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Year 11 Sixth Form Options Launch Evening

7th October 2026

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This Evening

- Welcome: Carl Howarth and Head girl team
- Outline of support: Jessica Williams
- Exam season expectations: Simon Milner
- Exam wellbeing: Scott Eastwood
- Introduction to Sixth Form: Olivia Varney

Welcome

Upper school team

- Jessica Williams (Head of Upper School) J.Williams@jcg.sch.je
- Hayley Farrell (Assistant Head of Upper School) H.Farrell@jcg.sch.je
- Alice Veitch (DSL) A.Veitch@jcg.sch.je
- Caroline David (SENCO) C.David@jcg.sch.je
- Claudia De Sousa (EWO) - starting in October.
- Natalie Hopkins (Assistant Headteacher – Student Guidance) N.Hopkins@jcg.sch.je

SUPPORT

- Who to contact
- How to get in touch
- How to escalate

Staff to contact: Academic Issues

- In the first instance, please contact the class teacher

If escalation is needed, please contact the Head of Department, or the Head of Faculty:

- Stuart Sleath, Head of **Maths** Faculty
- Janet Vernaglione, Head of the **Language** Faculty
- Steve Braithwaite, Head of **Science** Faculty
- Edward Palfreyman, Head of **Humanities** Faculty
- Samantha Fitzpatrick, Head of **Performance & Creativity** Faculty
- Katharine Moss, Head of **English** Faculty

Staff to contact: General / Pastoral Issues

For most matters, your daughter's tutor is the first contact:

- 11AB – Mr Falla
- 11CA – Mr Herbert
- 11CF –Mr Coxshall
- 11GA – Mrs Mynes
- 11IN – Mr Aguiar
- 11NI – Miss Matthews

The tutor is your first port of call. They will see their form first every day. They can check in, pass information on, liaise with you and with class teachers.

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What to expect in exam season

Simon Milner

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Mocks

- 5th January – 13th January (timetables by end of November)
- The mock exams will be run as far as possible like the real thing
- They are to help you know what to expect so avoid learning marks schemes etc. (This will not help students and will be a poor indicator)
- The students' papers will be kept, in case we were to have another national crisis, as evidence for any teacher assessed grades
- They are a bit more intense than the real exams because we don't want to spend a whole half term doing mock exams

Summer timetables, Liberation Day and contingency days

- Personal timetables will be issued. Please give your school time to do this: we won't forget to send them! (Personal timetables are sent end of February/beginning of March; general timetables appear earlier on exam board websites)
- When you receive this, please check the times etc. but also check the name on the statement as this will be the name on the certificate
- If you have a clash, you will be supervised and scheduled to do the exam at another time – usually the same day
- There is a limit on how much you can be required to do on one day (3 exams last more than 5 hours 30 mins including extra time), and we will check this in the real exams. In the unlikely event you have too much on one day, the exam board will offer you special consideration for the final exam, or there is an option for overnight supervision with the final exam beign sat the following day.
- GCSE exams begin on 29th April
- Liberation Day is a Sunday, so no exams then this year!
- The final day is Friday 18th June but …
- Students have to be available to do an exam on any of the contingency days; this year: Wednesday 23rd June
- Information on the website (which will be updated): https://jerseycollegeforgirls.com/jcg/upper-school/exam-information

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NEAs/Coursework

- Students need to follow teachers' guidance on what they can and cannot do
- They need to take care with any use of AI and acknowledge sources
- Students will be emailed JCQ guidelines on NEAs
- They need to note any deadlines
- Students will receive the marks for their coursework (not grades as this might differ) and have a chance to request that marking is checked. This happens before coursework is submitted to the exam boards. Once the coursework goes to the exam board, there are no more opportunities for marks to be reviewed.

Preparation

- Encourage students to check the exam noticeboard in the College Library
- Ensure students check their own timetable and don't rely on their friends
- The timetable will include information about Access Arrangements: please check these also
- Check the night before – what is the exam, what time and what is needed
- Pack the bag the night before
- Plan the journeys the night before – sometimes students need to travel at different times to usual
- Keep a routine

Exam days

- Arrival times to hall – 0900 and 1330 – be outside 15 minutes before
- Late arrival – call! But we will phone if a student is missing. In most cases, we can make a late start. If they are very late (unlikely, as this is more than 1 hour), we have to advise the exam board. It is important to remove the student's phone, accompany them and pass the student to a member of staff at the College as soon as possible and ask them to note the time.
- The desk must be clear - no watches at all. No digital device. No notes. No notes on hands etc. No spectacle cases.
- Must have a clear pencil case, at least 2 black biro (not gel or erasable ink) pens, 2 pencils, ruler, eraser, calculator (without lid), protractor, compass, highlighter pens
- Clear bottle
- Invigilators – are there to help. Say if something is not right! (e.g. is it the right paper at the right level? Are the access arrangements as expected?)
- Remember – we do our best to maintain a quiet working environment but we are a working school near a road.

What if something is wrong?

