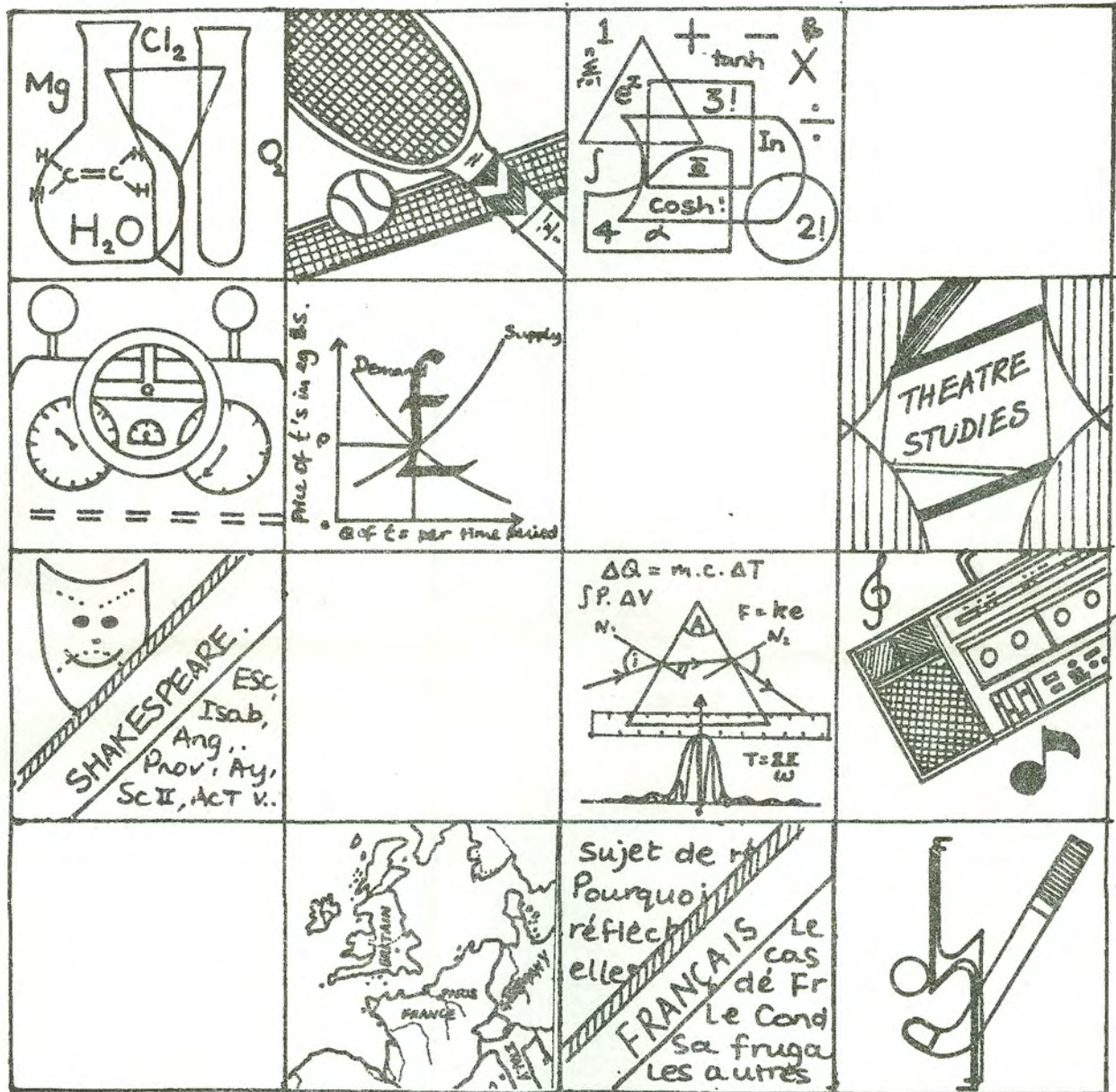


SLEETH FORM



at

ST. EEPHIN'S

THE SIXTH FORM AT ST. ELPHIN'S

St. Elphin's has a friendly Sixth Form. Girls who come to us for Sixth Form courses, and those who remain here after the Fifth year, enjoy their time, usually do well in their chosen subjects, and go on to a wide range of Higher Education courses, training and employment. St. Elphin's has achieved nine places in recent years at Oxford and Cambridge.

