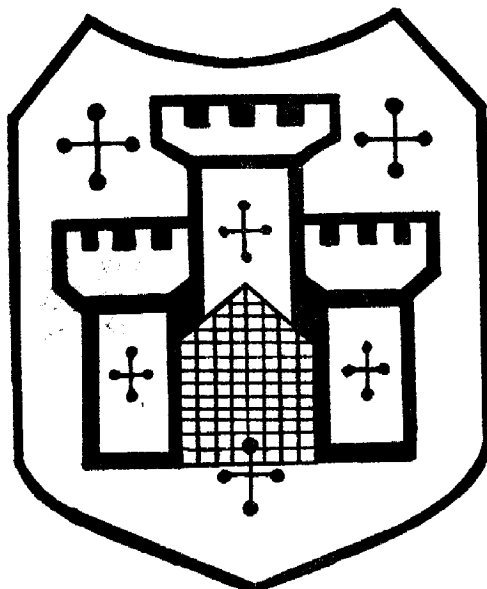


NORTHAMPTON TRINITY SCHOOL



FIFTH to SIXTH

A GUIDE TO SIXTH FORM COURSES

CHOICES AT 16+

The future of the sixth form continues to generate a great deal of discussion nationally. In 1981 several local authorities opted for a solution which effectively removed sixth forms from schools, though some proposals of this nature were turned down by the Department of Education and Science. Northamptonshire, in reorganising its schools in 1973 in a 6-9, 9-13, 13-18 pattern, expressed its confidence in the ability of each Upper School to maintain its own Sixth Form. I heartily support this concept because to me the Sixth Form is an essential part of the secondary school.

The Sixth Form itself has changed considerably in the past four years. Traditionally, most Sixth Forms offered only courses to GCE 'A' Level. Trinity however has always offered a one or two year Business Studies course, which has been equally successful. However, 1981 saw two major innovations locally:

1. After much discussion by headteachers and representatives of the authority, an agreed scheme of collaboration between Upper Schools was introduced affecting the teaching of the so-called "minority" subjects at 'A' Level. Further details are on p.17.
2. In common with some of the other upper schools, a new course was introduced at Trinity for pupils of average ability, the City and Guilds Foundation Course.

Further changes lie ahead. It is almost certain that the City and Guilds course will be extended in scope and offered in collaboration with the two colleges in Northampton. The main courses available at this school in 1972/73 are therefore

1. Traditional 2 year courses to "A" Level taken in 3 subjects of which 10 will be offered at the school, with a further 10 or so available under collaborative arrangements. (Qualification: Higher grade "O" Level pass or CSE Grade I in the desired subjects).
2. One year Business Studies course, covering Typewriting, Shorthand, Office Practice and Commerce. This can be taken to a more advanced level over two years ('O' Level or CSE I English desirable, plus good showing in a range of subjects at 'O' Level/CSE).
3. Courses offered on the basis of three days of general education at school (with the possibility of retaking or starting new "O" Levels or CSE's) combined with a specialist course taken at either Nene College or the College of Further Education on the remaining two days: there are various possibilities from BEC and TEC courses to City and Guilds Foundation courses. Some work experience is likely to be included. These courses are a very new idea and details are still being worked out at time of writing: Further information will be available before Easter. (Qualification: Grades 2/4 CSE in a good spread of subjects).

Broadly speaking, the other possibilities open to 16 years olds are

- (1) A full-time course at one of the colleges leading to various vocational or professional qualifications.

- (2) Obtaining permanent employment. The difficulties of doing so are well known; it is estimated that 40% of the age group will be successful in this compared with 60% two years ago and a much higher percentage before this.
- (3) Registering as unemployed. There are various schemes to provide temporary employment and/or training for school leavers who are unsuccessful in obtaining a permanent job, of which the best known is the Youth Opportunities Programme. These schemes will certainly be extended and improved in 1982 and provide youngsters with a weekly wage, if only for a limited period.

It is outside the scope of this booklet to give details of these possibilities outside the school. However, interested pupils and parents should read the booklet "16+ Education in Northamptonshire", which is published in February and will be available at the school.

