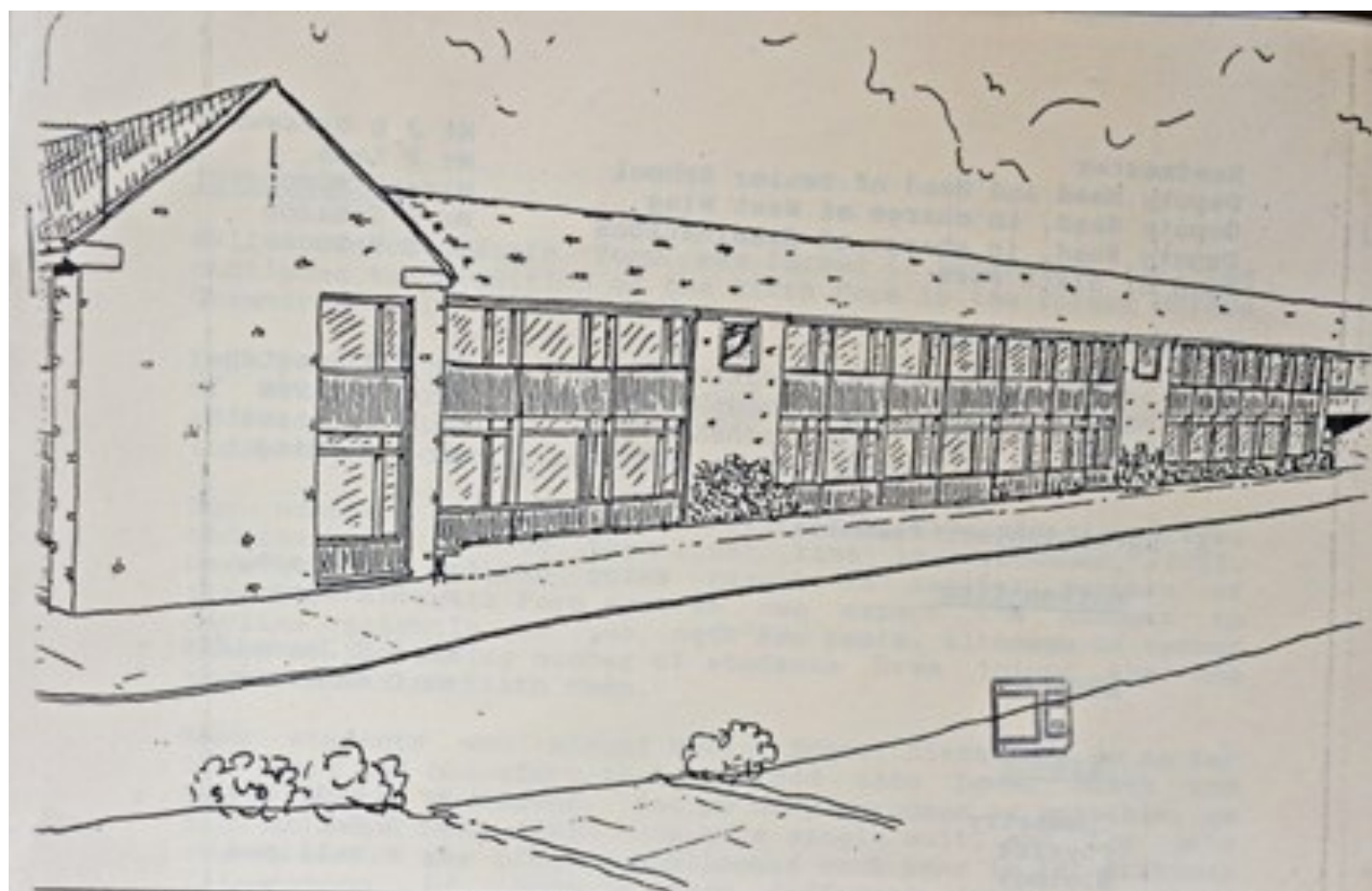
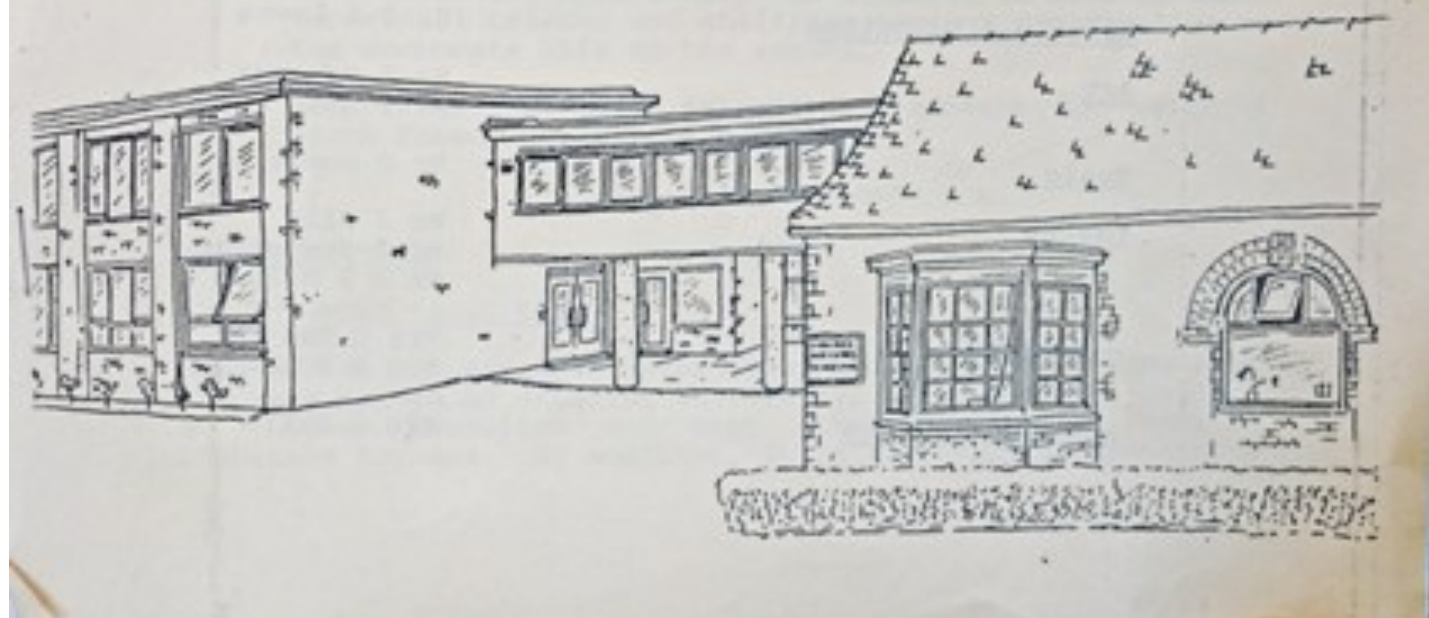