Some girls might prefer to be in a mixed school, but it is a fact that most concentrate better without boys to distract them. More important, statistics now show that girls studying in single-sex schools achieve better results in some subjects, especially Mathematics and the Sciences. There is also a great deal to be said for staying on at a school where your strengths and weaknesses are already known, compared with going to a different school, where you are a completely 'unknown quantity'.

For a school of its size, St. Elphin's offers a very wide range of 'A' level subjects, and most combinations are possible, as long as we know what you want to do well in advance. GCSE courses may also be taken in some subjects, and there is a general course including a variety of crafts, sports and topics of interest to everyone. After discussion with the Staff, your course will be tailored to your needs, and whatever you hope to do in the future. Most people stay for two years, but one year is also possible, or even a shorter period to improve some of your grades.

Life in the Sixth Form is not all work, though. There are plenty of extra activities to appeal to everyone, some of which you may have participated in lower down the school. Musical activities include Chapel choir, choral society, orchestra and, of course, the whole range of instrumental lessons. You can play hockey, netball, tennis, badminton as well as the sports included in the general course. Drama is also a popular activity, and the opportunity exists to take part in social work or to join a typing class in Matlock. Sixth Formers also participate in inter-House competitions, of course. Whenever possible, 'socials' are arranged with neighbouring schools, and St. Elphin's is in no sense a closed community.

As a Sixth Former, you will enjoy some privileges which you may have envied previously. Each girl has her own cubicle or room, fully carpeted, with bed, wardrobe and chest of drawers. Both Orchards and Devonshire Houses have a sitting room with a colour TV, kitchen with cooker and fridge, and laundry room with an automatic washing machine.

There is no set uniform for the Sixth Form, so sensible home clothes may be worn, within a few basic guidelines. Other Sixth Form privileges include extra exeats and tea visits and the opportunity to go out or to study in your room in the afternoons, and to go to Bakewell, Chesterfield, Derby, or into the country on Saturday afternoons, as well as visit the cinema on Saturday evenings. You may also play music during breaks, provided you consider other people.

Together with the privileges go responsibilities. Sixth Formers have much more responsibility for their own work than they had when younger. They must, of course, attend all lessons and complete set work, but will

need to organise their own work in free periods, prep times and holidays.

All Sixth Formers help in the running of their Houses, especially at meal times, participate in House activities, and carry out certain duties around the school. Some will become prefects, sub-prefects, Head Girl and deputy. All these School Officers are chosen by the Staff and help to supervise the school in various ways.

The rest of this brochure contains details of the various subjects you may study in the Sixth Form at St. Elphin's. Each subject Head has written appropriately about the study of his or her subject.

RELIGIOUS STUDIES

Christians of the Church of England will already know that the School Chapel and not the classroom is the main agent in our religious education. We do, however, have some religious lessons. Unlike schools in the State system, St. Elphin's is not required by law to offer religious education to all its pupils at every age. We choose to have a "Chaplain's spot" as part of the Sixth Form general course because we think it right, not because we have to.

Totally separate from this religious education is the academic discipline called Religious Studies. This subject is not just an easy option for nice girls but a demanding exercise in historical, literary and philosophical thought and practice. The relative simplicity of what is required at the sixteen-plus level makes advanced Religious Study even harder. The subjects studied at the moment are the first three Gospels (in English, though some brave girls have done New Testament Greek), their literary history and religious teaching, and for the second paper, the Philosophy of Religion, problems like the Existence of God and the Problem of Evil.

Not many girls do Religious Studies. This means that it is fairly easy to get a place to do it at university. Furthermore, it is no less marketable than any other humanities.

It is unlikely that you will have much time to spare on your Sixth Form course, but if you do, you are welcome to any of the 'A' level lessons you feel like coming to, even if R.S. is not one you are doing. The philosophy paper might be interesting to anyone who enjoys thinking hard.

