for the Sixth Form staff.

The Sixth Form Centre is for the use of Sixth Form pupils only. You may not invite other pupils, former pupils or visitors into the Centre without the explicit permission of the Head of Sixth Form or the Sixth Form Centre Manager.

There is no general permission for UHS girls to use the College Sixth Form Centre. Permission must be sought from the Head of Sixth Form.

## Line Office

The Sixth Form Line Office provides accommodation for the Head of Sixth Form, Heads of Line, the Senior Master and the Sixth Form PSA. This is where you will do most of your business with Sixth Form staff.

## Study Hall

The Study Hall provides a quiet place for academic work.

You are expected to attend the Study Hall for a designated number of periods each week (your Study Hall **tariff**). The tariff will vary from person to person depending on your course load. Alternatively, you may study in the Sixth Form science area, music room, humanities library, or in the art rooms with the agreement of the appropriate Head of Department and the approval of the Sixth Form Centre Manager. The Study Hall is also available before school from 7.00am and after school and at lunch time

You are required to sign-in for Study Hall and must sit at the place assigned to you.

The Study Hall is a place of silence. Your behaviour should support this aim – you must not talk, engage in distracting behaviour, or move about unnecessarily.

The computers here are provided to support your studies. You must not play games, use email or chatrooms, or just surf the net. At all times, the computers in this room are to be used as part of your academic work.

You may not eat or drink in the Study Hall (other than water).

## **Sixth Form Science Area**

Sixth Form scientists have their own special facilities. Two new laboratories, dedicated to AS and AL science teaching have been renovated and a study area with IT facilities for independent study has been created. Sixth Form scientists are encouraged to use this facility to relieve pressure on the Study Hall.

## **Sixth Form Music Area**

The new music school has a room, with music technology equipment and a small music library, which is set aside specifically for A Level music students. There are also music practice rooms which you can book. If you use the Music School in place of the Study Hall you must have the agreement of the Director of Music and the Sixth Form Centre Manager.

## **Sixth Form Art Rooms**

The art and design departments welcome Sixth Form pupils into their specialist rooms to work independently. There is a room set aside for Sixth Form artists to work and store their work. You must have the agreement of the relevant Head of Department and the Sixth Form Centre Manager if you wish to use art and design rooms in place of Study Hall.

## **Sixth Form Humanities Library**

A small library has been developed in the humanities area specifically for Sixth Form pupils studying humanities subjects. It may be used in place of the Study Hall with the agreement of the Head of Department and the Sixth Form Centre Manager.

## **Common Rooms**

There are two common rooms – one for Poetry (Y12) and one for Rhetoric (Y13).

Obviously, it is not possible for all Sixth Form boys to be present in the common rooms at the same time (such as morning break and lunchtimes). You are expected to use common sense and to find somewhere else to be if the common rooms are overcrowded.

Outside of morning break and lunchtime, the common room should be a place of quiet for the convenience of all.

Your use of Sixth Form facilities should be characterised by consideration of others and responsible and mature behaviour. You are collectively responsible for looking after the furniture and fabric of the common rooms and keeping them tidy and free of litter. If this responsibility is not taken seriously, the common rooms may be closed for periods of time.

The Sixth Form Council has responsibility for the running of the social areas of the Sixth Form Centre.

## **Sixth Form Café**

Food and drink are to be consumed only in the café or in the outside benches area. You may, of course, use the school refectory at any time and may buy food in the refectory and take it to the café to eat.

Sixth Form pupils may jump the refectory queue at the discretion of the teacher on duty at the door.

Water may be consumed in the common rooms and study hall and in lessons – but it must be still, unflavoured water in a reasonably sized bottle.

You are collectively responsible for keeping the room tidy and cleaning up spillages. If this responsibility is not taken seriously, the room may be closed for periods of time.

The vending machines are provided solely for the use of Sixth Form pupils. Strict rules now govern the provision of food in schools and you must not buy food and drinks for younger pupils. If you do so, you run the risk of the vending machines being shut down.