The choice is bewildering. However, all fifth year pupils should give very serious consideration to the question of staying on at school. The Sixth Form pupils at Trinity are senior members of a caring community who have their privileges and responsibilities. A close watch is kept on their progress and welfare by staff who know them well and with whom they quickly develop an easy relationship appropriate to mature young people. It is possible to give detailed careers advice to each sixth former, whether he or she is going on to higher education or seeking immediate employment and to provide each one with a detailed reference based on four or five years close knowledge. And the social gains of even one year in the Sixth Form are immense.

D. R. CUMMINGS

Headmaster

January 1982

GOING INTO THE SIXTH

Most pupils enter the Sixth Form because it provides them with a chance to progress academically from either 'O' Levels to 'A' Levels or from CSE to 'O' and 'A' Levels and thus to leave school with better qualifications. But it also offers young people the opportunity to get to know themselves better and to have more time to consider their futures: it gives them a breathing space.

To benefit fully from the Sixth Form the student must have some sense of purpose and the determination and self discipline to pursue his/her course to a successful conclusion. Qualities such as punctuality, good attendance, co-operation and courtesy, as stressed throughout the school are still as important. Indeed it is these qualities which will be of interest to prospective employers and interviewing bodies.

We also see this time as one during which the students develop social skills and broaden their outlook on the world. It is a time for organising themselves into interest groups, either social or educational and the democratic factor is of considerable importance. This is seen in the exchange of ideas at meetings of the Sixth Form/Staff Council, our twice weekly morning assemblies, and in the work of the Sixth Form Committee which is responsible for the running of the common room, coffee and snack bar and the organisation of social and sporting events.

Some students have the opportunity to give useful help to remedial work in the school working alongside a member of staff and gaining valuable insights. For others we hope to arrange Work Experience and Community Service.

We look to all Sixth Formers to make a positive contribution to furthering the community spirit of the school and upholding high standards and worthwhile traditions.

R. WILLIAMS

Head of Sixth Form

ONE-YEAR COURSES

Many young people are now considering the value of a one-year course in the sixth form.

Trinity will be working together with other Upper Schools and the colleges in Northampton to provide a variety of suitable courses. The planning for these courses are still taking place as this is written, but it is likely that you could do one of the following courses:-

1. A one-year course in Business Studies

This course can lead to RSA examinations in shorthand and typewriting, and includes work on office practice, communication skills and commerce. It has proved very successful and popular.

2. An employment-related course

Examples of the kinds of employment would be: engineering, community care, distributive industries (shop, warehouse work), catering. These courses will probably involve 3 days per week of extended education at school and 2 days per week of specialist training at the College of Further Education or Nene College.

The qualifications at the end of these courses will probably be either City and Guilds Foundation Certificates, Business Education Council (B.E.C.) or Technical Education Council (T.E.C.) Certificates. It may be possible for some students to study at school for additional examinations, for example English or Maths 'O' levels or C.E.E. (Certificate of Extended Education).

These courses will give you the chance -

1. to gain in maturity and self-confidence
2. to further your general education, particularly developing skills you will need when you leave school.
3. to gain more information and experience which will help you to think more constructively about your career objectives.

P. MILLER

Senior Teacher

MATHEMATICS

Mathematics, in one form or another, is studied by about one half of the students in the 6th Form. There are several branches available, namely (i) Statistics (ii) Pure and Advanced Mathematics (iii) Computer Science, all of which are taken to Advanced Level. At the end of the first year in the 6th form, each of these 'A' level students sits either for 'O' Level or A/O level in that subject. Also there is a one year course for the Certificate of Extended Education in Mathematics, as well as classes for those who wish to repeat CSE or Ordinary Level or both.

With the limited space available, I will not attempt to explain the difference between Pure Mathematics, Applied Mathematics or Statistics but suggest instead that you contact a member of the Mathematics Department who will explain the various breakdowns of the subject.

Before starting an Advanced Level course in Mathematics, it is desirable to have 'O' Level (or its CSE equivalent).

The Computer Science Course is studied as a link course with the Nene College where you can make use of the computers in the St. George's Avenue building, as well as using our own microcomputer.