# MALTON SCHOOL SIXTH FORM '88



Headmaster  
Deputy Head and Head of Senior School  
Deputy Head, in charge of West Wing  
Deputy Head, in charge of Examinations  
Head of Sixth Form

Mr J D Gresswell  
Mr P Lees  
Miss D Burn  
Mr P G Mason  
Mr E R Lucas

Sixth Form Tutors:

6-1  
6-2  
6-3  
6-4

Mr J P Dunstan  
Mr C A Lawes  
Mr K Williams  
Mr D I Ewing

'A' Level Subject Teachers:

Mathematics

Mr P G Mason  
Mr R Hilton

English

Mr A S Joannidis  
Mr C Ashworth

Science

Chemistry  
Physics  
Biology

Mr R Hadfield  
Mr R Settle  
Mr K Williams

Languages

German  
French

Miss M Rowland  
Mr A Robinson  
Miss J C Baker

History

Mr H Spencer  
Mrs A-M Hetherton

Geography

Mr E R Lucas  
Mr J P Dunstan  
Mr D I Ewing

Economics

Mr V A Martindale  
Mr H Spencer

Religious Education

Mr C A Lawes

Art

Mr D McManus  
Mr T Reed

Music

Mr D Jones

Design

Mr J Wild  
Mr P Eggleston  
Mr J B Miller

Housecraft

Mrs C Baxter  
Mrs R Brickman

Business Studies

Mrs S Smith

direct entry into an increasingly wide range of professions (e.g. accountancy, architecture, law, etc.).

Students will normally be expected to study for three 'A' level subjects, to which may be added General Studies as a fourth subject.

In choosing their 'A' level subjects, Sixth Formers should take into account the following factors:-

- (a) interest in the subject area.
- (b) career requirements, and the need to study compatible subjects. For example, for those wishing to study Physics, Mathematics is almost essential.
- (c) aptitude and ability in the subject area.

The following subjects may be available for study at 'A' level:

|                     |                |
|---------------------|----------------|
| English Literature  | Chemistry      |
| Mathematics         | Physics        |
| French              | Biology        |
| German              | Design         |
| History             | Art            |
| Geography           | Music          |
| Economics           | Home Economics |
| Religious Education |                |

If there is insufficient demand for any subject, or if the qualified staff is not available, individual subjects may have to be withdrawn for a year.

In addition the opportunity to take the Advanced Level General Studies Examination is offered to most students.

Sixth Form Tutors will offer advice as to the most suitable combination of subjects, but the final decision of the choice of subjects will be left to each individual Sixth Former. A combination of subjects can only be selected if it can be fitted into the timetable.

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#### Foundation Course

Over the last few years we have had a number of Fifth formers returning to join our Sixth Form to follow what we call a Foundation Course. This one year course is designed to serve the needs of students who:

1. have not got the necessary academic qualifications to embark on the two year 'A' level course.
2. feel that a further year's relevant education would enhance their employment prospects, increase their maturity and help them sort out their career plans.

The course comprises:

1. A core of English Language, Maths, and Study Skills.
2. P.E. and Games or recreation which is taken with the rest of the Sixth Form.
3. A selection from a number of optional subjects.
4. A compulsory work experience component.

The impact of the introduction of GCSE may have a bearing on the final choice of subjects to be made available, both in the core subjects and the options.

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#### Entry into the Sixth Form

Malton School Sixth Form is an open Sixth Form in the sense that no hard and fast entry requirement is applied to those who wish to enter it. However, we have always made the proviso that there must be a suitable course before a student can be admitted. In the case of those who wish to study for 'A' level examinations, students should aim towards GCSE level passes at Grades A or B. Students studying for any other course should also be able to demonstrate that they have the suitable qualifications necessary.

Sixth Formers are encouraged to repeat GCSE level English Language and Mathematics until they have passed these two important subjects, at Grades A, B and C, as so many careers are closed to them without passes in them.