## **Sixth Form Toilets**

The Sixth Form toilets (for boys and girls) are located in the IT Centre. You may also use the Higher Line toilets but you must not use the Lower Line toilets. This rule exists for child protection reasons for your own protection as well as for the protection of others.

## **Playground**

Sixth Form pupils may use the Syntax playground. You may not, however, play basketball, handball or other games when lessons are in progress as the noise is disruptive. The seating on the Lower Line playground at the front of the school is not for your use.

## **Medical Room**

If you are ill or injured and need to use the medical room you must report to the Sixth Form PSA first and get permission. You will be given a yellow medical slip. You must then report to the Higher Line PSA (who has overall responsibility for the medical room) before going to the medical room itself. If you do not do this, no one knows you are there and you cannot be properly looked after.

If you are ill and wish to go home you must sign out with the Sixth Form PSA. You must bring in a note signed by a parent when you return to school.

## FireDrill

If you discover a fire, you should sound the alarm and, if you can do so sensibly and safely, put the fire out using the extinguishers available. You should also instruct someone to go to the main school reception and report what is happening.

If you hear the fire alarm, you should evacuate the building immediately. Do not take any bags or belongings with you. Do not run. Leave the building by the nearest fire exit and do not enter any other buildings in order to get to the emergency assembly point.

The emergency assembly point for the Sixth Form is the Syntax playground.

Line up in your tutor group in alphabetical order.

Do not re-enter any building until the Head of Sixth Form (or person acting in that capacity) instructs you to do so.

If you are in the middle of a fire drill when there is a lesson change over and you need to go to the UHS, do not leave until you have obtained permission from the Head of Sixth Form to do so.

## Use of Computers

Extensive information technology (IT) facilities are made available to pupils for the purposes of:

- supporting studies
- accessing information
- communicating ideas and information with others
- creating IT-based materials as part of studies or co-curricular activities
- developing IT skills and knowledge.

Pupils are expected to demonstrate a responsible and informed approach to the use of the IT facilities which are available to them at school. In particular:

1. You must use computers carefully and with thought for the needs of others. If you do not understand how something works - ask!

2. Any action which threatens the integrity of the school's IT systems is unacceptable. You must not irresponsibly or deliberately introduce viruses or other damaging files or programmes; you must not overload the system (by overloading network connections, hogging internet access or downloading large files); you must not corrupt, alter, rename or destroy other people's or the school's data or programmes; you may not trespass into areas of school networks which do not concern you (including operating systems, registries and

shared areas which you have no legitimate reason to access); you must not install programmes or applications onto school systems.

3. You must not access, create, publish or transmit obscene, indecent, racist or other offensive images, sounds, text or data.
4. You must abide by the law of copyright and software licence conditions. You must not copy school software, nor must you introduce illegal software to school IT systems.
5. You must not disclose your password(s) to anyone else nor access another person's files if you happen to know their password.
6. All internet activity must be relevant and appropriate to your education. The school's IT systems are not there for you to play games, engage in idle online chatter or surfing, or to pass the time.
7. You must not use school computers to hack into other systems.
8. Communication by email, in a chat room, to a guest book or through a website, is to be conducted in a courteous and responsible way. Never write something you would be embarrassed for your teacher or parents to see. Offensive or threatening communications, or messages which are trying to get you to disclose personal information, should always be reported to a teacher.
9. You must never disclose names, telephone numbers or other personal information about yourself, other pupils or staff, over the internet (including by email and in chat rooms). Never arrange to meet in real life someone you meet on the internet. If there is a particular need to do either of these things (for example, in contributing to an education forum online or arranging details of a school activity online), a teacher must always give permission before you proceed.
10. No financial transactions (including by credit card) are to be conducted through school IT systems.
11. You will be given your own file space on the school's servers. It is your responsibility to keep your files secure, to organise them properly, and to clear out redundant files.
12. You may use a flash-drive to take work between school and home.