I. de C. GREAVES
Head of Mathematics

<u>Question</u>	<u>What qualifications are needed to be admitted to the Sixth Form</u>
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<u>Answer</u>	No qualifications are needed to enter the Sixth Form as such, but Heads of Departments will have to approve admittance to "A" Level courses in their subject. There must also be evidence that you will benefit from a Sixth Form course (one year or two years) and are prepared to work hard at it.
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PHYSICS

'A' Level Physics is a two year course which demands six periods of dedication per week. Two of these periods are used to assist the student in developing further manipulative skills and powers of observation; the remaining four are for theory. Those who embark on this course should not take it lightly - it is searching and the standards of the staff involved are high.

Students may enter 'O' Level Electronics at the end of the Lower Sixth Year. The contents of this course overlap with the equivalent section of the main 'A' Level and so little extra work is entailed. It must be emphasised that students who take this option must in no way forego the demands made upon them for the "A" Level.

Career wise 'A' Level Physics is an excellent qualification for almost any profession. It is necessary for Medical courses and all branches of Engineering. There is also, at present, a shortage of qualified Physics teachers and students considering a teaching career would be advised to bear this in mind.

The course in many respects develops the knowledge learned and skills developed in the 4th and 5th forms. Prospective students are expected to have gained at least Grade B in the 'O' Level Physics examination; in certain cases Grade C is acceptable. Further a pass in 'O' Level Mathematics is essential.

C. J. Saint
C. J. SAINT

Acting Head of Physics

BIOLOGY

Biology

The 'A' Level London University Syllabus is studied. Two of the six periods a week are allocated to practical work which involves microscopy, Biological drawings, animal and plant physiology experiments, simple genetic experiments, ecology and a small number of dissections. The practical course work is assessed and this contributes to the final examination grade.

In theory, topics include the histology and physiology of a mammal and flowering plant, evolution, behaviour, a variety of living organisms etc.

The examination consists of three papers, two of which are written and the third is a compulsory three hour practical.

The course is very full and interesting and no one should undertake it without being prepared to work hard. Past students have entered Dentistry, Medicine, Nursing, Public Health, Hospital laboratory work, Teaching etc.

M. A. CROOK
Acting Head of Science

M.A. Crook

CHEMISTRY*Chemistry*

In recent years, Chemistry in schools has changed radically. Less importance is now placed on the pure retention of facts and more on the application of principles. This is particularly true of 'A' Level Chemistry. Although Chemistry is an integrated subject and no part can be separated from the remainder, for the purpose of timetabling, the course is broadly organised into four sections, viz.

- a) Chemical Principles: Theoretical and Structural Chemistry.
- b) A comparison of the Chemistry of the more common elements.
- c) Carbon chemistry (previously known as organic Chemistry) including some simple biochemistry.
- d) Practical Chemistry.

Approximately 2 hours per week is spent on practical chemistry based on a series of experiments designed to develop manipulative techniques, accuracy, observation, deduction and the ability to design experiments.

Pupils who progress well on these experiments may have the opportunity of using some of the more sophisticated techniques.

The course is not easy - no 'A' Level course can be, but students usually respond well to the challenge and find that the further into the course they go, the more interesting it becomes.

The main abilities needed for success in 'A' Level Chemistry (apart from hard work) are a reasonable grade at 'O' Level, a modicum of practical ability and a desire to "find out why".

D. SPENCE

D. Spence
Head of Chemistry

D. Spence

Question : If I start a Sixth Form course, do I have to complete it?

Answer:

No, pupils who are above the school leaving age (i.e. aged 16 before 1st September, 1982) may leave school at any time. However, we assume that such a step would not be taken without consulting us. In some cases, we would ourselves advise a young person to leave school before the course ends in order to seize a particular job opportunity or because it seems unlikely that he or she will benefit from the course being followed.

MODERN LANGUAGES

We offer courses at GCE 'A' Level in French and German. The course for French is at Trinity alone, whilst the German course takes place under the town's Upper School co-operative arrangements. Those entering these courses are expected to have achieved 'O' Level standard.

The work is in two main areas:-

- a) Language work, continuing and developing that done in earlier years - understanding both the written and spoken language, and producing both oral and written language. The student has to be able to read in the foreign language texts from newspaper articles to literary works, to discuss topics of general interest to young people or matters concerning life in the foreign country, and to write essays in the language on these. The skill of translation of relatively difficult passages of modern English into the foreign language is also developed.
- b) Literature - the student is encouraged to read a number of books in the foreign language. In the examination he or she is required to write an essay in English on each of about four books which have been studied in detail. As far as possible, we try to choose modern plays and novels from the list of set texts.

