



WHY GO INTO THE SIXTH?

FINCHLEY COUNTY  
GRAMMAR SCHOOL



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A booklet written for  
Fifth Form pupils.

November,

1969

## THINKING ABOUT THE SIXTH.

You have nearly completed 5 years at School and now we are suggesting you should consider staying longer. You will probably ask yourself

- \* How will I benefit?
- \* Will it be different?
- \* How will it affect my career?

These are big questions and there are no easy answers to any of them. In this booklet are some ideas which we hope will help you to come to the right conclusions.

Deciding to go into the 6th should never be a snap decision. It takes time to work out. There are several stages to it and you are invited to go through them yourself.

- \* Find out in detail what the 6th Form offers.
- \* Discover from your present 5th Form subject teachers what you are recommended to study.
- \* Discuss careers opportunities from the 6th with Mr. Nichols and in your interview with the Careers Advisory Officers.
- \* Discuss the whole thing with your parents and ask them to arrange an interview with us at school if necessary.

You will be asked (at the end of the Spring Term) to fill up a form similar to that shown at the back of this booklet. Use this one as a rough copy and start filling it up now.

Whatever you decide to do, make your decision early. **DO NOT WAIT FOR THE G.C.E. RESULTS.** Your course can always be adjusted to meet any surprises or shocks.

## LIFE IN THE SIXTH FORM.

1. You may think that life in the Sixth Form is just a continuation of the previous 2 years. The same examination pressures; the same busy timetable; the same subjects to be studied.

2. Nothing could be further from the truth. Life and work in the Sixth Form is not a rest cure - hard work will be demanded from everybody in it. But there are some very significant differences.

(a) Specialisation.

The greatest number of A-levels which any student may study to take at any one time is usually 3. This means that no-one is forced to choose a main subject which he or she dislikes or finds especially difficult. You study a subject because you want to, or because of your career choice, or both.

(b) Independent work.

One of the differences between Fifth and Sixth Form timetables is the introduction of periods of private study, in which you will be expected to work in the Library on your own. No-one is going to "spoon-feed" you, but you will derive great satisfaction from a deeper study of your chosen subjects. It will be up to you to make a success of your course.

(c) Student/Teacher relationship.

You will have been used up to now to being taught in a classroom with 20 - 30 others. This was the common pattern. The Sixth Form will be different. A-level teaching groups will be very small - some may be only 6. This means they will develop into discussion groups in which you will have to talk and discuss the topic in hand. The teaching atmosphere will be very different - it will be a partnership between you and the Staff, in which the latter will be sharing with you their specialized knowledge and experience.

(d) Discipline.

You are an individual, and will no longer be subject to all of the rules which we expect members of the Lower School to obey; e.g. there will be some relaxation of the uniform regulations for you. For in the Sixth Form we expect you to discipline yourself, i.e. to act in an adult responsible way at all times.

However, the School has a duty to your parents and to you to ensure that, in the academic field at least you are making reasonable progress, and of course testimonials and references will reflect how the School judges your response to this challenge of self-discipline.

(e) Leadership.

Alongside these privileges which we offer you there will be added responsibilities. In particular we look to the Sixth Form for inspired leadership in a variety of ways, for service to the community is one of the great marks of the Sixth Form - this is an opportunity you cannot afford to miss. Similarly we expect Sixth Form students to take a large part in clubs, games, and indeed all school activities.

It should be clear from this that life in the Sixth Form is different from that of the previous five years, for the Sixth Form is a society of young Adults, in which the shouldering of new responsibilities will give you great satisfaction.

There is one other respect in which your 6th Form course will differ significantly from what you have been used to, for up till now almost all the effort that has been expended on your education has been directed towards the end of obtaining G.C.E. Passes - directed, that is, towards the academic side of your nature. Has it ever occurred to you that this is really only a small part of that complex personality which is YOU?

What about your appreciation of the Arts? - music, drama, literature?

What about the way you get on (or fail to get on) with other people?

What about your creative instincts?

What about your future home and family?

What about your understanding of national and international affairs?

What about ..... ?

Well, you name it, and almost certainly you've not done much about it in the past 5 years.

These are subjects which can't really be "taught" - if you are to gain an insight into them you will have to be prepared to join with members of the Staff in a joint exploration of the ideas involved, and for this purpose there will be an increase in the number of periods on your time-table in which Examinations are temporarily forgotten.

