



JERSEY
COLLEGE
for Girls

Aspire • Inquire • Excel • Belong



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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.

What to expect in exam season

Simon Milner

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 being 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>

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

Exam wellbeing

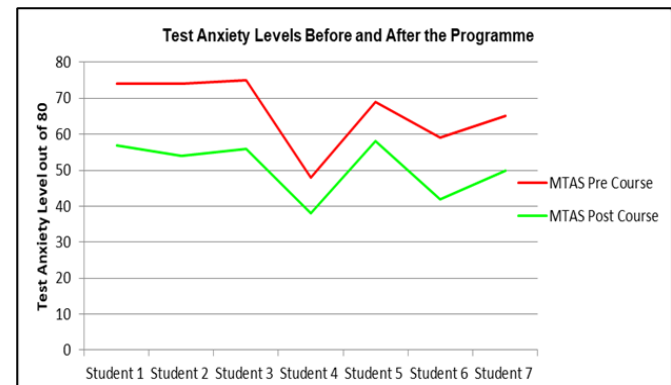
Scott Eastwood

SATURDAY 31 MAY 2025 JERSEY EVENING POST 15

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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.



“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.

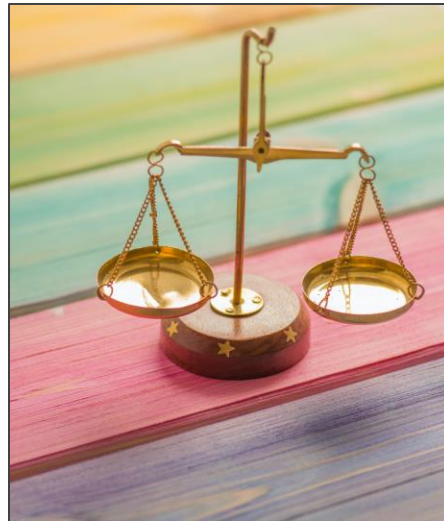
Demands

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.

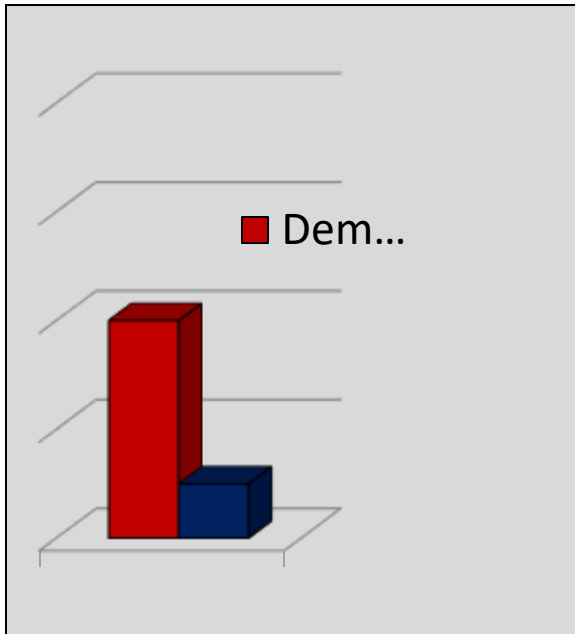


- ✓ Energised.
- ✓ Motivated.
- ✓ More focused
- ✓ Perform better.



Exam stress is not necessarily a bad thing!!

Option 2: When Stress is More Problematic.

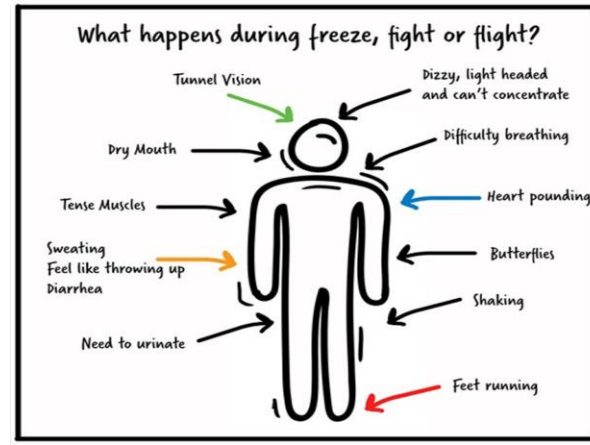


This is when exam stress can be more challenging!

- 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.



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.*
 - Practice lots to be effective.

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).

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.

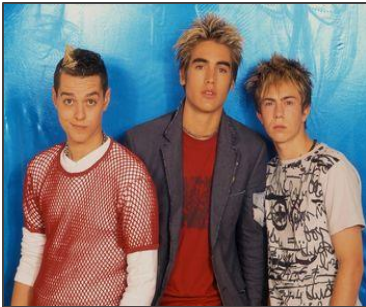
- E.G: 4/6 technique + bubble blowers (sensory) = stronger pathway, easier to recall.

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*



www.scotteastwoodwellbeing.com

Thank you for listening!



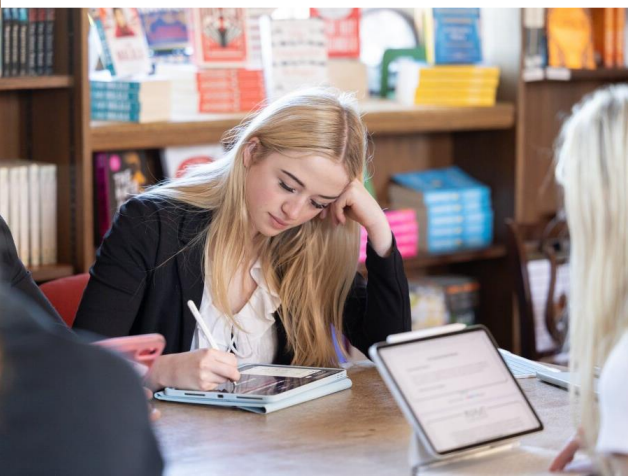
JCG Sixth form

Olivia Varney: Head of Sixth

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Space to think & thrive

Physically, mentally and ...built into the timetable



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: Quails 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 & Originality



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.*



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

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

Email: o.varney@jcg.sch.je

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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