Speak up if something is not right so we can deal with it at the time.

However …

- Illness
- Fire alarm
- Illness or death of close family member

Need evidence. Submit after the exam.

Results days

- Thursday 19th August
- We send instructions (parents and students receive the same information)
- Others cannot collect on behalf of students
- They are emailed to student school email address too
- Celebration and support is available at College

Post results services

- We send instructions about the services available (so please read these!)
- Script return
- Review of marking
- There is a charge – you only receive a refund if your grade changes
- Marks can go down as well as go up so check with the relevant subject teacher
- Requests and payments are all completed online

Certificates

- Certificates are issued late in the autumn term

Exam Team

The Exams Officers are happy to answer questions

- Students can visit them in their office in the Library
- Students or parents can email exams@jcg.sch.je

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Exam wellbeing

Scott Eastwood

Aspire · Inquire · Excel · Belong

Building Exam Confidence & Exam Pressure Solutions. ©

The Weekend Essay

Helping to equip pupils with the skills for success in exams

School-based counsellor and therapist, **Scott Eastwood,** explores the impact of exam-related anxiety on students and highlights the need to equip young people with the skills to manage stress and perform to their best ability in exams

> **Our education system, which places such emphasis on performance in high-stakes exams, doesn't adequately prepare students for the emotional component of this process to give them the best chance possible of performing to their capabilities**

STATISTICALLY, there will be students taking their final exams this exam season who, despite preparation and nerves will affect their ability to recall previously learnt information. For some students, this could be the difference between passing and failing.

Working as a school-based counsellor for many years and seeing first-hand how exam-related anxiety impacts the emotional component of exams, I couldn't help but feel there was more we could do not only to help students manage anxiety about exams, but to actively prevent it from becoming entrenched by equipping students with effective, practical skills to help them manage the emotional component of exams.

During three years of MA research with Bath Spa University, I put together a programme of evidence-based skills and techniques that have proved effective at significantly reducing exam-related anxiety, and empowering students to feel more confident in managing the emotional challenges that can accompany the exam process.

Increasing pressure on students taking exams in the UK has been well documented both in the media and in academic research in recent years. Since the pandemic there has been a significant increase nationally in requests for separate exam provision due to anxiety alongside a ten percent increase in counselling sessions for exam stress with the NSPCC. This is in addition to the annual increase in referrals to services that support young people's mental health in the lead-up to exam season that occurs each year.

And yet, this is not a new problem.

Since as far back as the 1960s in places like America and later in Asia, Europe, Australia, etc., researchers have studied approaches to reduce exam-related anxiety and found that it can be managed and reduced effectively. This then enables students to perform to the best of their ability in exams without being hindered by the effects of anxiety, which has a detrimental impact on the exam performance of students. It is a real issue for the Year 11 cohort and is associated with lower school-related wellbeing. It is a harrowing statistic and one which I hesitate to include in this article but, such can be the impact of exam-related worry that a study into the causes of suicide in young people aged under 20, which was the Jersey study published in 2016, found exam pressure to be a factor in around 15% of suicides in young people aged under 20, further highlighting that this is an issue that warrants our attention.

Young people can experience anxiety about exams for many reasons. This includes fear of negative evaluations by others, exams being linked to self-esteem judgements and perceptions about the consequences of failure.

Studies have also found higher levels of exam-related anxiety among females, in students who are more biologically predisposed to high stress and also in those students with a propensity to negative or biased thought processes such as "catastrophising" or "perfectionism".

■ Exam anxiety has been found to have a detrimental impact on the exam performance of around 15% – 22% of any given Year 11 cohort

Greater competition for college and university places, pressure on students to publicise their results on social media, the publication of league tables of individual schools' results and GCSE exams being graded on a bell curve are examples of societal factors that have increased pressure on students, and schools, to perform better in GCSE exams compared to years gone by.

Some argue there is too much emphasis placed on performing well in exams in the UK and Jersey's education system, which is leading to levels of exam-related worry among UK students being higher than the global average, a fact acknowledged by the exam regulator Ofqual themselves.

Indeed, 72% of UK secondary school students report feeling anxious about exams, even when well prepared, compared to the global average of 56%.

Some question the very validity of exams as a measure of educational ability due to the debilitating impact that exam-related anxiety can have on some students' ability to recall information during exams due to the effect of cognitive interference.

Despite this, evidence-based interventions to reduce, and even prevent, exam-related anxiety from developing in this part of the world are sparse.

■ Studies have also found higher levels of exam-related anxiety among females

Of course, schools do provide a range of extremely effective and beneficial support systems to support students' emotional wellbeing with a range of different issues; however, such non-exam specific measures have been shown to have only a limited impact at reducing high exam-related anxiety.

Although in our education system we tend to focus on exam practice and developing study skills to prepare students for the process of taking exams, which are crucial skills in preparing students for exams, it is acknowledged by the exam regulator Ofqual that for at least 15% of students, this type of preparation alone is not enough as it doesn't teach students how to manage and reduce the anxiety they may experience before and during exams.