Pupils who fail to abide by these rules or who, by thoughtless, irresponsible or malicious use of school IT systems, cause damage and inconvenience to others can expect to be restricted in their access to computers and to face disciplinary action.

# Employment

If you are 16-18, the law says you cannot be employed in bars or bookmakers during opening hours. You also cannot be employed in jobs involving dangerous chemicals or extreme working conditions. The law restricts your working week to 40 hours and you must have two full rest days a week.

Research shows that pupils who do some work do better in school than those who do not work at all. But this is true only for 5 hours a week. After 5 hours, school attendance and performance suffer.

The study found that two thirds of pupils in their final year of education did paid work, with a third of these doing more than 16 hours a week. Typical earnings were between £40 and £60 a week with shop work accounting for over half of jobs.

Those who worked fared worse in their exams than those who did not. Those who worked more than 16 hours a week did worst of all. (Paisley University 2001).

Another survey found that university students working 15 hours a week cut their odds of a first class or 2:1 degree by more than a third. (Open University and South Bank University 2005).

## Minimum wage

Minimum wage for 16-17 years olds is £3.53 an hour.

Minimum wage for 18-21 year olds is £4.77 an hour.

The minimum wage will increase on 1<sup>st</sup> October 2009.

You cannot, by law, be paid less than minimum wage for any work you do.

If an employer is not paying you minimum wage, you can complain to HM Revenue and Customs: [www.hmrc.gov.uk/nmw/](http://www.hmrc.gov.uk/nmw/)

# Prayers

## 1 Wimbledon College Prayer

Lord, teach us to be generous:  
to serve you as you deserve;  
to give and not to count the cost;  
to fight and not to heed the wounds;  
to toil and not to seek to rest;  
to labour and to ask for no reward  
save that of knowing we do your will.  
Amen.

*attributed to St Ignatius Loyola (1491-1556)*

## 2 Prayer of St Richard of Chichester

Thanks be to you,  
our Lord Jesus Christ,  
for all the benefits  
which you have given us,  
for all the pain and insults  
which you have borne for us.  
Most merciful redeemer,  
friend and brother,  
may we know you more clearly,  
love you more dearly,  
and follow you more nearly,  
day by day. Amen

*St Richard of Chichester (1197-1253)*

## 3 Morning Offering

Heavenly Father,  
I offer you this day  
All that I do and think and say  
Uniting it with what was done  
By Jesus Christ, your only Son.  
Amen.

## 4 Beginning the Day

Lord, we come to you  
before we begin our day's work:  
we ask you to bless this day.  
May we find whatever is good

in the tasks we are set  
and the time that we share;  
Help us when we find some things  
too hard to understand;  
Teach us to be fair and generous  
with one another;  
So may we thank you for a day well  
spent.  
Amen.

## 5 Vespers Prayer

Stay with us, Lord Jesus,  
be our companion on our way.  
In your mercy inflame our hearts  
and raise our hope, so that,  
in union with our brothers and sisters,  
we may recognize you in the scriptures  
and in the breaking of bread,  
who live and reign with the Father  
and the Holy Spirit,  
one God, for ever and ever. Amen.  
*from the Liturgy of the Hours*

## 6 Prayer of Cardinal Newman

May he support us  
all the day long,  
till the shades lengthen  
and the evening comes  
and the busy world is hushed  
and the fever of life is over  
and our work is done.  
Then in his mercy  
may he give us a safe lodging  
and a holy rest  
and peace at the last. Amen.  
*Cardinal John Henry Newman (1801-90)*

## 7 Prayer of Petition

All powerful and ever-living God,  
in your abundant love

you give us more than we deserve  
and more than we ask for;  
grant us your mercy in great measure;  
forgive us when we have gone  
against our conscience and give us  
what we dare not even pray for.  
Through Christ our Lord. Amen.  
*from the Roman Missal*