PHILOSOPHY

The philosopher tries to examine the really basic questions: Can we really know anything? What kind of things exist? What makes some things wrong?

At his trial in 399 B.C. Socrates said that "the unexamined life was not worth living." Philosophers try to examine the rational basis

of our lives. Some philosophers are reformers: others are apologists. Some are theologians: some are atheists.

If you are a person who needs to think seriously, you are already doing philosophy. But we offer an 'A' level course in philosophy as well.

Do you think.....?

ENGLISH

In the 'A' level English Literature course we aim to cover, in broad outline, the development of English Literature in the three genres, verse, prose and drama, enjoying a wide range of set texts and analysing the techniques of particular writers.

The examination itself (J.M.B.) consists of three papers:

1. Appreciation of unseen texts of prose, verse and drama.
2. Major authors, which always include Shakespeare.
3. Prescribed texts arranged in sections (Satirical Comedy, Narrative, Peace and War etc.) which may include writers such as Austen, Wordsworth, Byron, Golding, Hopkins, Hardy.

We hope, however, that our students not only study for and pass the examination but also gain in pleasure, in perception and in analytical powers, all developed through a deeper understanding of literature. We encourage wide reading both of the authors studied and of other writers of the time. Students must be prepared to spend a considerable part of their private time reading, borrowing books from our well-stocked library.

Geographically we are very well placed to take theatre outings to Stratford, London, Derby, Sheffield, Nottingham and Manchester, outings which we hope may form the beginning of an interest in the theatre.

HISTORY

Historians use literary and analytical skills in studying real facts. To study History you need a good vocabulary, a high reading speed, an accurate memory, developed powers of reasoning, scepticism verging on the cynical and a flair for paragraph creation. For this reason, it is not as fashionable nowadays as it has been in times less pennyplain than our own. If you want to be cultured or pass yourself off as educated, there is no substitute for History!

History is one of the planks on which to base a career in Law or Politics and it is as generally marketable as any of the humanities. It is a study that can be continued as a hobby all your life.

In order to fit in with our GCSE syllabus, we study British Social and Economic History, especially of the twentieth century.

GEOGRAPHY

The 'A' Level course involves the study of the physical environment (e.g. landforms, climate, vegetation) and the human environment (e.g. agriculture, industry, settlement), illustrated with examples from the Developed and Developing World.

A study of the distribution of geographical features, together with the interrelationships between man and his environment and the changes occurring in such relationships, form important themes in the syllabus.

Understanding the collection, presentation and analysis of data, and using a variety of data sources (e.g. maps, photographs and fieldwork) are included within the syllabus.

The final examination consists of three papers including both data-response and essay questions.

Outline of the 'A' level work in the Geography Department

There are three sections in the 'A' level course: Physical, Human and Regional Geography.

Physical Geography

1. GEOMORPHOLOGY - the emphasis is on the measurement and understanding of the processes involved in shaping landforms.
2. METEOROLOGY and CLIMATOLOGY - Meteorology involves the understanding of changes in temperature, humidity and pressure, and the relationships between these three variables. In Climatology we study the causes of regional variations in world climate.
3. HYDROLOGY - we study the hydrological (water) cycle and its component parts.
4. BIOGEOGRAPHY - the major soil-forming processes are studied in relation to regional soil types. We also look at the nature and distribution of major types of vegetation. The principal factors affecting the distribution and functioning of ecosystems are also examined.

Human Geography

1. DEMOGRAPHY - this is the study of population changes.
2. ECONOMIC ACTIVITY - this covers agriculture, the location of industry and supply of raw materials, power resources and transportation.
3. SETTLEMENT - we study theories or "models" of settlement patterns, the functions of settlements of different sizes and elementary Central Place Theory, the way in which cities "serve" surrounding areas, also the processes of urbanisation in developed and developing countries, patterns of urban land use, and the nature of Central Business Districts.

This includes the development and functions of settlements, land use and urbanisation.

Regional Studies

The inter-relationships between physical and human geography are studied in the context of regional areas of the world. We study both Developed and Developing areas, and use the material to illustrate work done in other sections of the course.