There is consensus from the major studies on "test anxiety" globally, that the most effective approaches include interventions such as psychoeducation about the nature of anxiety, CBT for managing worry some thoughts, behavioural interventions for managing the physical manifestations of anxiety in the body, problem-solving skills and enhancing existing study skills.

With established links between high exam anxiety, poor academic performance and poor longer-term mental health from a body of international research stemming back to the 1960s, the UK is lagging behind other countries in providing evidenced-based interventions to reduce exam-related anxiety for secondary school students. The rationale behind this is stating that such interventions can be effective in not only reducing exam anxiety and improving exam performance, but in reducing levels of clinical anxiety as well due to the transferable nature of the skills learnt.

■ Some question the very validity of exams as a measure of educational ability

As an example of the benefit of such programmes, one UK-based study of an intervention to reduce exam-related anxiety with Year 11 students as far back as the early 2000s – not only reduced students' levels of self-reported test anxiety measured using a standardised measure, but it improved their GCSE grades by one grade per subject.

This would appear to be an incredibly attractive prospect to schools whose GCSE performance is so closely scrutinised as a measure of their collective success and yet, such interventions in our schools remain sporadic and inconsistent. Specific interventions of this nature are rarer still.

There is often a tendency to assume that exam stress is good across the board as it can help motivation, focus and ultimately – exam performance. This is true, but only to a point. If students and parents perceive their exams as a challenge that they can overcome with enough effort and preparation, they might still feel stressed but for these students, the stress experienced can indeed be beneficial.

For students who perceive the source of their exams as a threat, however, this causes anxiety which in turn affects cognitive function (for example, going blank in exams), makes it difficult to recall previously learnt information, affecting focus, the ability to think creatively under pressure and ultimately, impedes exam performance.

To highlight this, in another UK-based study of over 10,000 Year 11 students, 16.4% were found to be classified as "highly anxious" about exams using a standardised measure, and these students were found to have lower school-related wellbeing and lower exam grades. Clearly, it is important for these students with low to moderate levels of anxiety about their exams.

One of the seminal studies on test anxiety way back in 1988 concluded that the concept of test anxiety casts doubt on the validity of exams as a measure of academic ability, thus highlighting what could be put in place by schools to prevent it.

One such programme, Exam Pressure Solutions, has been increasingly rolled out in some Jersey schools since 2023 from Year 7 right through to Year 13, with over 850 students having accessed it from January 2025.

This programme has been shown to effectively reduce exam-related anxiety and has been used with whole year groups in a preventative way with a focus on equipping students with skills for managing "exam nerves" – with no synonymous terms such as exam anxiety being used with the students who access it.

At present, both in the UK and here in Jersey, our education system, which places such emphasis on performance in high-stakes exams, doesn't adequately prepare students for the emotional component of this process to give them the best chance possible of performing to their capabilities.

While exam stress can be motivating and beneficial for many young people if it remains a proportionate challenge, for those who perceive exams as a threat, for a preoccupation with thoughts of failure and the physical manifestations of anxiety in the body can significantly affect exam performance. Indeed, one study by the country's leading academic in this field, Professor Peter Cooper, of Liverpool John Moores University, estimated the impact to be as much as two grades per subject in English, maths and science for some students.

As anxiety is often internalised, many students who experience high exam-related anxiety are unaware of the impact the anxiety they experience in relation to exams has become entrenched.

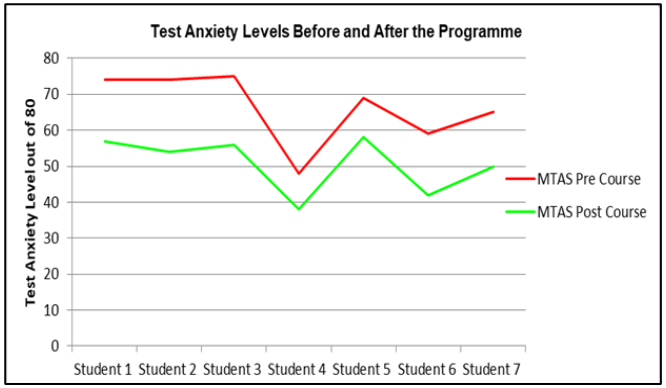
My hopes from offering the Exam Pressure Solutions Programme and Building Exam Confidence Workshops to schools, as both a preventative and targeted intervention, are twofold. The first hope is that it will equip the young people who access it with ways of understanding and managing "exam nerves" early enough in the GCSE process to prevent some students from becoming anxious about exams in the first place, and provide those students who are already experiencing high exam-related anxiety with practical, solution-focused strategies that they can use alongside their traditional exam preparation to enable them to perform at their best.

If our education system in this part of the world continues to place such emphasis on being able to demonstrate their knowledge in exams as a measure of their academic ability, then providing them with all the necessary tools to enable them to do this to the best of their ability is the least we can do.