Those taking Modern Languages at 'A' Level might be aiming at a degree course at a university or polytechnic (not necessarily as language specialists, although there are increasingly courses available combining languages with other studies). A language can also be a useful qualification for some posts in commerce and business, and German in particular may be an advantage to Science and Engineering students.

Question: How many subjects must I take?

Subjects

Answer: The normal 'A' Level course consists of three subjects taken for 5/6 periods per week. In some cases only two 'A' Level subjects may be taken. Students not aiming at 'A' Level will be expected to take 5 subjects for 3 hours each.

English

ENGLISH

The two year course in English in the 6th Form is designed for those students who have either achieved high standards of attainment in the 'O' Level English Language and Literature examinations, or those who show a natural flair and appreciation of English Literature.

The course leads to the A.E.B. 'A' Level examination in English Literature. It is almost entirely a literature course and is planned in the following way:

6 Lower - 5 periods a week
6 Upper - 5 periods a week

In 6th Lower, students are introduced to the Chaucer set-text(s) and the main Shakespeare set-text. In addition general work will start on:

The History of the Novel
The History of English Drama
19th and 20th Century Poetry

These general themes will eventually lead to work on four modern set books (prose, poetry and drama) which will be completed in 6 Upper.

The work of 6 Upper includes the study of a second Shakespeare text, the completion of the work on Chaucer and the continuation of the course-work on the four modern set-books. In addition, practice is given in practical criticism in literature, which includes background work on modern poetry and 18th/19th Century prose.

It must be stressed that candidates who think to find an easy third option for their 'A' Level course by choosing English in the 6th Form will be disappointed. The argument is sometimes used that English ought to be easy as it is our own language. This argument cannot be applied to an English Literature course, even if it could be to a Language course. An interest in reading, literary matters and the Arts generally is what we expect to find in a potential 'A' Level English candidate. We have many such in our present 6th Form; I am sure we shall discover and welcome many more in the future.

The CEE course will be continued in September 1980 for those new members of 6 Lower who attain suitable qualifications in their English CSE examination in June. This course will consist of a series of options containing elements of both language and literature, writing about T.V., the theatre and the mass media and will include several visits to theatres and places of literary interest. The 6th Formers on this course in 1981-82 have found the work both unusual and stimulating.

J. E. BREWER

J. E. Brewer
Head of English

COMMUNICATIONS ('A' LEVEL)

This is a two year 'A' Level course in a subject recognised by various universities and polytechnics around the country. Essentially Communications takes on the analysis of all forms of communication: non-verbal, the spoken word, the written word and the image. Thus a student can expect to be involved in the study of interpersonal communication (e.g. 'body language'), forms of narrative and the mass media (T.V., film and the press). One third of the examination assessment is practical so students will work on photography, video-programme making and film making.

The course is aimed particularly at students with an interest in English, Art, Drama or Sociology but basically we are looking for the sort of student who is prepared to become actively 'involved' in the subject.

A. TILLEY

A. Tilley

FILM STUDIES ('O' LEVEL)

Film Studies has been accepted as an examinable subject over the past five years and is now offered as a new O/A Level in keeping with the general trend of Sixth Form development in the country.

The A.E.B. offer a Mode 3 course in Film Studies which involve course assessment (a folio as in CSE English) and a written examination at the end of one year. Areas of study are as follows:

- a) Genre e.g. The Western, The Crime Thriller, The Musical.
For 82/83 the genre study is likely to be the Horror Film 82/83.
- b) The study of one director's work e.g. Fritz Lang, Alfred Hitchcock, Sam Peckinpah, Luis Bunuel. The director for 1982/83 will probably be Don Siegel.
- c) An optional area of study e.g. The Star System of Hollywood. We will study various stars (Monroe, Redford, Brando and Eastwood).
- d) Film as Product: The economics of the film industry; how a film is made, distributed, organisation of cinema circuits, administration of a cinema, film advertising etc.