Mapwork. Geographical features, especially physical features, are studied in Ordnance Survey maps and map interpretation skills are developed.

Statistical Techniques. Both the physical and human papers contain optional questions utilising statistical methods. GCSE standard Mathematics is useful for this.

Fieldwork. Geographical field work is an integral part of the course and a field trip within the United Kingdom will normally be held during the Easter holiday of either the Upper or Lower VIth year.

Individual Study. In addition to class work, widespread background reading is essential in order to provide the detailed knowledge needed for the successful completion of weekly essay or data-response assignments.

ECONOMICS

The subject is studied as an 'A' level and is a two-year course leading to the London Board examination. In the examination three papers are taken: a multiple choice paper testing the whole area of the syllabus, a data response paper where candidates are required to show ability in handling and interpreting data and an essay paper testing the ability to write clearly, logically and to a point.

Success at 'A' level is the immediate goal but emphasis throughout is placed on increasing the students' awareness of the place which economic understanding has in decision making at all levels, e.g. individual, local and national. Accordingly such topics as incomes and income differences, development and economic growth, inflation and unemployment will be studied.

The teaching method is based on formal lecturing on a particular topic reinforced by subsequent class and individual discussion. Students will write essays, answer data response questions and attempt multiple choice tests regularly. Additionally, reading of selected parts of texts and a wider reading of a range of publications on current issues are expected.

The basic skills required are those of literacy and numeracy but it should be emphasised that the mathematical content of the course is not at all demanding. Briefly, the student who does well is the one able to write and think clearly, showing an ability to apply understanding in argument and explanation of economic issues.

SIXTH FORM FRENCH

In the Sixth Form French is studied to 'A' level GCE (London Board).

You should carefully consider the following questions before embarking upon the course.

1. Have you enjoyed French at GCSE?
 - It is futile to undertake studies in a foreign language in the Sixth Form if you lack enthusiasm.
2. Did you obtain at least grade A or B at GCSE?
 - You must provide proof of your aptitude for the subject.
3. Are you prepared to think for yourself, and discuss your own ideas in French in lesson-time?
 - Your contributions to oral lessons will be vital.
4. Are you prepared to visit France at least once during your Sixth Form course?
 - Ideally an exchange visit with a French family for at least three weeks.
5. Do you enjoy watching videos and listening to tapes in French as a basis for discussion in that language?
6. Do you enjoy reading?
 - You will have to learn to read fluently in French, magazines, newspapers, novels and three set texts.

GERMAN

The GCE 'A' level in German consists of the following papers:-

1. Listening comprehension (15%)
2. Essays in English on three set texts (25%)
3. Guided writing and essay in German (20%)
4. Translation and reading comprehension (20%)
5. Oral examination (20%)

If you have obtained grade A or B at GCSE German and you are prepared to commit yourself to serious study, this course can be a most rewarding and enjoyable one. After two years you should be able to speak and read German quite fluently and you should also have acquired the skills to write accurately in German and express your own ideas about many topical issues. To help you develop these skills we shall be watching videos and listening to cassettes in German on a regular basis in class. Some of the classwork will also be based on material from up to date German magazines and newspapers and will involve class discussion in German.

It is important that you are prepared to visit Germany at least once during the course, preferably to stay with a family, and to make an effort to read as widely as possible in German in your own time.

LATIN

At present we work towards the London Board 'A' level syllabus. The three papers taken are:

Paper I	Unprepared Translation
Paper III	Prepared Texts
Paper IV	Special Topic

The first two terms of the Lower Sixth year are seen as a bridge between GCSE work and the 'A' level syllabus. It is a time when pupils are encouraged to read as widely as possible in Latin and English to increase their knowledge of the literature and the historical background of the late republic and early empire.

Preparation for the special topic paper is begun in the third term. There is a wide choice of topic, either historical, literary, philosophical or social life, and it is studied through reading authors in the original Latin and in English translations. The prepared texts, begun in the fourth term, include a prose and verse set book.

The aim at 'A' level is to develop a sufficient ability to translate Latin to be able to appreciate the literary value of the works read, their contribution to thought and civilisation and to develop some understanding of our debt to the classical world.