■ Scott Eastwood is a school-based counsellor and therapist in private practice. He holds an MA with Distinction in Counselling and Psychotherapy specialising in managing exam anxiety. His work in this field has been published in the journal of the Association for Counsellors and Psychotherapists. To find out more see scotteastwoodwellbeing.com or contact scotteastwoodwellbeing@outlook.com.

MA Research Project 2022.

- 3 yrs research – effective ways to manage exam nerves.
- EPS Programme – 16 proven strategies.
- Delivered Y11s – underperform due to high nerves.
- Measured exam nerves before and after.
- All achieved/surpassed predicted GCSE grades.
- Over 2000 students, 10 schools, 4 yrs data.



bacp

British Association for Counselling & Psychotherapy

Testing times

Scott Eastwood examines the research evidence relating to test anxiety and asks what school-based counsellors can do to support young people

As Robert, a Year 11 student about to take his GCSEs, came into the counselling room for the first time and broke down in tears, I was reminded of the intense pressure that sitting exams can bring. Robert was perceived by his teachers to be a hardworking and conscientious student, performing above his expected grades. While this assessment was accurate, he had been struggling to cope with crippling anxiety and the weight of expectation. This had ultimately resulted in him buckling under the pressure and reaching out for support shortly before his exams.

This type of scenario is sadly commonplace, with UK students reportedly feeling more anxious about exams than the global average,[1] and organisations such as NSPCC seeing a dramatic increase in counselling referrals around exam time each year.[2] In embarking on an MA in counselling and psychotherapy practice in 2019, I felt determined to broaden my understanding of the best ways to support students experiencing high levels of exam anxiety, both preventatively and for those students who wanted support in the immediate build-up to their exams. While there is a comprehensive body of international research on the phenomenon of 'test anxiety' and its impact on student attainment, in the UK this remains relatively under researched.

The Weekend Essay

Testing times: Exam stress and what to do about it

As students head into exams season, counsellor and psychotherapist **Scott Eastwood** takes a look at how and why people react to the pressure of exams – and offers advice on how to deal with it

Why some students struggle to cope

"The good news is there is around 60 years of research evidencing that exam stress and anxiety can be managed effectively

What can we do about it?

Exam stress reduction strategies

The Weekend *Big Read*

'Since Covid lockdowns, the level of exam stress has been rising nationally'

School-based counsellor Scott Eastwood has launched the Exam Pressure Solutions Programme, which helps students to cope with stress and anxiety in the run-up to taking their GCSEs and A-Levels. He spoke to Tom Ogg about the aims and origins of the initiative

breathe

Feels like summer

Meet our new feature writer

The sky's the limit page 14

Grab life by the handlebars page 8

Meet our cover star and new feature writer

Scott Eastwood, Grainville School counsellor, talks grief, anxiety, and coping mechanisms

As I struggled with the sleepless nights that inevitably go with having young children, I desperately needed to feel more awake having recently started a new job that I had wanted for years and undertaken 4 years of specialist training for.

On my usual drive along the north coast to work on a freezing January morning, I somewhat impulsively turned down to Bouley Bay intending to go for a quick swim in my winter wetsuit gear which was usually kept in my car – only on this occasion, it wasn't there.

The desperate need to feel awake took over the need for warmth and I put on the shorts that sat in place of my wetsuit and jumped off the pier

Testing times for our children

School days are the best days of your life. So, they used to say. But the world is a different place for today's youngsters, especially thanks to the extra pressures generated by having to cope with the impacts of social media.

300 School Pupils Tackle Exam Stress

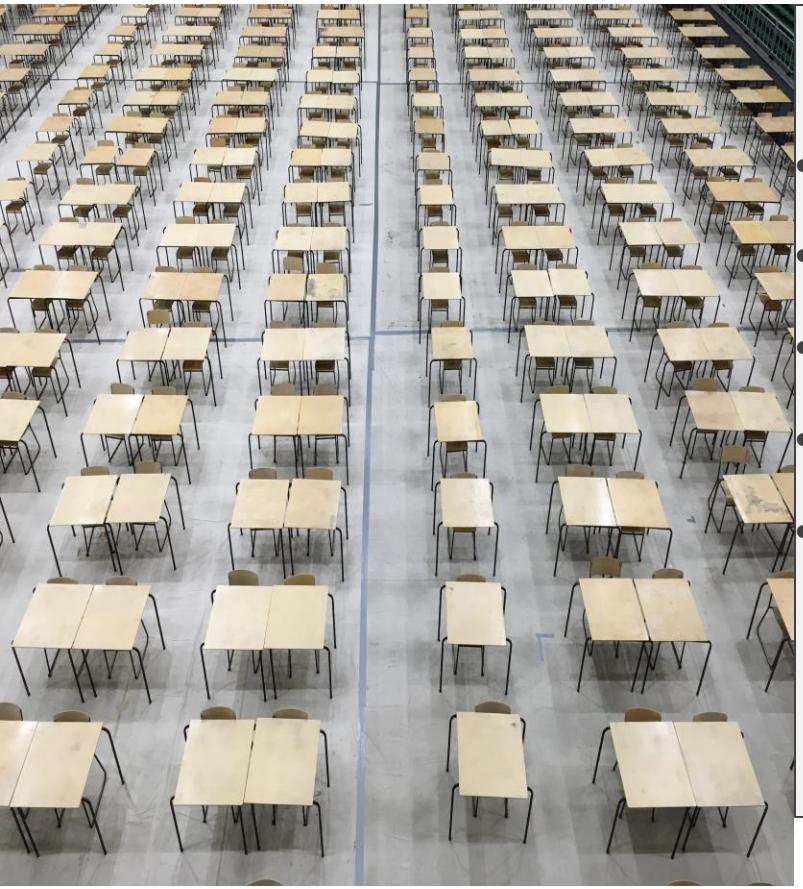
'The initiative has boomed in popularity with more than 300 students signing up and four more schools expressing an interest'

