



2021-2022 SIXTH FORM HANDBOOK

WHY GO TO SIXTH FORM?



Here are some important points to consider before applying

There are basically three aims to Sixth Form studies:

- to gain academic qualifications in the CAPE examinations as a preliminary to further study at University or for employment purposes.
- to gain intellectual maturity as you move from highly structured learning methods to a pathway of greater self-discipline and self-motivation.
- to mature personally, incorporating all aspects of your growth, such as social, psychological, and spiritual development.

Is Sixth Form really for you?

Remember, there are other options available to you at this juncture. You could go straight on to UTECH, Pre-UWI, or another type of training institution. It all depends on what you want to do and where your future career may lie. You must recognize that success at the sixth form level does require a whole new approach to learning – an approach that is going to demand your TOTAL commitment and motivation, as well as a mature and responsible outlook. If you have these qualities, the stage will be set for you to realize your fullest potential. These pages are intended as a guide to both sixth form students and parents/guardians of sixth form students. It is not exhaustive, but it does form the basis of the conditions which must be agreed to upon accepting a place in The Heinz Simonitsch Sixth Form.

ETHOS AND VISION FOR THE HEINZ SIMONITSCH SCHOOL

The Heinz Simonitsch School one of the largest and most successful private institutions in Western Jamaica. Our results in the CSEC examinations are no accident, but come about as a result of the culture of HSS which promotes a strong work ethic. Features of our sixth form include:- an increasing range of subjects offered- provision of close monitoring of student performance- a system of regular assessment, grading and feedback- emphasis on personal development with encouragement to develop talents/skills in the wide range of co-curricular activities available, to act in the interest of others, to challenge selves, think for selves, and find the balance between work and play.- a community who know what they want to achieve and work with confidence and enthusiasm to meet their goals



CHOOSING YOUR CAPE SUBJECTS

This can be a daunting prospect, but you certainly should consider the following before you select:

- What subjects do you enjoy?
- What subjects are you good at?
- What are the implications on your future career path based on your decision made?• Does your CSEC results qualify you for your programs selected?
- If a subject is new to you, do your research! Talk to people who are already doing it or have done it, find out what kind of topics you will cover (refer to the syllabus), find out what career options it opens up.
- **PLEASE REMEMBER** – THERE ARE NO ‘EASY’ CAPE SUBJECTS...each brings demands and the need for seriousness of purpose and hard work!

Subjects available for selection

CAPE Accounting
CAPE Biology
CAPE Chemistry
CAPE Physics
CAPE Digital Media
CAPE Animation
Pure Mathematics
CAPE Environmental Science

CAPE Sociology
CAPE Literatures in English
CAPE Spanish
Communication Studies
(mandatory)
Caribbean Studies (Mandatory)
Personal Development
(Mandatory)

You should be selecting three subjects from the list of those available for selection but please note the conditions* indicated below. The possibility of doing a fourth subject can be explored with the administration if your performance in the CSEC examinations was very strong. A fourth subject is only given if space is available in that subject area after assigning all other students to their first three subjects.

N.B.: - A subject offer may be withdrawn if the take-up by students is too low. Should this happen, students will be asked to select another subject where space is available

Sixth Form Fee Structure

Program costs \$340,000.00 per year. This includes: academic classes ,career counselling, scheduled extra classes weekly, scheduled marathons monthly, individual coaching sessions twice per term, individual support and guidance on Impact Project.

REQUIREMENTS

MINIMUM REQUIREMENTS FOR ADMISSIONS TO SIXTH FORM

Along with the other requirements as outlined in the HSS Student/Parent handbook, a minimum of six subjects, including Mathematics and English A, at grades ones / twos are required. A pass in Add Mathematics can be substituted for CSEC Mathematics. Additionally, ALL students must participate in a sixth form entry interview.

INDIVIDUAL SUBJECT REQUIREMENTS

Getting into Sixth Form at HSS is very competitive as there are only 20 spaces. Priority is given to students who qualify for sixth form with the best CXC CSEC results. Think carefully about where you think you want to end up in terms of a career, or an area of study at the tertiary level, and then make your subject selection.

COMMUNITY SERVICE

Sixth formers are in the unique position of being able to contribute substantially to the school and surrounding community. Sixth formers are expected to give at least one hour a week of service to one or more of these areas. This community service should be carried out in the students' own time. A record of participation in these various duties will be kept and placed on file. It is of note that both universities and employers value such experience.

SIXTH FORM ASSOCIATION

Upon joining sixth form, students automatically become a part of the Sixth Form Association. However, formal participation will only be recorded on reports with consistent attendance at weekly meetings. The Sixth Form Association enables students to air their views on a variety of issues, debate current affairs and improve the overall sixth form experience. Serving on the executive provides the students with valuable experience and is an excellent addition to any university application/reference.

THE ROLE OF A SIXTH FORMER

The Sixth Form situation will not be as structured and restrictive as the students' previous educational experience. However, those rules and regulations which are considered necessary, either for the good order of the school or for the students' own personal development, will be strictly enforced. This is one aspect of the obligations to which the student will be expected to respond in a responsible manner. Hopefully, each student will develop sufficient self-discipline in these regards so that external reminders (by teachers, Supervisor, etc.) will not be necessary.

In each of the academic subjects the student will be given in outline what is expected of him/her. The requirements of the course will vary according to the subject matter as also will the teaching method employed at different times during the course. In addition to ordinary class preparation, these requirements will encompass school-based assessment (internal assessments), special papers, projects, extensive reference work, extra practical work, etc. and these are entirely within the province of the subject teachers with the approval, where necessary, of the Supervisor or Head of Department. These course requirements are as obligatory as ordinary class preparation and class attendance; thus consistent unsatisfactory performance in this regard will also be considered a serious breach of the disciplined approach to Sixth Form studies which is demanded. Attendance at all classes is obligatory.

The number of class periods will leave each student with certain periods which are not assigned, i.e. non-contact periods. Outside of requisite lunch and relaxation breaks, these non-class periods are not to be considered 'free time' except in the sense that the student is free to do what work he/she wishes and where. A mature and disciplined person knows how to use his time as completely and advantageously as possible. This is not in any way to imply that there is not an essential place in a student's life for recreation and relaxation (games, reading, general discussions, etc.). These are part and parcel of the growth process and can only be ignored to the detriment of proper personality development. Unfortunately, many students spend a disproportionate amount of time in these pursuits to the neglect of others. Students must learn that, important as it is, their social development cannot be allowed to seriously interfere with their intellectual growth.