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#### Pre-Sixth Form Conference

Each year in November the fifth form students from Norton School and Ryedale School who are contemplating Sixth Form Education are invited to an afternoon at Malton School. This gives us the opportunity to tell them about the Sixth Form, and to answer their questions.

In April the parents of all prospective Sixth Form students are invited to an evening at which the opportunities available are outlined by the Headmaster, the Deputy Headmaster and the Head of the Sixth Form.

Finally each year in June, after GCSE examinations, a pre-Sixth Form Day Conference is held. This is to give prospective Sixth Formers the opportunity to meet the Staff who will be teaching them, and to give them a taste of Sixth Form teaching.

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## Uniform

It is the policy of the school that students should wear school uniform, and Sixth Formers are asked to set an example in this respect. A current uniform list will be found in this handbook.

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## Accommodation

The Sixth Form has its own Common Room which can be used during the Dinner Hour, Break and Private Study Periods. In addition a study room has been set out with individual study booths, and a cloakroom/kitchen is available for the exclusive use of Sixth formers.

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## Private Study

Sixth Formers have periods that are not timetabled for any particular subject and these periods are to enable them to do their own private study, unsupervised, during the school day.

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## Attendance

Although students who enter Malton School Sixth Form are above the compulsory school leaving age, attendance at school is compulsory, and apart for absence due to sickness, absence should only be with the permission of the Form Tutor.

Once a Sixth Former's course has been established, he or she is expected to attend classes on every occasion, and periods should only be missed with the permission of the teacher concerned. Courses should not be changed without the approval of the Head of the Sixth Form.

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## Reports, Examinations and Parents' Evenings

Progress Reports are made on students in November, February and June in the Lower Sixth Form year, and in October and February in the Upper Sixth Form. These may be discussed by the Form Tutors with the students concerned. If it is felt to be in the interests of the pupil, a letter will be sent to the parents following these progress reports.

Full mock examinations are set in June in the Lower Sixth Form year and in February in the Upper Sixth year. Following each of these, School reports are sent.

Parents' Evenings are held for the parents of both Lower and Upper Sixth Form students.

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### Careers Guidance

There will be, for students in 6 Foundation a timetabled careers course. All students in the Sixth Form will have the opportunity to discuss career plans with the schools career staff. There is strong liaison with the County Careers Service.

6 Lower students will take part in about 6 Career Advice 'workshops' which will cover, at appropriate times, the information they will need to make informed career/HE choices.

During the course of the year it is hoped that a range of career activities will take place.

Sixth Formers are given detailed advice on University and College entrance, and in May, a Parents' Evening is held to enable parents of Lower Sixth Form Pupils to discover what opportunities exist in Higher Education and how their sons and daughters should apply. Information is also given regarding Local Education Authority Awards, Sponsorship and Covenanting.

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### The Library

The School Library is situated in the East Wing and houses approximately 8,000 books in total. There is a wide range of fiction catering for most ages and tastes, a variety of reference material, and detailed subject areas. The Library is then, a potential resource centre of the first importance for any sixth former.

The Library is open to the Sixth Form for private study at any time during the school day and provides a quiet, convenient workplace.

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### DRESS REGULATIONS

Dress regulations are intended to ensure that pupils attend school dressed in a smart and purposeful manner identifiable with the school community. Parents are therefore asked to co-operate with the school in the matter of dress and to provide clothing within the ranges set out below. It will be apparent that individual choice is possible with regard to both garment and style but parents are particularly asked to stick to the colours specified and to avoid garments decorated with other colours or insignia. There are no regulations governing outdoor clothing other than that parents are asked to note that denim or leather jackets are not acceptable and should not be worn to school.

### Girls Uniform

1. Plain navy blue skirt, or navy blue trousers (not jeans or denims).
2. Pale blue long sleeved blouse with collar and school tie worn with plain navy blue cardigan or V-necked jumper OR a plain navy blue round necked jumper.
3. Pale blue, navy or white ankle or three-quarter length socks OR fawn stockings.
4. An apron for Housecraft should be purchased. An overall, dust coat or apron is recommended for all other practical work.

### Summer Uniform - Optional

Navy blue skirt with pale blue short sleeved blouse with collar OR summer dress in blue and white. White socks.

### P.E. and Games Uniform

Navy blue shorts  
Pale blue short sleeved Aertex-type shirt (not T-shirt)  
Training shoes or white plimsolls  
Hockey boots or a pair of old shoes suitable for Hockey

### Boys Uniform

1. Plain navy blue V-necked pullover with plain blue shirt and school tie OR plain navy blue round necked pullover.
2. Navy blue School blazer with School badge is optional (a denim or leather jacket is NOT an alternative).
3. Dark grey or navy blue trousers (not denims or jeans).
4. An overall, dust coat or apron is recommended for all practical work.

### P.E. and Games Uniform

White shorts; White P.E. vest.  
School regulation blue Football shirt and Football socks should be purchased from school  
Football boots  
Training shoes or white plimsolls.

ALL PUPILS MUST HAVE A TOWEL AT SCHOOL.  
ALL ITEMS OF CLOTHING MUST BE CLEARLY MARKED WITH THE INDIVIDUAL OWNERS NAME.

All items of dress may be purchased where you wish other than the tie and blazer badge which are obtainable from The Malton and Norton Co-operative Society, Wheelgate, Malton.

## English Literature



The 'A' level course consists of the close examination of two Shakespeare plays, and one long narrative poem. The plays and poem are examined during a three hour written paper.