Liberty Lester – Channel 103.

‘’We live in a test-conscious, test-giving culture in which the lives of people are in part determined by their test performance’’

Sarason et al, 1960

Exam Stress Background.



- Exam nerves can improve focus, motivation, performance.
- High exam nerves (that don’t subside) more challenging.
- Effect concentration, memory, performance.
- Whether exam nerves are helpful or not:
- Exams as a challenge they can overcome, or not?

Exam Stress = Demands V Resources.

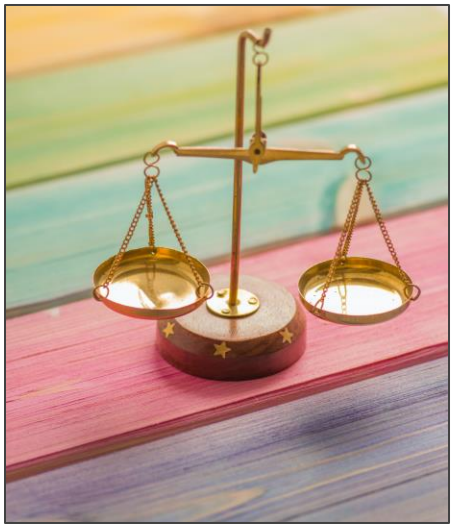
Demands

Number of exams.

Expectations of self & others.

The importance of the exam.

Exam setting (hall or class).



Resources

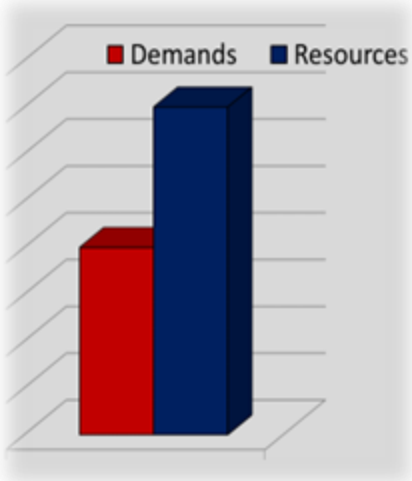
Belief in ability.

Confidence in the subject.

How much time to prepare.

Support network.

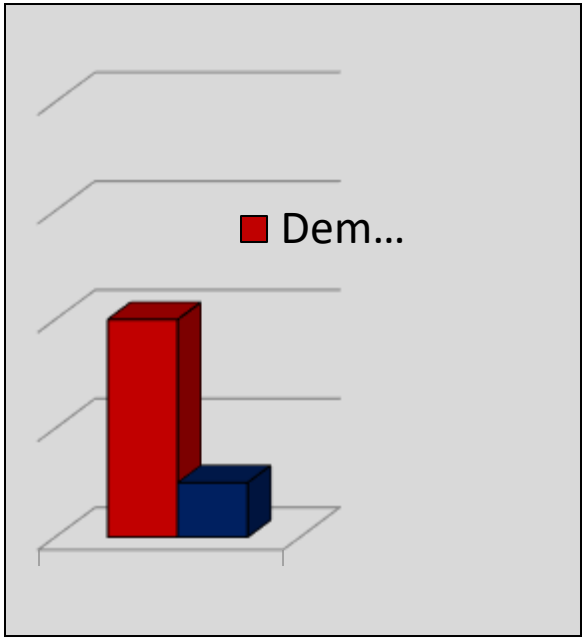
Option1: Stress as a Challenge.



- ✓ Energised.
- ✓ Motivated.
- ✓ More focused
- ✓ Perform better.

Exam stress is not necessarily a bad thing!!