## 8 Prayer for God's Guidance

Lord, guide me, teach me, strengthen  
me,  
'till I become such a person  
as thou would have me be;  
pure and gentle, truthful and high-  
minded,  
brave and able, courteous and  
generous,  
dutiful and useful. Amen.  
*Charles Kingsley (1819-75)*

## 9 True Friend

Jesus, you are my true friend.  
You share all my troubles,  
You take them all on yourself;  
You know how to change them into  
blessings.  
You are never weary of listening to me;  
You are never tired of doing me good.  
You bear with all my faults patiently,  
you are always willing to receive me  
back.  
I am always certain of being loved by  
you.  
*St Claude de la Colombière SJ (1641-1682)*

## 10 Live Simply

Compassionate God,  
you give us this beautiful world to share:  
Create in us the desire to live simply,  
so we may reflect your generosity.  
Creator God,  
you give us responsibility for the earth:

Create in us a desire to live sustainably,  
so that those yet to be born may enjoy it.  
God of peace and justice,  
you give us power to change the world.  
Create in us a desire to live in solidarity,  
so that the pillars of injustice crumble  
and those now crushed are set free.  
*Prayer of the Live Simply campaign 2007*

## 11 Prayer for Serenity

God, grant me the serenity to accept  
the things I cannot change,  
the courage to change the things I  
can,  
and the wisdom to know the difference.  
Amen.  
*Reinhold Niebuhr (1892-1971)*

## 12 One World Prayer

Lord, lead us from death to life,  
from falsehood to truth.  
Lead us from despair to hope,  
from fear to trust.  
Let peace fill our hearts,  
our world and our universe.  
Let us dream together, pray together  
and work together,  
To build one world  
of peace and justice for all.

## 13 Prayer for Wisdom

In everything we do, O Lord,  
give us a desire to seek out the truth;  
give us a willingness  
to heed the advice of others;  
give us wisdom in reaching decisions;  
give us faith to believe in our  
conclusions;  
give us courage to put our ideas to the  
test;  
and, if we prove ourselves wrong,  
give us the grace to admit it. Amen.

## 14 Forgiveness

Merciful God,  
you are always present in Jesus Christ,  
as the word that forgives and guides me,  
as the bread that strengthens my  
resolve  
to change my life  
and treat myself and others better.  
For this I thank you and I ask you:  
Accompany me on my journey,  
so I can forgive as you have forgiven me  
so I do not tire of taking responsibility  
for your creation,  
so I can stand up time and again,  
and help others to stand up  
until you give me life without end. Amen.  
*Prayer of the World Youth Day 2005*

## 15 The Dedication of Studies

Father,  
you are creator of the universe  
and author of all that surrounds our  
lives.  
Send us your Spirit of wisdom as we  
study.  
Let our efforts lead us  
to a deeper knowledge of you,  
of your people and of your world.  
May we find you,  
our Creator and Lord,  
our God and Saviour, in all things,  
Father, Son and Spirit. Amen.

## 16 Prayer before Examinations

Lord,  
as I prepare for this examination,  
let your strength and your wisdom  
be present to me.  
May I revise my work thoroughly.  
May I understand  
what it is I have to know.  
May my memory be reliable and orderly.  
May I be calm  
and focused on the task ahead.

May I know and feel the love and  
support of my family and friends.  
And may you, the author and creator  
of all things, enlighten me.  
Through Christ our Lord. Amen.

## 17 Prayer of Thanksgiving

We thank you, God our Father,  
for the shelter and comfort of our  
homes;  
for the love and companionship  
of our family and friends;  
for our health,  
and our many gifts and abilities;  
and for all the blessings  
which we take for granted.  
Hear our prayer for all  
who are less fortunate than we are  
and bless those who work to help  
them.  
For Jesus Christ's sake. Amen.