Potential 'A' level candidates should have attained at least a B grade at GCSE.

CLASSICAL CIVILISATION

This is a two-year course leading to 'A' level. The syllabus followed is that of the Joint Association of Classical Teachers. Candidates study four main topics which can be selected from either the Roman or the Greek Civilisation or both.

The course has a strong literary bias since most of the topics are studied through English translations of the Roman or Greek authors.

Topics in Paper I are based on a study of a period of ancient society whereas topics in Paper II range much more widely, from Greek Tragedy to Roman Satire to Art and Architecture. A dissertation may be submitted in place of any one topic.

This course is not a "soft option". Considerable reading is necessary and candidates must be prepared to work hard, but the work is interesting and the rewards high: an insight into some of the literature, thought and life of the two civilisations which have done so much to shape our own civilisation.

Advanced Supplementary Level

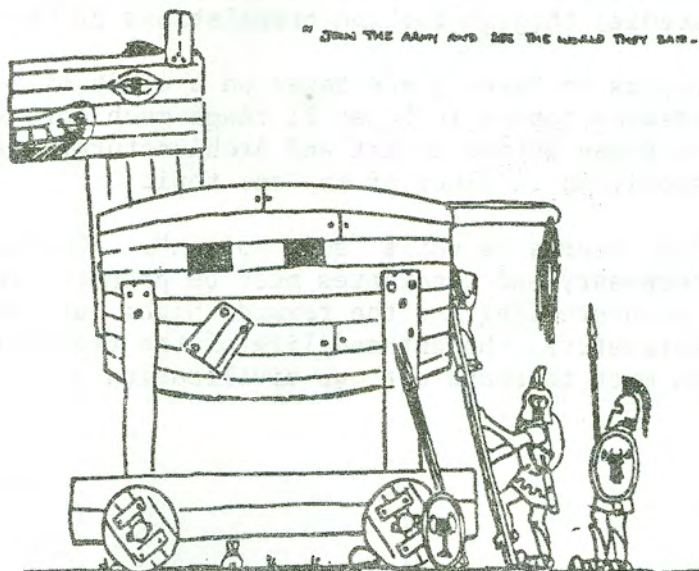
From 1990 it will be possible to study Classical Civilisation to AS level in either one year or two years.

The JACT A.S. level is exactly half the JACT 'A' level course we follow. Instead of studying 4 topics, two from each section, you will study two topics, one from each section. Since we study one topic from each section each year you can achieve an AS in one or two years (eight or four lessons a week).

It is not necessary to have studied classical civilisation GCSE to do 'A' or AS level.



"How do I know you're Zeus?"



"JOIN THE ARMY AND SEE THE WORLD THEY SAY...."

MATHEMATICS SUBJECTS

Mathematics and Further Mathematics are taken as two separate 'A' level subjects.

Mathematics

It is essential for all girls considering doing 'A' level to have a good GCSE grade (A or B) and for them to enjoy Mathematics.

The Course is divided into two sections, Pure Mathematics and Applied Mathematics. The Pure course contains algebra, calculus, trigonometry, vectors, coordinate geometry and other topics. The Pure part of the course is known as the "core" and all multiple choice questions in the final examination are set only on that part of the syllabus. The Applied part of the course consists of mechanics and probability.

Further Mathematics

This means more mathematics and so can only be studied by girls already doing 'A' level Mathematics. It will probably involve a girl in a total of 14 or more Mathematics lessons a week, and so it will be particularly important for her to enjoy and gain a sense of satisfaction from solving mathematical problems.

The course is again divided into Pure and Applied Mathematics (mechanics and probability, as before).

For abler students Mathematics, Further Mathematics, Physics and possibly Chemistry give a balanced set of subjects with regard to degree courses in Mathematics, Statistics, Computer Science and Engineering, as well as the usual Science courses.

With Economics, double Mathematics often leads on to Accountancy, Business Studies, Management Science, etc.