The study of a further four literature texts is also examined during a three hour written exam. There is a literary criticism course (i.e. the close critical study of unseen poems and prose passages) which culminates in a two hour written exam.

The set texts for the Literature Course change every two years - the 1983-85 texts to be studied for example were: Hamlet, Othello, The Return of the Native and the selected Poems of D. H. Lawrence.

During the two years, candidates are asked to write essays every fortnight on the texts which are being studied. There are half term tests, and "mock" examinations are taken at the end of the Lower Sixth Year, and in the second term of the Upper Sixth Year.

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## Mathematics



Students wishing to study Mathematics at Advanced Level are normally required to have a Grade A or B at GCSE. Only in exceptional cases will a lower grade be considered, as previous experience has shown that students with such grades have had difficulty in completing the course.

Two courses are available. These are Pure Mathematics with Mechanics, and Pure Mathematics with Statistics. The former is for those students who also offer Physics as one of their other 'A' level subjects. Students not offering Physics are advised to follow the latter course which is especially useful for those studying Geography, Economics or Biology.

### Pure Mathematics

This part of the course is common to both groups of 'A' level candidates. It continues the study of algebra and calculus. An algebraic approach is used for logarithm and trigonometric functions, while geometry is investigated through the graphical representation of shapes.  
Text books used: Elementary Analysis (Dakin and Porter); Further Elementary Analysis (Porter).

### Mechanics

This is the study of the elementary principles of Statics and Dynamics of a particle, and statics of a rigid body. Text book used: Elementary Mechanics (Humphrey and Topping).

## Statistics

"The science of being precise about uncertainty". The course answers such questions as:-

Which is more likely: obtaining a "six" from four rolls of a dice, or obtaining a double "six" from twenty four rolls of a pair of dice?

Why is it more accurate to take an average of several measurements, rather than a single measurement, and how much more accurate is it?

How can the following be true: tall fathers tend to have sons who are less tall than they are, whereas tall sons tend to have fathers less tall than themselves?

Textbooks used: An Introduction to Probability and Statistics (Ormell);  
A Basic Course in Statistics (Clarke and Cooke).

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## Computer Studies

BASIC.  
10 PRINT I, J, VDU.  
20 PRINT LARGE OR  
SMALL.  
30 PRINT (YES).  
40 RUN PROGRAM  
50 ESCAPE AT LINE  
1009, END, RETURN  
TO MENU.  
60 END, AND RUN.

The course is adaptable to the needs and interests of individual pupils. For example:

1. Those without previous experience can learn the elements of computer technology, systems, applications and programming, with the possibility of being entered for GCSE or City and Guilds at the end.
2. Those with some experience, perhaps seeking an improved qualification, can be helped to develop further their knowledge of theory and their programming skills.
3. Those with experience who wish to maintain their interest in computing and develop their skills by working on more advanced programming projects, or studying machine code.

The department uses a RML 3802, six BBC microcomputers and three Amstrad PCWs.

## Physics



The course attempts to provide an examination framework within which students may derive interest, enjoyment and some sense of achievement from their study of physics. It is designed to suit not only those who may go on to a further study of physics but also those wishing to enter other related fields such as chemistry, medicine and engineering. Students not requiring physics for studies beyond 'A' level should leave with a basis for maintaining an interest in developments in the subject.

The syllabus consists of a compulsory core and a set of optional topics to allow some flexibility. Material in the core attempts to bring out the main themes of physics and emphasise the coherence and unity of the subject. The description of phenomena in terms of geometrical, pictorial and mathematical models helps to illustrate the way in which physics works. Seven options are available for study and two will be chosen after the first year. The choice will try to reflect the progress, interests, and special requirements of the group. A course of practical work helps the students appreciate that the theoretical structure is related to and justified by careful experimentation. An opportunity is given to use some of the main instruments and techniques of experimental physics.

Throughout the course students are encouraged to read widely about new ideas in physics and to appreciate some of the ways in which it is used to solve practical problems in everyday life.

### The Core

#### 1. Mechanics

Dimensions. Statics. Dynamics including circular motion and simple harmonic motion

#### 2. Wave Motion

Properties of waves - mainly superposition phenomena. Electromagnetic spectrum. Simple optical instruments.

#### 3. Electricity, Fields, Electromagnetism

Charge flow in conductors/semiconductors capacitors. Electrical energy. Inverse square fields - electrical and gravitational. Magnetic fields. Alternating currents. Transistors operational amplifiers and logic gates.

#### 4. Matter

Kinetic theory of gases. Solid/liquid structures. Electrons. Radioactivity. Atomic Structure. Wave/particle duality of light.

## The Options

Two of the following options will be studied in the second year.

- |                         |                         |
|-------------------------|-------------------------|
| A. Fluids and Waves.    | B. Nuclear Physics.     |
| C. Optical instruments. | D. Rotational dynamics. |
| E. Electronics.         | F. Astronomy.           |
| G. Medical Physics.     |                         |

The examination consists of two papers (two and three quarters and three hours) and includes multiple choice, short answer, long answer and a comprehension passage.

In addition there is an internal assessment of practical skills.

## Text books used

'A' level Physics - Roger Muncaster

'A' level course Companion - Breithaupt and Dunn

Copies of "Nelkon and Parker" are available on request.

The use of an increasingly comprehensive range of reference books is encouraged.