The course involves primarily the viewing and discussion of various feature films and extracts with detailed written follow-up work, so a good standard of written and spoken English is expected. However, Film is closely allied to visual art so the student who is interested in art would find the course interesting and challenging.

Students are expected to take advantage of film club membership at the Northampton College of Further Education in Booth Lane, which is held on Tuesday evenings. Students automatically become affiliated to the NCFE social club, when they join the Film Society.

A. TILLEY

A. Tilley

British Social and Economic History
BRITISH SOCIAL AND ECONOMIC HISTORY

This course covers the period from c1750 to 1960 and sets out to build on the knowledge already acquired through the CSE and GCE "O" Level courses, though the emphasis at "A" Level falls rather less on the narrative description of the events of the past and rather more on the understanding, analysis and interpretation of those events.

Reading is the essential foundation of the 6th Form study of History and this involves a complete commitment to reading deeply, widely, freely and selectively; much guidance is given by the staff in this direction and the department has its own small but well-stocked cupboard to which all 6th Form students of the subject have completely free access.

The syllabus is covered through class discussion, essays, supplementary notes, studies based on the investigation of original documents, biographical accounts and occasionally more substantial papers based either on specialist topics or field studies. Use is also made of discussion tapes and pre-recorded audio visual materials.

In the final examination, questions may be set on particular aspects of the economy, such as industry and trade; the determinants of economic growth in general such as population changes; and the development of social and economic institutions such as Trade Unions and Welfare State. Thus, there are close links between this subject and economics and sociology, since it will be assumed that students will have at least an elementary understanding of these basic concepts of economic and sociological theory which they have met in their reading, though a formal training in neither economics nor sociology is essential. Some knowledge of statistical techniques could also be an advantage.

A. G. FROST
A.G. Frost
Head of History

GEOGRAPHY

The syllabus followed is that set for the London University "A" Level examination.

The syllabus includes six principal areas of study:-

Hydrology, Meteorology and Climatology
 Geomorphology
 Biogeography
 Population
 Economic Activities
 Settlement

The study of large continental areas region by region is not a significant aspect of this course, but a study of some regions is included drawn from all over the world.

In all sections there can be more emphasis on practising skills and techniques in acquiring and recording information than in the past, and pupils will be expected by the examiners to have studied the geomorphology of an area in detail. Although the annual residential fieldcourses will continue to be an essential and desirable feature of the Sixth Form Geography course, it is not likely that such a course will be organised in 1982-83 for reasons of economy.

M. P. JOY
 M.P. JOY
Head of Geography

Question: Are "A" Levels any good if I decide against going on to Higher Education?

Answer: Any attempt to forecast employment opportunities for post 'A' Level students is doomed to be as inaccurate in the long term as any other kind of prediction. But what can be said with confidence is if you are leaving school with a good range of 'O' levels after one year in the sixth form or between one and three 'A' Level passes at the age of eighteen, you almost certainly are in a better position to look forward to security of employment than younger school leavers.

ECONOMICS

All of us are concerned with the subject of Economics as we all have to make decisions which are economic in nature. We have to decide how we are going to spend the money we have and how we are going to use our time. This involves making a choice. It may be a choice on a small scale - a choice between a paperback book or a record but on a much larger scale the country also has to make decisions about what is going to be produced and how it is going to be produced. This question about the use of scarce resources is the basis of Economics.

We all read and hear about the kinds of questions involved in Economics: why are some countries better off than others? What is really meant by such terms as inflation, a budget surplus, a balance of payments deficit or a falling exchange rate? These are just a few of the subjects studied at "A" Level.

It is interesting because it deals with topics which affect all of us and is constantly changing. Economics can be very useful in a wide range of careers and can be studied in combination with either Arts or Science subjects.

FAMILY ECONOMICS

This is a new examination course designed for those who are staying for one year in the Sixth Form. It is very much concerned with the topics which are relevant to every day adult life and includes some basic economic ideas. The four main areas of study are:-

- (1) Allocating resources - this includes such things as renting, buying houses, costs, prices and consumer protection.
- (2) Banking and Finance - including different kinds of bank accounts and services.
- (3) The Industrial and Employment covering careers and wages.
- (4) Taxation and Benefits for the Individual.