PHYSICS

The study of Physics to 'A' level requires a sound basis of the subject at GCSE level. It would be unwise to start the course without a pass at A or B grade at GCSE, together with a good pass in GCSE Mathematics. It would be useful also to be studying Mathematics at 'A' level, although this is not essential. The course is not easy, demanding considerable intellectual effort and ability.

The aims of the course are:

- to acquire a knowledge and understanding of the principles of physics, largely through experimental evidence;
- to develop manipulative and observational skills;
- to apply one's knowledge and understanding to practical applications and consider the social and economic implications to society.

The fields of study covered are basically similar to GCSE level and include mechanics, energy, materials, fields, waves, electricity and electronics. The depth of study is obviously greater and there is an emphasis on the unifying concepts within and between the various branches of physics. Optional study areas look at the applications of physical principles in

- i) energy use
- ii) materials
- iii) Medical Physics
- iv) Telecommunications
- v) Electronics

The examination consists of four papers.

- | | |
|---------|---|
| Paper 1 | Multiple Choice |
| Paper 2 | Short and longer questions |
| Paper 3 | Passage analysis and questions on optional topics |
| Paper 4 | Practical exercises and Data Analysis |

The passage analysis requires the candidate to read an unseen passage taken from a journal or specialist textbook and apply an understanding of general physics to show comprehension. This requires that the student should regularly read magazines like the 'New Scientist' and read library books intelligently during the course to gain a wide background of knowledge and experience.

CHEMISTRY

The central theme to the study of Chemistry at 'A' level is that of energy and bonding. In your GCSE studies you will have covered some of this theme; in the Sixth Form you will extend this theme in organic, inorganic and physical chemistry, in order to both explain and predict chemical processes.

You will be given the opportunity to use independent learning packages and also to conduct supervised research into one specified area of inorganic chemistry. In conjunction with this research you will be expected to produce a folder of background notes and experiments.

All students studying Chemistry at this level will be expected to maintain a constant interest in current national and international events and their relationship with science in general and chemistry in particular. This will be of value when, at various points in the course, you have to consider the social, economic and environmental effects of chemistry and the chemical industry. Chemistry at 'A' level does not require a knowledge of mathematics beyond GCSE level as the mathematical content of the course is small. If you are considering taking Chemistry beyond 'A' level then it is worth considering the desirability of taking 'A' level Mathematics in conjunction.

The course comprises a number of interrelated topics, at the end of which there is a formal assessment. This enables a close monitoring of each pupil's performance throughout the course and allows for remedial action to be taken where necessary.

BIOLOGY

Advanced level Biology provides a sound basis, and often an essential qualification, for higher and further education courses in Pure Biology, Biochemistry, Human and Veterinary Medicine, Dentistry, Agriculture, Environmental Studies, and many others, and also for direct entry into careers such as agriculture, nursing and laboratory work. On the other hand, apart from the careers possibilities it offers, the course stands by itself as a worthwhile and challenging study for the enquiring mind, bringing the student, at some points, close to the boundaries of science.

The main areas of study are:

Biochemistry: the fundamental molecules and processes of life.

Cells: their structure, function and variety.

Organisms: a brief look at the whole range and an introduction to how they are classified.

Physiology and anatomy: how living things work and how their construction makes this possible.

Continuity of life: reproduction, genetics and an introduction to the theory of evolution.

Ecology: how living things relate to and depend upon their environment and how human activities affect this relationship.

Practical work includes experimental, microscope and fieldwork and a certain amount of dissection.

Background reading is essential to this course, and the student is expected to develop an understanding of the social and environmental implications and the economic and technological applications of modern biology.

The emphasis throughout the course is on the unity of life. Biology is no longer a study of 'plants' and 'animals' but of the fundamental principles to be found in the structure, functioning and way of life of all living things.

HUMAN BIOLOGY

Human Biology at GCSE level is also available in the Sixth Form. It is particularly suitable for girls hoping to enter the nursing and the para-medical professions, but it appeals to many other girls, including those wishing to improve their Biology grade without repeating exactly the work they have done before. The syllabus includes a study of the functioning of the human body; human growth; reproduction and inheritance; health and disease in the individual and the community.