## Freedom and Responsibility.

You may have heard that in our Sixth Form you will be allowed to do as you like. This isn't true, of course: what you should have heard - but probably haven't - is that in the Sixth Form we try to give some training in the use of Freedom.

For when you leave school, whether you go to college or seek employment, you will find yourself in a variety of situations in which you will have to exercise choice. Whether you like it or not, you will suddenly be confronted with situations where there are no externally-imposed Rules, and you have what you've always wanted - the freedom to decide for yourself.

What you decide will depend on your maturity - your ability to react appropriately in situations known and unknown - and maturity is not a subject which can be taught like Chemistry or French: it will only come with experience - the experience gained from being allowed to choose and to make mistakes.

Every community - whether it be a family, a school, a business firm or a University - has its own rules, (and the effect of not toeing the line will be far more serious in your first job than it is here), and in the Sixth Form you will not, of course, be allowed a complete freedom of choice: there will still be some rules and regulations.

For the use of freedom is learnt only in degrees, and just as we owe it to your parents to help you in this fundamental part of your education, so we owe it to them - and to you - to see that you do not - by your own unwise choices - do irreparable harm either to your own chances of Examination success, or to other people's. You will therefore discover that if we find that you have overstepped the mark, we shall tell you so in no uncertain terms, and probably withdraw some of the privileges which you enjoy as a Sixth-former.

Of course we hope you won't make too many mistakes - but we want to make sure you learn something from those that do occur.

G.C.E. Advanced Level Courses.

(a) Most (though not all) of those joining the Sixth Form will be expecting to stay for 2 years, and to take 'A' Levels in appropriate subjects. You may study up to 3 subjects (occasionally more). Each subject occupies about 6 periods per week and is studied in depth.

(b) We can offer the following subjects:

Pure Maths.	Chemistry	English
Applied Maths.	Biology	History
Physics	Geography	French
Technical Drawing	Economics	German
Woodwork	Art	Latin

and possibly others, if there is sufficient demand.

(c) It is quite reasonable to combine Arts and Science subjects - depending on what career you have in mind.

(d) There are no precise O-Level requirements before starting on A's, but for most careers you will need about four or five O's, subsequently taking some of them to A-Level. For this reason we normally expect you to obtain 4 Passes (in suitable subjects) before commencing your A-Level Course.

(e) We are often asked "Will I pass?" . Generally speaking - naturally there are exceptions - if you passed the corresponding O-level subject comfortably at the first attempt you will pass A-level if you work steadily for two years. But you should discuss your doubts with the Staff taking you.



Will I be allowed into the Sixth Form if I don't require 'A' Levels?

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By all means!

There may be a variety of reasons why it would be proper to start a Sixth Form Course even if you do not expect to stay for 2 years, for there are many careers in which the minimum entry requirement may be no more than 5 'O' Levels but for which you have to be, say, 17½, and are expected to have broadened your education by a year spent in the Sixth.

So we hope you will have used this year to

- (a) acquire greater maturity through contact with others in the course of various school activities,
- (b) benefit from the friendship and guidance of teachers who know you and have your well-being at heart.
- (c) experience the greater freedom of the Sixth Form atmosphere.

There will also be some of you who, as a result of unfortunate encounters with the 'O' Level examiners, will be forced to repeat at least part of your Fifth Form course.

However, it is not justifiable to return for a further year if your needs are so limited that you would find yourself spending half the week doing Private Study in the Library. In such a case, you should get a job, and study at Evening Classes (or in Day Release scheme).

## YOUR TIMETABLE.

About Easter we ask you to fill up the form at the back of this book, so that we know what subjects you want us to timetable and in what combinations. This means that you must give some thought soon to the sort of career you want for yourself.

Almost every combination of subjects can be timetabled.

We shall insist that you have a fairly full timetable but, unless you have O-levels to retake, you should average about one free period a day. This is deliberate policy, because one of the most valuable ways of preparing you for a 'freer' life later, is to teach you how to work on your own.

On the basis of the information you supply at Easter the time-table is constructed, and if - as sometimes happens - you wish subsequently to alter your choice of subjects, this can be done, but only within the framework of the timetable then existing.