The examination consists of a written examination paper and a continuous assessment section.

Miss E. HALE
Miss E. Hale
Head of Economics and Business Studies

BUSINESS STUDIES

The Department of Business Studies offers one year and two year courses as an opportunity to obtain a background working knowledge, basic training and some qualifications, before embarking on a career in the business world, or possibly transferring to a College of Education in order to train as a teacher of Business Studies, which means that these courses are equally suitable for boys and girls.

Shorthand, Typewriting (Copy and Audio), Office Practice, Communications and Commerce are the main subjects of a one-year course. Royal Society of Arts examinations are taken in all of these subjects and there is an examination in audio-typewriting.

In a two-year course, Business Studies may be combined with one "A" Level and/or additional "O" Level subjects, and further more advanced Royal Society of Arts examinations are taken.

It is not necessary to have attended any lessons in these subjects before joining the Sixth Form, although, of course, any elementary knowledge is always useful.

(Note: Students usually obtain posts as Copy Typists, Audio Typists or Junior Shorthand-Typists after one year, and more senior posts after a two year course).

Miss E. HALE

Miss E. Hale
Head of Economics and Business Studies

Question: Apart from academic qualifications, what qualities will universities, colleges or employers look for in a Sixth Former?

Answer: All the above will give weight to longstanding out-of-class or out-of-school activities (Musical, Sporting, Dramatic, Community Service), evidence of wide reading, participation in Sixth Form activities, interest in world affairs, originality expressed in unusual interest and good spoken and written English.

SOCIOLOGY

Sociology

Sociology is one of the "social sciences" and this means that it attempts to study society in a way that avoids haphazard ideas and opinions. It wants to go beyond "common sense" views of the world and reach more accurate and relevant judgments. Only through these kinds of judgments can society hope to overcome its many problems.

The Sixth Form course is divided into two parts, the first year course looks mainly at modern Britain and covers areas like the family, the educational system, religion and many others. At the end of the first year students will be able to take the "O" Level Sociology examination, if they have not already done so.

"O" level Sociology

In the second year students will be prepared for the "A" Level examination if they so wish. This includes going more deeply into the topics covered in the first year plus also a much longer look at the issues of social theory.

theory

New entrants to the Sixth Form can then look at Sociology as offering two opportunities, one, to pick up an extra "O" Level and two, to work towards an "A" Level.

Sociology fits in well with many careers, particularly those dealing with people e.g. social work, teaching, nursing. As a subject it fits in with other social sciences such as Economics, History, Geography and also with Statistics.

Biology

No previous knowledge of Sociology is needed but to be successful you must have quite a good standard of written English.

H. SYKES

H. Sykes

Question: What do I do when I have no lesson?

Answer: One important objective of Sixth Form education is to train students to make proper use of free time. Sixth Formers have free access to the library, unused classrooms and the Common Room throughout the day up to 5 p.m. (later by arrangement). A number of Sixth Formers devote some free time to helping with slow learners, partially hearing children and ethnic minority groups in and out of the classroom. This has proved beneficial to both sides.

Question: Can my parents obtain financial help to enable me to stay on at school?

Answer: They can continue to claim Family Allowance and Sixth Form students can help themselves by obtaining Saturday or holiday jobs. The school has no objection to this provided that study is not interfered with.

Physical Education
PHYSICAL EDUCATION

Although at the moment there are no single Physical Education periods timetabled for the Sixth Form, students are encouraged at all times to make use of the facilities available, such as the playing fields, gymnasium, hall and swimming pool by arrangement with the senior Physical Education staff.

R. GOLDSWAIN

R. Goldswain
Acting Head of Physical Education

Question: If I go into Higher Education do I get a grant?

Answer: For ^{degrees} degrees and subjects which need one or two "A" Levels "Yes", but based on your parents' income. Mr. Williams is able to provide information about the availability of these awards.

Art and craft.
ART AND CRAFT

Candidates taking Art and Craft in the Sixth Form study for the London University 'A' Level Certificate of Education in Art. This is usually done after having studied 'O' Level Art in the 5th Year. For the main paper, a subject is selected from a list of ten including Sculpture and Pottery, Print Making, Commercial Design, Drawing and Painting. Pupils are given 15 hours, usually taken over three days, to complete their paper. The subsidiary paper is of 3 hours duration and is largely intended to test the candidate's draughtsmanship although it is also possible to offer a written paper on the History of Art as an alternative.