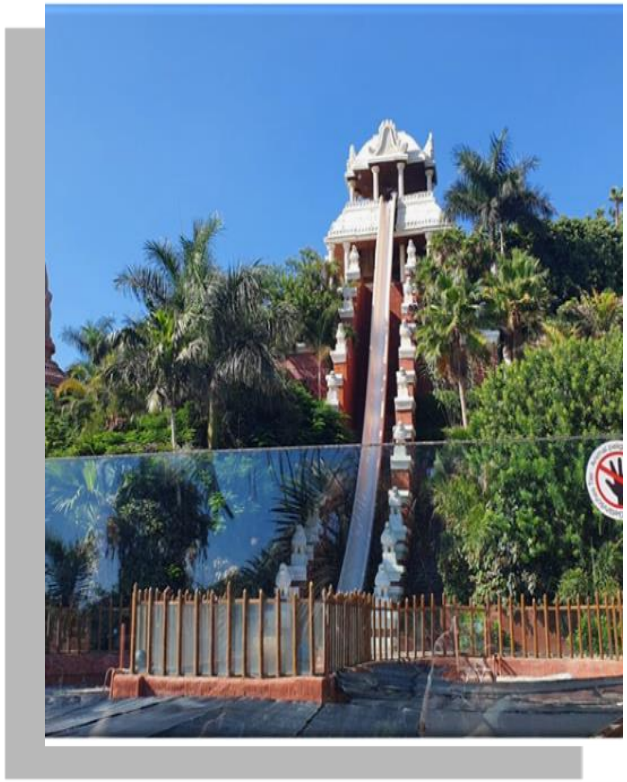
Option 2: When Stress is More Problematic.

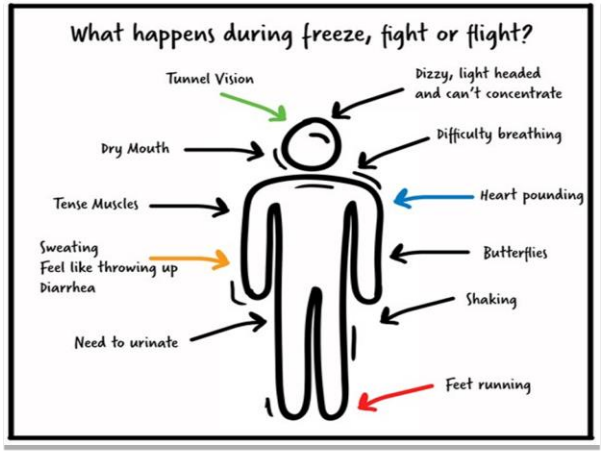


This is when exam stress can be more challenging!

- Harder to focus.
- Harder to recall.
- Harder to interpret Qs.

The Fight or Flight Response.





Fight/Flight Response.

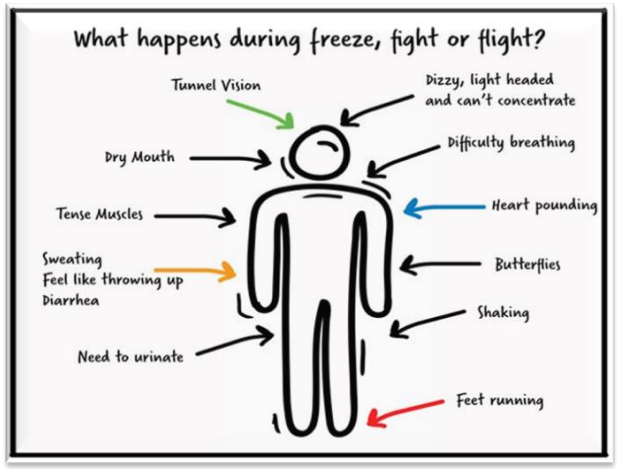
Can help focus and concentration in exams.

Similar for sports people before a big match.

When intense - harder to focus & remember.

Skills in EPS workshop help manage fight/flight if needed.

Perform at your best without nerves getting in the way.



Completing a task with low level nerves.

Mexico

RUSSIA	ENGLAND	TURKEY	FINLAND
BOLIVIA	GERMANY	SPAIN	EYGPT
FRANCE	USA	ICELAND	MOROCCO
DENMARK	CHINA	BELGIUM	CANADA
MEXICO	ITALY	CROATIA	SWEDEN
JAPAN	INDIA	UGANDA	SRILANKA

Completing a task with high level nerves.

Red

BLUE	RED	YELLOW	ORANGE
GREEN	BLUE	PURPLE	RED
PURPLE	YELLOW	RED	BLUE
ORANGE	BLUE	YELLOW	RED
RED	GREEN	ORANGE	BLUE
PURPLE	YELLOW	BLUE	ORANGE

The Stroop Task – How Was It?

No problem = high working memory.

For most = more concentration.

Stroop Task creates *'cognitive interference'.*

Ability to focus on task (naming colours) interfered with by urge to read word.

Similar affect as high exam nerves on ability to focus, recall, etc.

The Good News Is – We Can do Something About it!

- Exam nerves can be managed effectively (60 years of research).
- Good revision & exam prep - most effective for exam nerves.
- Revision & exam practice alone not enough for all students (Ofqual).
- Major studies globally agree, combination of approaches most effective:
- *Psychoeducation/Study Skills/CBT/Behavioural/Prob Solving.*

Helping Students to Perform at Their Best.