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## Biology



'A' level biology pupils follow a two year course leading to the Joint Matriculation Board examination. A wide range of living organisms are studied, with emphasis placed on the biological principles involved in the biology of cells; the maintenance of the individual and the species, in flowering plants and the mammal; and the interaction between organisms and the environment. These form the basis for the core syllabus. In addition, an optional topic is chosen from a list of three, based on cell biology and micro-organisms, applied ecology, and genetics and genetic engineering. Availability of time is restricted so that only one topic will be taught; but it is feasible for a student to undertake the study of a topic individually, if so desired.

Two three hour written papers are set, and an assessment of practical work is carried out.

This latter is by teacher assessment over the two year course, with more emphasis placed on work done in the second year of the course. Practical work accounts for 20% of the eventual mark in the exam, and involves a wide range of experimental techniques, including dissection and drawing, and some field work.

Although not absolutely essential, some previous study of chemistry is advantageous; and biology at 'O' level is normally required.

Textbooks current in use are:-

Biology, a Functional Approach, by Roberts.  
Plant and Animal Biology, by Vines and Rees.

These cover the basic syllabus, and are supplemented by others as necessary.

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## Chemistry



The advanced level Chemistry course clearly identifies the three main branches of the subject - Inorganic, Organic and Physical. In our study of the subject matter experimental evidence will always form the starting point. From this, explanations, reasons, understanding and applications then follow.

The elements of the Periodic Table are covered in the Inorganic part of the syllabus. Knowledge of the reactions of selected metallic and non-metallic elements is considered in relation to their position in the Table and the patterns of behaviour which this shows. These patterns are second in importance to the reactions themselves.

Organic Chemistry is based on the element carbon and provides us with an extension of our study into the world of "living" chemicals in which there are about 3 million different substances. Grouping of these compounds is obviously important and all reactions are studied with reference to their application to other members of the same group. Once more, the reason for a reaction taking place and means by which it does so are looked at in as much detail as the reaction itself.

The general properties of elements and compounds form the basis of the Physical Chemistry sections. These properties include atomic structure and compound formation, behaviour of solids, liquids, gases and solutions, energy changes and the rate of (how fast?) and the yield of (how far?) chemical reactions. These are all looked at in the most general way but then specifically applied to the elements and compounds studied in more detail in other parts of the syllabus.

The work is firmly based on a comprehensive textbook (Chemistry in Context) and the use of the Letts Course Companion. This latter book forms the basis of the factual notes for the course. Written work mainly consists of experimental notes and question answers drawing on information gained from the printed and written material.

The examination consists of two written papers and an internal assessment of practical skills.

## Modern Languages



In 1988, radical and much-needed reforms of the examinations in Modern Languages at the Advanced Level of GCE will be implemented. In recent years, the examinations have comprised separate tests of the candidates' abilities to comprehend the spoken and written foreign language and the ability to speak and to write it, but the tasks set have not reflected real or practical situations in which the candidates might find themselves. The new examinations, and consequently the syllabus offered in languages at Malton School, will seek to be more relevant to young people and to society.

The aims of the syllabus are as follows:

1. To develop to candidate's intellectual faculties by encouraging the acquisition and development of an awareness of the use of language, learning-strategies and study-skills, awareness of themselves and of society.
2. To enable the candidates to attain sufficient command of the foreign language to enable them to communicate easily and with confidence in the foreign environment, to understand the foreign language, both spoken and written, in a variety of registers, to seek and convey information, to report and express feelings and ideas in various ways, such as conversation, discussion, personal and analytical writing etc.
3. To encourage first-hand contact with the foreign country through travel, residence, exchange of letters, etc.
4. To further the candidates' appreciation of the foreign country and its culture.
5. To foster interest in the views of people in foreign countries on matters of current importance.

Candidates will be prepared for the following papers:

Paper I    Literature        3 hours        25%

This paper, examining knowledge of prescribed texts, is divided into two separate sections.

### Section A.

In this section, two prescribed texts will be studied entirely in the foreign language and questions concerning context, characters and the candidates' general reaction to the texts will be set in the foreign language.

## Section B

Two further texts will be prepared for this section. Questions on this section may be answered either in English or in the foreign language.

Paper II. Written paper. 3 hours. 35%

Candidates will be required to study at least two texts in the foreign language and a wide variety of tasks related to the passages will be set. The format of the paper will, in consequence, vary from year to year, but there will always be

- (a) translation of a section of one of the passages into English.
- (b) translation into the foreign language based on material contained in the passages, and
- (c) free composition of about 300 words on a choice of themes, some of which will be connected with the passages, thus giving the candidate the opportunity to utilise the material as a stimulus.

PAPER III Aural Comprehension. One and a half hours 20%

Candidates will hear two separate recordings, each of approximately 45 minutes, and a variety of exercises will be set. Again, the format of the examination will vary from year to year, according to the tasks set.

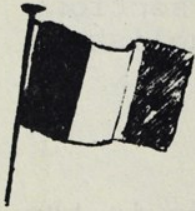
Oral examination. 20%

As an extension of work covered for the GCSE examinations, the oral test will, for the first time, comprise four sections; role play, reporting or commentary or response to a visual stimulus, general conversation, and a brief discussion of one of two short texts prepared specifically for the oral examination. An external examiner will conduct the test.

Given the wider range of tests that candidates will, in future, face, a corresponding variety of materials will be used to equip each student for the examination. The courses will be topic-based, and a variety of tasks relating to each one will be set. At the same time, care will be taken to provide the necessary grammatical background, and each pupil will be given the opportunity to use tape-recording facilities for individual work. Students will also have to chance to practise speaking French with the Assistante. Regrettably, no German assistant has been allocated to Malton School. The usual excursions to "Sixth form Days", organised by the Modern Language Association and various Universities will, of course, continue, and pupils will be encouraged to participate in the Yorkshire-Westfalen and Yorkshire-Lille exchange schemes.