'A' LEVEL MUSIC

The course followed is that of the London Board, and comprises the study of four distinct (yet interrelated) elements. These are: Aural Perception, the writing down of melodies, rhythms, harmonies, etc. from dictation; Style Composition, the composition of chorale melodies in the style of Bach, string quartets in the classical style, and baroque counterpoint; Musical History and Form, the study of thirty musical examples in some detail, which represent all musical history; Performance, where a candidate performs on one or more instruments of her choice, one of which should be of 'Grade VIII' standard.

Whilst the Aural paper is common to all pupils, the other three options may be weighted to suit the candidate's particular abilities, for example, some may take two performance papers, whilst another student might do a mini-thesis on a topic of her choice.

In addition to the academic work 'A' level Music students are expected to play a major role in the musical life of the School by joining the Choral Society, Orchestra, Chapel Choir and perhaps helping to organise concerts. Students taking this course must also be prepared to attend concerts, listen to records, Radio 3, etc. in order to build a sound general musical background.

THEATRE STUDIES

Theatre Studies is a challenging course for girls interested in any aspect of drama and theatre. In 1989 we hope it will be possible to offer Theatre Studies at 'A' level and at AS level. The details of the AS course are not yet available but will presumably be part of the 'A' level syllabus. The course covers theoretical and practical aspects of theatre: study of 3 play texts, the work of theatrical practitioners, production visits, unseen appreciation of 20th century play scripts on the theoretical side; individual and group presentation of scripted and original performance on the practical side. The group goes on many visits and we make every effort to include back-stage tours, workshops, playdays etc at local theatres.

The course demands a strong commitment to group work and a willingness to read widely and work on individual assignments in the holidays.

For those studying English Literature the close study of dramatic texts is a great help with 'A' level studies.

HOME ECONOMICS 'A' LEVEL

Home Economics covers a much wider and deeper field of enquiry than is generally appreciated and is no easy option.

The syllabus followed in the JMB's "The Home, the Family and Society" and is the Home Economics 'A' level most acceptable to University requirements.

Students considering this course should have good grades at GCSE, good practical skills, perseverance, a reasonably good scientific background and a lot of stamina.

The course is an asset for many careers including Hotel and Catering Management, Social Services, Dietetics, consumer services and the caring professions. It also provides valuable training for life in general by encouraging students to develop:

1. an appreciation of the complex nature of society and of the socio-economic and cultural influences on family life;
2. powers of accurate observation, scientific inquiry and organisation;
3. a sense of responsibility as discerning consumers;
4. an appreciation of improving technology.

The material covered includes 4 areas:

- i. The development of the modern household as influenced by demography, urbanisation, standards of living and the changing role of the state, changing food supply and diet.
- ii. Consumer choice - methods of purchase, choice of goods and services, consumer rights and responsibilities.
- iii. The Home - its acquisition and management.
- iv. Food and Nutrition - the need for food, diet planning, food science, food spoilage and preservation.

The form of the examination

There are 2 three hour papers.

Practical skill is assessed by completion of 5 assignments which together are concerned with material from all aspects of the syllabus.

ART

The 'A' level course is, to a certain extent, a further development of the GCSE "Work in Two Dimensions", but with a much higher standard expected. It is therefore desirable to have gained a grade A or B GCSE.

Pupils entering the Sixth Form from another school would be well advised to submit a folder of work, in advance, to the Art Department.

Pupils taking this two-year course will be prepared for the London University Examining Board examination for 'A' level Art.

Two practical papers are taken:

1. The MAIN PAPER - a 14 hour examination.
2. The SUBSIDIARY PAPER - a 4 hour examination.

The work produced for these examinations should demonstrate the pupil's ability in differing fields, generally in the following:

- a) In IMAGINATURE and CREATIVE work
- b) In REPRESENTATIONAL DRAWING and PAINTING

Sometimes a pupil may show a distinct ability in Sculpture and may take this course for her Main paper, and others who have already studied Lettering and Calligraphy up to GCSE standard may wish to continue developing this skill for their Subsidiary paper.

It is possible to take a written Subsidiary paper, provided that the pupil has a good academic standard at GCSE level, grade A or B, in written work.