Pupils are expected to take an interest in all aspects of this subject therefore work in the first year of the course includes a variety of subjects including practical work on stage scenery if required. In the 2nd year of the course pupils concentrate on the two subjects they wish to offer for examination. The Certificate is a valuable qualification for those wishing to pursue this subject for a career. It is a demanding course calling for a good deal of private research and study.

It is also possible for a Sixth Form pupil who has not had a previous opportunity, to study for an 'O' Level qualification in one year. Furthermore, the subject offers the opportunity for non-examination pupils to build a sound foundation for creative work in a variety of media and to learn to appreciate fine design in everyday life.

The Associated Examining Board for the General Certificate of Education in the History of Art is also offered at Ordinary Level to pupils in the Sixth Form who have a special interest in this subject.

Miss M. M. SOLOMON

Miss M M Solomon

Acting 2 i/c Design Department

Question: How is my progress monitored in the Sixth Form?

Answer: The Head of Sixth Form and your Sixth Form Tutor will keep a close watch on this. Full reports will be prepared on you in March and July in the Lower Sixth. School examinations are held in February and July in the first year; mock "A" Levels take place in February of the second year. Additionally your progress is assessed two or three times a term by the teaching staff who will grade you for punctuality/attendance at lessons, classwork and homework. There are parents' evenings in the Sixth Form of course and sixth formers are welcome to attend these with their parents,

MINORITY SUBJECTS COLLABORATIVE ARRANGEMENTS

From September 1981, the following "A" Level subjects have been available at one or two schools ("centres") only in Northampton.

Music, Design, Graphics, Engineering Drawing, German, Spanish, Italian, Home Economics, Religious Education, Communications, Law.

At the time of writing, the schools at which these subjects will be taught in 1982/83 have not been finally decided and will in any case vary from year to year.

All the above subjects will be time-tabled for Tuesday and Thursday mornings and students from a number of different schools will travel directly to the centre on these mornings returning to their own school at the end of the session. Additional travelling expenses will be paid. Teachers from different schools will participate in the teaching.

travelling expenses
In every respect the students involved in these arrangements remain full members of their own school. Taking more than one of the above subjects will present difficulties, but it may be possible to overcome them; Mr. Williams will advise on the possibilities.

MUSIC*

Due to its special demands and restrictions Music "A" Level will only be chosen by students possessing a flair for exploiting their individual gifts and talents in a musical direction. Thus, the number of pupils selected to pursue this course will of necessity be few.

Within Northampton there are two "A" Level courses offered.

1. Practical "A" Level This course is based at one centre and involves students who are competent on two instruments who wish to make musical performance an essential part of their life.

The course will include:-

- a) Studying performance techniques from the various periods of musical history.
- b) a working knowledge of the repertoire governing the two instruments studied by the student.
- c) achieving a personal standard of excellence in performing ability on the chosen instruments.

It is envisaged that this course will be run by a strong team of two music teachers supported by the visiting instrumental team.

2. Traditional "A" Level This course will be based at two centres, one of which is Trinity, the course work being divided amongst two specialist teachers. Students wishing to pursue this course should have a working knowledge of at least one instrument.

The course will include:

- History of Music - including general music knowledge and the recognition of traditional forms and terms.
- Aural Training - the development of the perfect relationship between the brain and the ear and increasing the recall power of the musical memory.
Sight reading and Improvisations.
- Harmony and Counterpoint - learning to write music within a set pattern of rules and disciplines.
- Set works - understanding and analysing the construction of pieces of music chosen by examiners as part of the two years study.

*Under collaborative arrangements - see above.

S. L. Meakins
S. L. MEAKINS
Head of Music

HOME ECONOMICS*

This is a two year course which is very relevant to pupils' future lives. The course is based on the study of the home, its management and the feeding of the family in its broad context in society. Not only are future trends studied but also historical aspects. Practical application of knowledge is seen to be important and the examination includes practical and theoretical papers.