Final choice can thus be made a day or two before the start of the Autumn Term.

You will have to make your own homework schedule and programme much of your own work.

You will have to work hard.

## Should I obtain my 'A' Levels at a Technical College?

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On the surface there may be advantages. Often it is possible to combine 2 'A' Levels with typing and shorthand. No uniform is worn. There seems to be even greater freedom.

There are, however, distinct disadvantages. You have been among teachers who have taken an interest in you over the years, who know you, and who want to help you to profit to the fullest extent from further study in the Sixth Form.

In a Technical College you may find yourself a stranger in a large amorphous community. The lecturers there cannot be expected to take the same interest in you. What looked like greater freedom turns out to be merely greater indifference. You are left to fend for yourself and your energies are, at least in part, spent on that instead of unfolding themselves in the more familiar atmosphere of your school. It is doubtful whether your 'A' Level results will, in the end, be as good as if you had stayed on at school, as the experience of some of those who have tried this method will testify.

## CHOOSING A CAREER.

The course you have followed at School has been designed to keep as many opportunities as possible open to you. We go out of our way to make this so. But inevitably the type of course you choose in the Sixth will affect your higher education and your career.

Once you start to drop subjects and specialise, as you do in the Sixth Form, it may become difficult to make a big change in your choice of career.

Careers advice is a specialized business. Some students know (or think they know) exactly what they want to do. Most know vaguely that there are some things they do not want to do, and are only vaguely aware of opportunities that suit their talents and interests.

Not only your educational attainments, but also your personality and sometimes your hobbies, your health and physique, or your willingness to move away from home should be considered.

Start now to think about your Career. Consult Mr. Nichols, and browse among the Careers pamphlets. Send off postcards to professional bodies and/or employers.

24, Laburnum Grove,  
Finchley,  
N.3.

Please send details of careers at A-level  
or above.

I. Hope.

But do not close your mind too quickly: try to get the area of your interests defined first (e.g. mathematical work, careers in hospitals, business, careers with children, etc.) then study the work in some depth. We may be able to arrange for you to visit a firm to look at the kind of work done by, e.g. analysts, so that you can see whether it fits your view of yourself as an industrial chemist, or to a school for handicapped children to see whether you would really like to work with people.

Consult anyone and everyone, but make up your own mind. Although mobility is becoming more possible, decisions taken now may affect your work for the next 40 years: we may not be around then to be blamed for your choice!

We all hope that you will seek our advice and listen to it, but we shall not be offended in any way if you decide in the end to do just the opposite to what we advised. All the Staff will do their best to help you, each in his or her own way.

## HOW WILL A SIXTH FORM COURSE AFFECT MY CAREER?

Some people have the idea that once they have agreed to stay on in the Sixth Form, they have committed themselves to 5 or 6 years further study.

This is certainly true for many, but equally there are careers where you will start earning immediately after 'A' Level (or even before).

Below you will get some idea of the kind of career you could aim at with Sixth Form qualifications. These are not detailed specifications - exact requirements can be found in the pamphlets in the Careers Library.

- 1) Careers for those with up to FIVE ORDINARY LEVELS, but where a Sixth Form course often brings great advantage in choice of training establishment or level of entry, include

local government	Forces
police	laboratory technician
secretarial work	horticulture
legal executive	nursing

- 2) Careers normally requiring a minimum of FOUR OR FIVE ORDINARY LEVELS (but in which A level entrants have better chances of acceptance or shorter training) include

Banking	accountancy
journalism	catering management
work study	insurance
physiotherapy	radiography
occupational therapy	photography
industrial design	chiroprody

- 3) Careers normally requiring ONE OR MORE ADVANCED LEVELS  
(many entrants have more, and take degree courses, and  
these of course generally get further), e.g.

broadcasting	personnel management
teaching (via College of Education)	commercial apprenticeships
computer programming	design draughtsmanship

- 4) Careers where TWO ADVANCED LEVELS are now the minimum  
entry standard for direct entry to training (but in which  
the route to the higher posts is often through a degree)  
e.g.