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## Italian GCSE



Italian is to be offered if there is a demand as a two year course leading to GCSE. As there is no November session in the subject the examination has to be taken in June.

Pupils wishing to take Italian should have a qualification in another language with a respectable grade.

There will be three periods per school week, and in addition pupils will be expected to follow a BBC course using tapes in the language laboratory.

It should be noted that this is a strenuous course, and pupils must be prepared to give much effort and time to pursuing their studies in their study periods.

## History



The study of History is popular in its own right and also because of its value as a link or background subject. It is usually taken along with Geography, Economics, English, Languages or R.E. History gives an insight into why people behave in a certain way and into how our laws and institutions, e.g. educational system, trade unions, etc. developed.

While it cannot be claimed that it is a specified requirement for any particular career, other than perhaps that of historian, archivist, archaeologist or museum curator, it is of obvious value in a variety of other occupations notably the study of law and areas of public service, e.g. civil service, politics, social work, local government, librarianship, journalism etc.

Contrary to popular belief, which sees History as being of little value in preparing for a career, University History graduates have a very good "job take-up" record - mainly in management training schemes and financial services run by large nationwide firms.

A good grade at GCSE points to suitability for 'A' level but what is far more important is a genuine interest in the subject and a willingness to read widely, for much of the course assumes that you will do this on your own initiative. Similarly, an ability to write and express yourself in clear grammatical English is most important, since History involves a study of abstract ideas. Developing the skill of handling arguments and being able to detect prejudiced and illogical thinking is perhaps the greatest single benefit to be derived from studying History at 'A' level.

The syllabus is divided into two sections. Paper I examines European History 1789 - 1914, that is, from the French Revolution to the First World War, and focuses upon the major nations of Europe, notably France, Germany and Russia. Included in it is a guaranteed question on a special optional topic, either the "Scramble for Africa" 1870 - 1914, the influence of Karl Marx or economic developments in 19th Century France and Germany.

The British syllabus covers the years 1815 - 1914; that is, from Waterloo to the First World War, and traces the major political and social developments which led to the modern state. It includes, for example, the development of the political parties, trade unions, education, the welfare state, factory reform, the electoral system, colonies, foreign policy, etc. There is also a compulsory study of documents which gives us a first hand insight into how people felt about certain issues and how historians use recorded evidence.

There are many good textbooks available, several in cheap paper back editions, and we are fortunate in having a separate

and well-stocked History library as well as the use of audio-visual material.

A list of preliminary reading is available on request.

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### Economics



Economics is one of the fastest growing subjects at Sixth Form level, largely because of its relevance to many careers in the world of business, finance and industry. It is a social science which examines the way in which individuals and communities behave in relation to the fulfilment of their material needs. It is most frequently studied alongside Geography and History, both of which are concerned with the economic aspects of human activity. Many students take 'A' level Mathematics with Economics because of the quantitative and statistical aspects of the subject. Those contemplating a career as an accountant or professional Economist are advised to have at least GCSE Mathematics. A good pass in GCSE English Language is also advisable due to the inclusion of essays in the syllabus. Economics is also a virtually compulsory part of further qualifying examinations for a wide range of careers including banking, business studies, accountancy, commerce, industrial management, etc. and possession of 'A' level carries exemption from some of these examinations.

Although not all Universities specify it as a compulsory requirement, most people going to read degrees in Economics or related courses are now entering with 'A' level Economics, while some universities do specifically require 'A' level Mathematics.

What is more important in choosing Economics as one of your possible 'A' level subjects is an interest in current affairs, for Economics underlies most political problems and decisions affecting the world today. It is also a rapidly changing subject which requires keeping abreast of events. You should be prepared to follow programmes like "The Money Programme" on T.V. and "The Financial World Tonight" on radio.

In addition, a willingness to read the financial pages of the "quality" newspapers like The Guardian, Telegraph and Times is essential. You may also be required to keep a weekly Economics diary. Finally, an ability to think and write clearly and logically and express yourself in good English, as well as having basic ability in Mathematics, are helpful.

The Economics Department now has a considerable stock of videos which present the subject in an interesting and stimulating way and it is hoped shortly to include computer software as teaching aids, notably simulations such as "Running the British Economy" with the opportunity to take part in a national competition for schools.

Sixth Formers studying Economics are encouraged to improve their knowledge of investment and the Stock Exchange by entering the 'Stockpiler' competition which offers prizes at national and local level to those schools which show the greatest profit on share dealing.

We are also hoping to develop closer links with industry by adopting local businesses and firms, by studying their development and methods of operation, and thereby gaining a valuable insight into the economics of business and industry.

Students wishing to know more about the subject are advised to see the teachers in charge for recommended preliminary reading.

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### Religious Studies



Today in society as a whole, and among young people in particular, there is a re-awakening of interest in this subject, e.g. in many Universities and Colleges the most flourishing clubs are the religious ones. This probably reflects a realization of religion as the basis of our culture and morality and an awareness of the emptiness of much that our modern secular society has to offer.

In all the leading Universities of this country, Religious Studies is accepted as a bonafide academic subject, comparable with subjects such as History or English Literature, no longer having the 'soft options' image that still pertains to some subjects.