A mature approach to Sixth Form Art studies is very important, and pupils should be aware that a dedicated attitude is vital. A very high standard of skill is expected, and of visual sensitivity and developed thought. Along with this, much personal research and drawing outside the studio is expected. Much of the preparation for finished work needs to be done alone away from the studio. As well as this, a sketchbook should be in regular use, in pupils' own time, as a means of recording and analysing.

Visits are organised from time to time, to Art Galleries and Exhibitions, and pupils should avail themselves of these, but in the Sixth Form it is hoped that pupils will also make such visits under their own initiative and in their own time, whenever possible.

Development, within the course structure, of the pupils' individual strengths and abilities is fostered, without narrowing down their field of interest and enquiry too early, and thus exploring various media, subject-matter and styles.

Some universities accept 'A' level Art as an entry subject, though this should be checked with individual universities.

SWIMMING

Girls are able to work to their own ability taking examinations in R.L.S.S. Distinction, Award of Merit, Silver Cross, Bronze Medallion, and also A.S.A. Teacher's Award and Preliminary Teacher's Award.

GENERAL SUBJECTS

The General Subjects course is a compulsory two-year programme involving all Upper and Lower Sixth Form pupils. It aims to provide an opportunity for girls to widen their experiences by taking part in activities other than academic subjects. In particular it will allow students whose previous subjects have been strictly academic to sample practical subjects with which they may be totally unfamiliar. It is hoped that the course will go some way to more adequately equipping girls for their future outside education.

Subjects covered fit into three categories:

- Compulsory subjects - which are considered beneficial to all girls and include: Ethics, Personal Finance, Social Biology, Science and Society, Current Events, General English and Careers.
- Creative subjects - including Computing, Beauty Therapy, various aspects of Art and Craft, Needlework and Cookery, "Get by" in Spanish and Italian. Each term students choose one subject that interests them, but must follow at least three different subjects within the two years.
- Sports - the P.E. Department tries to offer as wide a selection of sports as is possible, according to facilities and time of year. Options include the usual sports on site: hockey, netball, table-tennis, badminton, volley-ball, trampolining, keep fit; sports making the most of local amenities, and those within travelling distance: swimming, golf, riding, rambling, cycling, ice-skating, bowling, ski-ing, canoeing, wind-surfing, assault course, aerobics, weight training. In the Spring Term some girls visit Callow Park where they are able to use the swimming pool, sauna, jacuzzi, multigym and squash courts. During the Summer Term girls have the chance to do some basic car maintenance.

CAREERS

The aim of the Sixth Form careers programme is to give you the advice and information you need to plan your education or training after 'A' levels or to choose an appropriate field if you opt for employment as soon as you leave school. You will have the opportunity during these two years to find out more about yourself and about the sometimes bewildering range of courses on offer to the well-prepared young woman of today.

The careers staff are available to give help and advice throughout the two years in the Sixth Form but especially at the times when important choices have to be made.

1. The choice of subjects to be studied in the Sixth Form.

At the beginning of the course when you discuss time-tables the careers staff will check that subject choices are appropriate for career plans, if any, and that a wide range of options is open if you are undecided.

2. The choice of higher education courses.

Applications to universities, polytechnics, colleges, schools of nursing etc. have to be made early in the Upper Sixth year, so there will be a careers lesson as part of the General Course for at least part of the Lower Sixth year. A wide range of information and prospectuses is always available in the careers library for consultation and Lower Sixth girls are encouraged to attend university and polytechnic Open Days.

3. Completing application forms.

The careers staff are always ready to advise how you should deal with this complicated task, and they will check your form before it is sent off.

4. Mock interviews.

These will be arranged for every girl in the Christmas Term before university and college interviews take place, or earlier if necessary.

5. Young Enterprise Scheme.

This gives you the chance to run your own business, supplying products or services that you choose and making all the decisions needed to run your company.

The careers department also organises visiting speakers, videos and visits to help you make up your mind. Any girl in the Lower Sixth who has not already enrolled in the I.S.C.O. Careers Guidance Scheme may take the tests for the standard fee, and the I.S.C.O.M. computer questionnaire is available for you to use at no charge.