Surveyor	solicitor
librarian	architect
engineer (civil, mechanical, electrical, chemical etc.)	Civil Service Executive

- 5) THREE ADVANCED LEVELS, or two exceptionally good ones,  
are generally necessary for entry to a degree course at  
a University or elsewhere, which would be the normal  
qualification for:-

medicine	actuarial work
veterinary surgery	dentistry
pharmacy	geology
scientific research	psychology
university lecturing	forest officer
sixth form teaching	Administrative and Scientific Officer Classes of the Civil Service.

Remember that in all careers success depends not only on passing examinations but also on your personal qualities - determination, energy, getting on well with people, leadership perhaps. Many employers, especially in some careers in lists (1) and (2) may be just as interested, for example, in whether you have been a successful prefect, speaker in debates, or contributor to the school magazine, as they are in your examination results. The opportunities for these activities arise in the Sixth Form (and at university or college); this is a large part of what the Sixth Form is for, and in these activities you should be able to learn things which will be useful in your career, and enjoy yourself at the same time, to a much greater extent than you would in most jobs at the age of sixteen or seventeen. This is especially relevant, perhaps, for those careers where, even though Advanced Level G.C.E. is not required, the minimum age for entry is eighteen, as is the case, for instance, in most of the medical auxiliary occupations.



GOING ON TO FURTHER EDUCATION.

1. You are reading this while you are still in the 5th year - thoughts of Further Education may seem a long way off.
2. If you are keen to go to the top in your chosen career, then you should seriously consider the step after the Sixth Form.
3. Every career has a training pattern which should be investigated. There are endless opportunities for everyone for which a 2 year course in the Sixth Form is the basic step: for example

BUSINESS STUDIES

<u>Age</u>		<u>Finance.</u>
17	Sixth Form A-Level Course in	
18	Eng/History/Geog/Econ/Maths/ Languages	
19 20 21 22	Industrial (Theory in Sandwich College Course Prac.in Business)	Courses can be college or Business based. Paid for either way
23	Personnel Officer Accountant in industry Sales Manager	

## GRANTS AND FINANCIAL HELP.

### (a) While at School.

1. The period 16 - 18 is probably the most difficult time for finance if you are still at school.
2. To ease the financial strain of keeping their children at school when they are over compulsory school age, parents whose income falls within the following scale may apply to the London Borough of Barnet Education Committee for a maintenance grant. Payments are made in the middle of each term, and the amount increases when the pupil's age reaches 16, and again at 17 and 18.

The exact amount of the grant depends on individual circumstances. Particulars may be obtained by applying to the Education Office, Friern Barnet Town Hall, N.11., but the following examples will give some indication.

3. * Assessed Parental Income not in excess of	Pupil's Age			
	15+	16+	17+	18+
£	£	£	£	£
425	90	100	110	120
500	65	75	85	95
575	40	50	60	70
650	15	25	35	45
725	-	-	10	20

\* Assessed parental income means gross income less allowance for other dependents, e.g.

Up to the age of 18 .. ..	£ 75
Between ages 18 and 21 @ .. ..	£110
Over 21 @ .. ..	£145

@ If receiving full-time education.

(b) In further education.

1. When you leave school and go on to further education, e.g.  
University, College of Education,  
or Further Education establishment,  
  
an award may be applied for.
2. For Degree Courses and training at Colleges of Education grants are obligatory. Many courses at Further Education establishments are recognised for award purposes. The gross award consists of a standard grant for maintenance and tuition fees (except Teacher Training, where tuition is free), but this is subject to reduction according to parental income. Awards do not have to be repaid.
3. Please remind your parents that they can claim Income Tax Relief for you as long as you continue in full time education, and that student grants are not taxed.
4. Some training schemes are financially supported by industry. Further details may be obtained from the literature in the Careers Library.
5. Worries about finance should never be allowed to deter anybody from further education. If you can manage to keep going while you are in the Sixth Form, we can always do something about the next stage.

FOR THOSE WHO DECIDE TO LEAVE.

You have read the booklet and decided not to stay.  
There are two possibilities.

1. You have a clear idea of what you are going to do,  
e.g. join the army as a recruit.
2. You wish to leave but do not know what work to do.

In either case ask the Careers Advisory Officer about  
alternative jobs before you decide anything. Don't take  
the first thing that comes into sight - make enquiries  
at several different firms.