The courses proposed for next year will be two of the following:

#### 1. Old Testament Studies

This has two major areas of study:

- (a) Primitive Traditions: This is concerned with the parables of Genesis, the Patriarchal and Mosaic traditions.
- (b) Prophecy in Israel and Judah. This includes the nature and development of prophecy including the work of Elijah, Elisha, Amos, Hosea, Micah and Isaiah of Jerusalem.

Clearly the size and complexity of the Old Testament precludes a wide look at it, if one is to avoid superficiality.

The students are expected to look at the Old Testament Literature in a critical and scholarly way. They will have to consider it in the light of the discoveries of archaeology and at all times they will be encouraged to see the contemporary

significance of it.

## 2. New Testament Studies

This has two major areas of study:

- (a) The Growth and Development of the early church and its traditions in the 1st century as recorded in Acts and illustrated by the Epistles.
- (b) A Study in Depth of the Fourth (John's) Gospel.

## 3. Some Issues in Religion and Philosophy

This option looks into certain aspects of philosophy.

The course covers two of the five sections offered on the syllabus.

### (a) Religious truth and belief

This includes the study of:

- (i) The Traditional arguments for the Existence of God
- (ii) Religious Language
- (iii) Analogy and Belief
- (iv) The Idea of Revelation
- (v) The Problem of Evil
- (vi) Immortality

### (b) The Nature of Man

- (i) Man's Place in the Animal World
- (ii) The Physical basis of Personality
- (iii) Conditioning Factors
- (iv) Mass Communication
- (v) Man's purpose and fulfilment as seen in Marxism, Humanism, Existentialism and Christian traditions.

There is NO necessity for the subject to have been studied at 'O' level, but obviously evidence of the necessary skills at that level in comparable subjects like English Literature or History needs to be shown.

The subject tends to be taught by seminar and students doing private research. The assessment through the course is by essays completed at home or school.

For the final examination the students sit two papers, each of three hours duration, consisting of ten questions. In each the candidate must answer four in the form of essays.

Some of the books to be studied include:

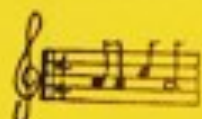
St John - Marsh

Living World of the Old Testament - Anderson

The Nature of Man - Cupitt

## Music

Music is offered in the Sixth Form as a two year course leading to 'A' level.



The syllabus requires the course to cover four main areas of study.

### 1. Listening and critical appreciation

- (a) the ability to understand music forms and textures, styles and fashions, and the development of instrumentation, and to relate music to other branches of the arts and to other areas of human activity. This is done through the study of prescribed periods of the history and literature of music.
- (b) the ability to analyse and to comment perceptively on basic aspects of structure and style in relation to one set work.
- (c) the ability to show critical appreciation of the life and work of a prescribed composer or composers.

### 2. Written musical expression

Basic musical literacy and the development of critical powers as shown by the following:

- (a) the ability to harmonise melodies and basses
- (b) the ability to write two-part counterpoint
- (c) the ability to score for small orchestra a given excerpt
- (d) the ability to write a melody to given words and then harmonise it
- (e) the ability to compose short pieces of music.

### 3. Performance

The ability to demonstrate musicianship and interpretative powers through vocal or instrumental performance.

### 4. Practical work

- (a) sight singing and sight playing
- (b) keyboard harmony, transposition, or extemporization.

### 5. Aural perception and analysis

- (a) the ability to recognize and write down details of melodic, rhythmic and harmonic progressions.
- (b) the ability to identify errors in performance of a recorded extract of instrumental music
- (c) the ability to compare related extracts
- (d) the ability to comment on aural extracts.

The examination consists of two written papers, a recorded test of aural perception and a practical examination.

Techniques of Persuasion - Brown  
Philosophy of Religion - John Hick

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### Geography



Students opting to study Geography in the Sixth Form are entered for the JMB Syllabus B 'A' level examination. For this they will study for a Physical Geography paper and a Human Geography paper. The former includes sections on the major land masses; the chief types of land form (including slopes; glacial, fluvial, coastal and aeolian processes); weather and climate; and soils and vegetation. The Human Geography paper includes sections on population; settlement; non-urban land use; industry; and transport and trade. In addition students have the choice of submitting their own original fieldwork or sitting for a Practical Examination.

In the Autumn Term of their Lower Sixth Form year, students will be encouraged to undertake a week's field work course at East Barnby Outdoor Education Centre near Whitby. This course runs from Monday to Friday, and in addition to the teaching staff of this school, students get the benefit of expert tuition from the residential staff of the Training School.

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### Geology



Geology is offered as an additional Sixth Form subject in a two year course leading to the GCSE examination. The course examines the more common rocks, minerals and fossils, geological structures and processes, and the geological history of Britain. Practical work is an important part of the course and appropriate visits and field studies are arranged. The course serves as an introduction to anyone interested in pursuing further study in the subject, is a useful adjunct to those studying 'A' level Geography and provides a more formal background to a popular hobby interest. The course comprises six lessons a fortnight and is taught by Mr J P Dunstan.

The candidate may choose between syllabus A, which includes a folio of original compositions by the candidate, or syllabus B which offers greater opportunity for demonstrating skill as a performer.

The areas of study are very wide, so set text books are not readily available. A considerable number of reference books are used however, especially "A History of Western Music" by Donald Jay Grout which is a very good basic text.