- JCG proactive approach:
- Building Exam Confidence workshop. Preventative (Y8, Y11).
- 5 hr In-depth Exam Pressure Solutions – Targeted (Y11, Y13).
- Enables students feel more in control of nerves.
- Can help improve grades for some students.

MTAS

NAME or ID: _____

TODAY'S DATE: _____ YEAR GROUP: _____

Please think about how you USUALLY think and feel when taking a test or exam.
Try not to think for too long about each question.
Read each statement and put a cross in the circle to the right of the statement to indicate how you think or feel.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
①	②	③	④	⑤

1.	Before a test/ exam, I am worried I will fail.	① ② ③ ④ ⑤
2.	I forget previously known material before taking a test/exam.	① ② ③ ④ ⑤
3.	Even when I have prepared for a test/ exam I feel nervous about it	① ② ③ ④ ⑤
4.	Before I take a test/ exam my hand trembles.	① ② ③ ④ ⑤
5.	During a test/ exam, I worry that I gave the wrong answers.	① ② ③ ④ ⑤
6.	I forget facts I have learnt during tests/exams.	① ② ③ ④ ⑤
7.	I feel tense before taking a test/exam.	① ② ③ ④ ⑤
8.	My heart races when I take a test/exam.	① ② ③ ④ ⑤
9.	After a test/exam, I am worried I have failed.	① ② ③ ④ ⑤
10.	During tests/exams, I forget things that I have learnt.	① ② ③ ④ ⑤
11.	Just before I take a test/exam, I feel panicky.	① ② ③ ④ ⑤
12.	During a test/ exam I experience stomach discomfort.	① ② ③ ④ ⑤
13.	During tests/ exams, I worry about the consequences of failing.	① ② ③ ④ ⑤
14.	During tests/exams, I find it hard to concentrate.	① ② ③ ④ ⑤
15.	Before a test/exam, I feel nervous	① ② ③ ④ ⑤
16.	During a test/ exam, my muscles are tight.	① ② ③ ④ ⑤

Building Exam Confidence.

Whole year group – introductory workshop.

1. Goal setting to increase motivation.

2. CBT – challenging negative thoughts.

3. Turning nerves into excitement.

4. Managing worry through problem solving.

5. Unloading exam worries to free up working memory.

6. Tackling worst case scenarios.

- <u>Practice lots to be effective.</u>

Exam Pressure Solutions.

In Depth Course (Small Groups).

- ***Week 1:*** *Understanding Exam Stress.*
- ***Week 2:*** *Developing a Positive Exam Mindset.*
- ***Week 3:*** *Techniques to Stay Focused & Calm.*
- ***Week 4:*** *Developing Motivation & Problem Solving.*
- ***Week 5:*** *Effective Revision & Exam Day Prep.*
- 16 strategies – proven to significantly reduce exam nerves.
- *'Allows you to explore, develop and better your personal reaction to exams.'*

(JCG A-Level Student, 2023).

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How Parents/Carers Can Help.

- Examples of skills can practice together:

1 -***'If, Then Plans'*** – detailed plan of how to tackle setbacks.

- *E.G: Mind going blank, Q1 being difficult, negative thoughts, etc.*
- Outcome: Worry less about worst case scenarios + easier to manage ***if*** they occur.

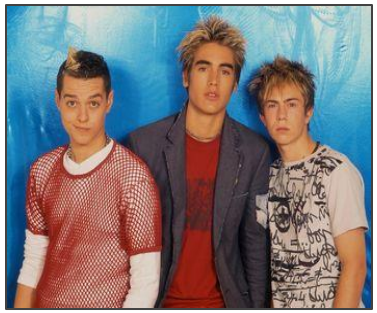
2 - 5 **breathing & grounding** techniques (in depth course)

- Need to be practiced a lot when calm to be effective under pressure.
- E.G: 4/6 technique + bubble blowers (sensory) = stronger pathway, easier to recall.

Transferable Skills.

- Many students aren't negatively affected by exam nerves.
- Techniques can still boost exam confidence - transferable:
  - ✓ Managing nerves in competitive sport.
  - ✓ Public speaking and performing.
  - ✓ Job interviews.
  - ✓ Managing anxiety.

Finally - Early 2000s Study



"GCSE scores were significantly higher in the intervention group"

Building Exam Confidence Outcomes.

'An extremely useful course to help students of all ages deal with anxiety and stressful situations.'

'A great way to get revision techniques and learn different breathing exercise to stay calm.'

'The course has made me be able to understand my own worries and how to cope with them.'

'It has significantly helped me to stay more in control over my stress. Very helpful, thank you.'

JCG Year 11 Students, 2025.

Other Workshops for Schools and Workplaces.

- *Managing ADHD in Education.*
- *Managing ADHD in the Workplace.*
- *CBT Emotional Regulation.*
- *Men's Mental Health.*
- *Managing Work Related Stress*
- *Understanding and Managing Anxiety*

CPD CERTIFIED The CPD Certification Service

www.scotteastwoodwellbeing.com

Thank you for listening!