## 18 Prayer of Intercession

O God our Father,  
help us all through this day  
so to live that we may bring  
help to others, credit to ourselves  
and to the name we bear,  
and joy to those that love us, and to  
thee.  
Help us to be cheerful  
when things go wrong;  
persevering when things are difficult;  
serene when things are irritating.  
Enable us to be helpful  
to those in difficulties;  
kind to those in need;  
sympathetic to those  
whose hearts are sore and sad.  
Grant that nothing  
may make us lose our tempers;  
nothing may take away our joy;  
nothing may ruffle our peace  
nothing may make us bitter  
towards anyone.  
This we ask for thy love's sake. Amen.

*William Barclay (1907-78)*

## 19 Prayer for the Sick

Father, as Jesus cured the sick  
and raised Lazarus from the dead,  
give comfort to those in our community  
who are sick.

We pray that your Spirit may heal their  
bodies

and soothe their minds  
leading them to find peace  
and hope in your grace.

We ask this through Christ our Lord.  
Amen.

## 20 Prayer for the Dead

Lord,  
we entrust those who have died to your  
mercy:  
welcome them into your presence.  
You loved them greatly in this life,  
now give them happiness and peace for  
ever.

Eternal rest grant to them, O Lord.  
And let perpetual light shine upon them.  
May they rest in peace. Amen.

*from the Funeral Liturgy*

## 21 Psalm 34

I will bless the Lord at all times,  
His praise ever in my mouth;  
Let my soul glory in the Lord,  
For He hears the cry of the poor.

Let the lowly hear and be glad;  
The Lord listens to their pleas;  
And to hearts broken, God is near,  
For He hears the cry of the poor.

Every spirit crushed God will save;  
will be ransom for their lives;  
will be safe shelter for their fears,  
and will hear the cry of the poor.

We proclaim you greatness, O God;  
Your praise ever in our mouth;  
Every face brightened in your light;  
For you hear the cry of the poor.

## 22 Psalm 139

Lord you have searched my heart  
And You know when I sit and when I  
stand

Your hand is upon me  
Protecting me from death,  
Keeping me from harm

Where can I run from your love  
It I climb to the heavens you are there  
If I fly to the sunrise, or sail beyond the  
sea

You would still be there

You know my heart and its ways  
You who formed me before I was born  
In the secret of darkness  
Before I saw the sun, in my mother's  
womb

Marvellous to me are your works  
How profound are your thoughts,  
O my Lord:

Even if I could count them  
They number as the stars  
You would still be there

## 23 Sarum Blessing

May the eternal God  
bless us and keep us,  
guard our bodies,  
save our souls,  
direct our thoughts,  
and bring us safe to the heavenly  
country, our eternal home,  
where Father, Son  
and Holy Spirit ever reign,  
one God for ever and ever. Amen.

*Sarum Breviary 13thC*

# Grades Record

		subject >				
Y13	AS Unit 1					
	AS Unit 2					
	AS Unit 3					
	AS Level Grade					
	January Resit Grade					
TARGET GRADE						
	Week 3					
	Week 5					
	Week 7					
	Week 9					
	Week 11					
	Week 13					
	December Mock Exam					
	Week 17					
	Week 19					
	Week 21					
	Week 23					
	Week 25					
	Week 27					
	Week 29					
Y12	Summer Study 1 <sup>st</sup> Assessment					
	Summer Study 2 <sup>nd</sup> Assessment					

# Timetable 2009-10

	Monday	Tuesday	Wednesday	Thursday	Friday
before 8.30	e-registration				
8.30-8.40	tutor period				
<b>period 1</b> 8.45 9.35					
<b>period 2</b> 9.40 10.30					
10.30-10.50	morning break				
<b>period 3</b> 10.55 11.45					
<b>period 4</b> 11.50 12.40					
12.40-1.20	lunch and e-registration				
<b>period 5</b> 1.25 2.15					
<b>period 6</b> 2.20 3.10					