Ask yourself:

- a) Is there day release and, if so, for what courses of study?
- b) Am I the type that could cope with a job and day release  
together?
- c) Has the job a clear promotion ladder?
- d) Have I chosen this work or drifted into it or been pushed?
- e) Did I explore all the alternatives?
- f) What are the prospects for me when I am 28, married, with  
two children?

These are questions you cannot duck. What happens to you  
if you leave now is just as important to the School as the fate  
of someone who leaves loaded with O- and A- levels two or three  
years hence.

Please use the services that we and the Youth Employment  
Service offer.

ONE FINAL WORD.

It may be that while you have been reading the foregoing you have felt all the time that I have been trying to persuade those of you who are undecided to remain at school. And you are quite right, of course. By why should I wish to influence you in this way?

My prime concern in all things is to prevent you from making decisions which you will later regret. When you have a difficult decision to make, I suggest that you should always

DECIDE IN SUCH A WAY AS TO GIVE YOURSELF  
THE GREATEST FREEDOM OF CHOICE LATER.

So think it over carefully but remember that staying at school is not intended as a refuge for those afraid to leave the nest!

And a final word to you girls. Your interests are probably centred upon eventually getting married and settling down to raise a family. You owe it to yourself to get the best education of which you are capable: you will then not only enjoy a fuller life, but also be a more attractive person, and a better wife and mother. Remember also that the time will come when you will be wondering how you are going to occupy yourself when the children have all left home. An 'A' level or two could then make all the difference to whether you could undertake training for some worth-while piece of social service, e.g. teaching, probation work.

So don't be too anxious to leave in order to prove how grown up you are. Stay at school to enjoy yourselves - and to work!

Yours sincerely,

*C. J. Invelyne*

### SIXTH FORM UNIFORM.

All clothing must be clearly marked with the owner's name, and pupils are responsible for storing their P.E. kit tidily.

Goods marked "H" obtainable from Messrs. Hope Bros. at the School.  
" " "P" " " Messrs. Pullen of Temple Fortune.

Goods not so marked may be obtained where desired.

#### Girls' Uniform.

Black or dark Navy skirt.

Black, or dark Navy blazer (Badge optional) OR School Striped Blazer.

Any white blouse or any white jumper of a discreet, suitable style.

Any black or Navy pullover or cardigan.

During the Summer Term a blue dress of pupil's own choice may be worn.  
(the style must be appropriate for school and give freedom of movement).

H A navy school hood is available. No other headgear is permitted.  
Dark coat or raincoat.

#### Physical Education.

P Navy pleated skirt (only regulation type allowed).

White, cellular Fred Perry type shirt.

White plimsolls.

Black regulation swimming costume.

Swimming cap in House colour.

#### Boys' Uniform.

H School tie (or special School distinction tie).

Black or Navy Blazer (Badge Optional) or School striped blazer.

Plain, light shirt.

Plain grey or maroon waistcoat or pullover (not roll-top).

Plain grey flannel or worsted trousers.

Grey or plain dark socks.

Black or brown shoes.

Dark overcoat or raincoat.

H Scarf, if worn, in school colours.

#### Physical Education.

H Maroon football shirt.

White shorts (blue shorts optional for practice).

Football boots.

Football socks.

Track suit (optional)

White shirt.

White trousers.

White vest.

White socks.

White plimsolls.

Address ..... Name .....

Tel.No. .... Form .....

Age on 31st July , 1970 ..... y ..... m

SIXTH FORM REQUIREMENTS.

Answers to these questions are NOT binding on you.  
They are merely to help planning next year's Time-table.

1. How many years would you like to spend at school after the end of this year? .....
2. Are you expecting to continue your education still further after leaving school? .....
3. What types of career are you considering? .....
4. What 'O' Level subjects are you now studying?

Put ✓ ?/ X to indicate your probable result  
(Be realistic!)

<u>Subjects.</u>	<u>Probable Result.</u>
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5. In addition to any 'O' levels you may need to study next year, what 'A' Level subjects do you think you will want?

Give the most likely subjects here:      with possible alternatives here:

- |          |       |
|----------|-------|
| a) ..... | ..... |
| b) ..... | ..... |
| c) ..... | ..... |

6. Comments - including reasons for any unusual combinations

Signed .....

(pupil)

.....

(parent)

Study the relevant pages of  
"Why go into the Sixth" before  
completing this questionnaire.