JERSEY COLLEGE for Girls

JCG Sixth form

Olivia Varney: Head of Sixth

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JERSEY COLLEGE *for Girls*

Space to think & thrive

Physically, mentally and ...built into the timetable

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QSR
SFC
Library
The Terrace
Hectors

An All Girls' Education: A space to think and thrive

The Programme of Study

A Levels : Choose 3 subjects- new or known

22 subjects to choose from – come to the Market place on 2nd Nov

Further Maths is a possible 4th

- (Note: Students should only take one subject at a Collaboration School)

EPQ: A space to follow an intellectual passion

Electives: Choice but compulsory

- Life Skills & Choices
- Rotational electives
- VESPA/EPQ skills
- 2 hours of choices: Quals or skills/Exercise & fresh air/Curiosity

Measuring out Time: Y12

Core studies: 3 A level subjects (or 4 if choosing Further Maths)5 hours of lessons per week per subject = 15 hours

Electives: 5 hours a week- 2 hours of choice within that- increasing to 3 hours

Further Maths students have two hours free to study

Supervised Study: 4 hours in term 1

Assemblies/House/Leadership Roles/DofE

Internal exams taken at the end of Year 12

External exams taken at the end of Year 13

Independent study: *A levels are hard work but hard work definitely pays off at A level: 5 hours of study in school, 10 hours of study a week outside lessons*

Electives: Piece together a bespoke programme for yourself

- Retro Gaming
- Primary School outreach
- Kickboxing
- Model United Nations
- Walks with Hector
- Zumba
- Greek Tragedy
- Wider Reading beyond the Syllabus
- Book Buddies
- Journalism- JCG Voice
- Current Affairs
- Child's book illustration/creation
- TEFL Qualification
- ***Extended Project Qualification***-half an A level

Higher Ed and Employment Life, Skills & Choices

Prospective employers- Voices of Experience in Nov

Interview skills at KPMG offices

Uni personal statement workshops- external, internal, etc

Inspirational Guest speakers showing them the pathways they could take- Natsha Devon OBE, Jo Morgan, Dr Jo Darwood, Uni admissions officers, etc

Programme for all until January, then more specialist:

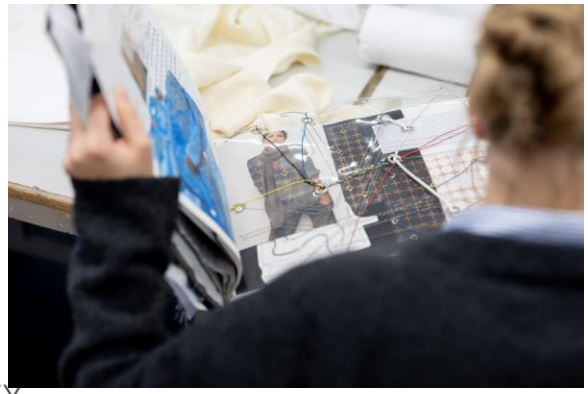
-Early Entry to Uni- Medicine, Vet Med, Oxbridge

-Uni

-Employment

Porous- can swap and change

Leadership: Initiative, Creativity & Orginality



Entry Criteria:

To join us as a sixth former, you will need:

- An enjoyment of learning and curiosity about your subjects
- A positive attitude towards your studies
- A minimum of five GCSE passes at grade 6 or above (including GCSE English and Mathematics at grade 5 or above)
- To meet the stated criteria in the subjects that you wish to study at A level

- *To continue each individual subject into Year 13, you will need to gain a grade D or above in your end of Year 12 exams. You will need to gain a grade D or above in at least two subjects to continue into Year 13.*

JERSEY COLLEGE for Girls

Calendar of Year 11 Events 2026-27

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Autumn Term

+16 Options Presentation 14th Oct

- Head of Careers-Mr Sykes
- Head of Sixth
- Skills Jersey

Options Market Place 2nd Nov

- Subjects Stalls
- Sixth Formers to ask
- Head of Y11 and Y12

Sixth Form Info Week

- New subject taster lessons
- Discussions with Y13
- Advice/Interviews with Skills Jersey

Spring Term

-Mock Exams Jan
-Mock results back
-Minds do change!
-Jan/Feb Individual Interviews
-Core subject choices to Mr Lewis Feb/March
-Elective/EPQ choices-Start of Y12
-External Applicants-Taster Days with your school
-Apply on College Website: Mrs Robertson: k.Robertson@jcg.sch.je

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Summer Term

- Final day before study leave – 5th May 2027
- Summer examination session runs May to June
- Year 12 Induction Morning – 22nd June 2027
- GCSE results day – Best of luck!

Contact Details

Olivia Varney– Head of Sixth Form

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Jessica Williams- Head of Year 11

Email: j.williams@jcg.sch.je

Simon Lewis – Assistant Headteacher (Learning & Curriculum)

Email: s.lewis@jcg.sch.je

Adam Sykes – Employability Co-ordinator

Email: a.sykes@jcg.sch.je

Our online prospectus:

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