The course includes sections on the social service, management of family finance and consumer studies. The nutritional side of food is investigated and pupils will conduct scientific experiments as well as developing their cookery skills.

Pupils will need a background knowledge of chemistry and home economics to 'O' Level standard as foundations to this syllabus.

R. B. JAYE

R B Jaye
Head of Home Economics

DESIGN*

Practical subjects have changed greatly in recent years. All "O" and "A" Level courses now adopt the problem solving approach to craftwork, and are available to students who wish to develop the knowledge and skills they have acquired in the main school.

Students can either work in single materials, normally wood or metal, or follow a course that encourages the use of additional materials such as plastic, ceramic and glass. The "A" Level courses are aimed at students who have received a high standard of attainment at "O" Level (or the equivalent at CSE), and courses require a sound knowledge of graphics. Examination assessment involve four elements.

1. A written paper - to test the student's theoretical knowledge
2. A design paper - the student is required to solve a design problem
3. Realisation on design - the student is required to make the article designed in section 2.
4. Coursework - a continuous assessment of the student's work during the course.

GRAPHICS*

"O" or "A" Level courses are available to students who have successfully completed a graphics course in the main school. Engineering Drawing covers work in plane geometry, solid geometry and machine drawing, whilst Graphic Communication courses involve the wider use of drawing as a means of communicating ideas and concepts. Examination assessment of the Graphic Communication course also includes the student's coursework. A knowledge of, and experience in, Design work is an advantage.

J. DAWKINS

J. Dawkins
Head of Design Department

LIFE IN THE SIXTH - FROM WITHIN

When we joined the Sixth Form we took on many responsibilities as part of every day life. The greatest responsibility is our own work, as it is left entirely to the individual to make up his or her mind to work hard, and although the staff are here to help and encourage us, they cannot be with us all the time.

It is essential that, before entering the Sixth Form, pupils decide what they hope to achieve during the course. They must be determined and put every effort into all they do, otherwise it is time wasted.

In addition to academic work there are duties to be performed which help with the efficient running of the school. These include break duties as well as office duties for the Lower Sixth. In accepting these responsibilities we have a greater contact with main school pupils and we endeavour to exert some good influence through friendly relationships.

The Sixth Form has its own committee, headed by a Chairman and Vice-Chairman who are elected by the Sixth Form themselves. The Chairman and Vice-Chairman then elect the committee from those who are nominated. The role of the Committee is to organise social activities for the students and to help with the running of the Sixth Form.

In the Sixth, students are expected to behave as mature, responsible adults and set an example to others. In return for this we all receive many privileges such as the use of the common room, coffee-bar, record-player as well as enjoying a friendlier atmosphere between the staff and ourselves. There is an opportunity to help teach the less able pupils of the school, which we feel is a privilege in itself.

Although some of us may not continue into Higher Education after the Sixth Form, we do feel that the benefits, experience and qualifications gained during our time in the Sixth Form will be a great advantage to us in our future lives.

We do recommend the life and hope you will join us.

MICHAEL BEASLEY (Chairman)
KAY GRIMES (Vice-Chairman)

Sixth Form Committee

HOW CAN I REVISE?

I simply must revise this week,
Decent qualifications I must seek.
But how can I dive into a vast book stack,
Without a thousand memories flooding back?

These two years have given so much,
To me the person and scholar as such.
The tears well up, as revision brings
Memories of so many things.

I just can't say what I really want to,
Words to describe it are oh so few.
My mind becomes a jumble of days,
When life was good in so many ways.

On reflection, even the bad seems good,
I'd even do the homework again if I could.
If I had access to the clock of life,
It would go back two years and end the strife.

There's been so much fun and so many friends,
So much to laugh at, so much to commend.
Every day a memory of its own,
Something to smile at on the brief walk home.

I should be happy, but it's driving me mad,
The happy days just make me sad.
It will all be over in nine weeks or ten,
Will things ever be as good again?

I'm sure the teachers aren't that sad,
Must have been days when I drove them mad,
Thanks to all, every lass and lad,
For the best two years I've ever had.

'A Sixth Former'

MM

~~MM~~

Please wake me up really!

really early. If possible, 6:30-7am at the latest
as school is tomorrow. I want a bath & a long
time to get ready.

JANE