It is recommended that as preparation for the course, pupils should listen to as much music as possible on radio and television, and get into the habit of studying "Radio Times" for future programmes. Useful books to read before the sixth form course and to keep as reference are "Introducing Music" by Otto Karolyi (Pelican) and "Music Made Simple" by Peter Dimond (Heinemann).

### Instrumental Tuition

Four instrumental teachers visit the school each week, for violin, cello, woodwind and brass. Anyone wishing to take advantage of this opportunity should see the Head of Music, Mr. D. Jones, as soon as possible in the Autumn Term.

### Musical Activities

There is a school orchestra which rehearses weekly, as well as a choir and various instrumental groups. Apart from a regular Christmas Carol Service in St. Michael's Church, the Music Department presents concerts, workshops for primary schools and stage musicals. Visits are often arranged to concerts in York, Scarborough and Leeds.

All members of the Sixth Form are welcome to join in any of these activities, or indeed to extend the range by organising their own groups or assisting with groups of younger pupils.

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### Art



#### 'A' Level

For those members of the Sixth form who may wish to specialise in Art as a career via degree courses at Universities or Polytechnics and from that into careers in Graphic Design, Advertising, Industrial Design, Stage and Television Design, Museum Service, etc.

This course is concerned with the development of the individual's skills in drawing and painting, two dimensional design and illustration, plus an understanding of the work of other artists, past and present through a study of the History of Art. The examination is divided into three parts:

1. Pictorial and Graphic aspects of Art. This combines the study of composition, perspective, image-making and the interpretation of themes and ideas with a study of artists' materials. Examination is by submission of a piece of work which is the candidate's personal response to one of a choice of themes set by the Examination Board. It is expected that this work will take up to 12 hours to complete and is worked upon over a period of three weeks at the end of the course.
2. Analytical observation and response. The study of the visual properties of natural and man-made objects in a number of "drawing" techniques and materials. Exhibition is by a three hour study chosen from a wide range of alternatives.
3. The History and Appreciation of Painting. The development of European Art is studied through the work of individual artists and group or "schools" of Art. The coursework is a variety of topics, projects, research for essays and talks and practical work using the art of the past as a starting point. The subject is studied more or less chronologically, but individual interests and preferences can influence the range and the depth to which some of the artists are studied. Examination is by submission of four essays, chosen from a range of alternatives, written in a three hour formal examination.

#### GCSE

Many Sixth Formers who showed some flair for Art when in the second or third year found they could no longer continue with Art because of option choice restrictions in the Fourth year. It is possible for members of the Lower Sixth to pick up the subject again, as a one year course using the Art department in their own "free time", in "Recreational Art" or as part of the Foundation Course. The GCSE is primarily a two-year course but a keen and hardworking Sixth Former is able to complete the course and fulfil the requirements of the end of course examination in one year. It is hoped that a "short" course syllabus in drawing and painting will be accepted by the N.E.A. very soon.

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#### Home Economics (The Home, The Family and Society)



The syllabus is divided into the following sections:

1. Food and Nutrition. This involves a detailed study of nutrients, digestion, absorption and the main foods.
2. Family Expenditure. The relationship between the income and expenditure of different social groups is studied

with reference to expenditure and social surveys.

3. The Family in Society. The development of social services from 1800 to the present day is studied together with an assessment of the impact of these services on family life.
4. Optional Topics. One of the following subjects is selected for further study:
  - (i) Furnishing, Fabrics and Materials
  - (ii) Household Equipment
  - (iii) Planning and People
  - (iv) Design in the Home

The final examination consists of three written papers covering all aspects of the above syllabus. Practical work is assessed throughout the course without a final practical examination. The time allowed for practical work reflects the 15% of marks allocated by the examining board for this aspect of the work. The practical work emphasises the ability of the candidate to interpret and carry out experimental cooking and this practical work is used as one of the bases for assessing the practical grade, so that the amount of practical cookery is much more limited than in 'O' level or 16+ examinations.

The set text books include: Social Services Made Simple, Introduction to the Social Services, The Kitchen, Second Book of Food and Nutrition, Food Science, Food Preparation, Food and Nutrition, Human Nutrition and Dietetics.

There are many books available on the different aspects of the social services and much valuable information and background material can be gained by watching current affairs programmes and reading relevant newspaper articles.

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## Design



### 6th Form Foundation Course

For those students who are interested in a course of study within the department, we are offering practical courses and general building studies courses leading to a C.P.V.E. award.

From September we are entering students for the Design and Make Competition, by arrangement with the York and District Schools and Industry Association. This will give interested participants an opportunity to produce a system or device for solving a practical problem. Such projects help develop enterprise and creativity in young people, as well as encouraging them to think about the links between industry and the practical benefits of their designs.

### Advanced Level Course

The current "A" level Design and Technology syllabus, which is available from Mr. Wild, is now in its tenth year and past pupils have taken up degree courses at Universities, Polytechnics and Colleges of Art and Higher Education after successfully gaining this qualification. Recent reports recommend that the Standing Conference on University Entrance should give full recognition to Design and Technology as an important qualification for entry to degree courses in the Science and Technology areas.

The area of study is divided into three disciplines:

1. Practical Application. The nature of projects undertaken can vary to accommodate a diversity of interests ranging from Jewellery design to light engineering.
2. Design Aspect which involves using drawing/sketching techniques to communicate solutions to problems. These solutions will need an evidence of a knowledge of materials, their appropriate uses and, in addition, manufacturing techniques relevant to these materials.

Under the same heading there will be a short study of historical and contemporary design.

3. Science/Applied Mathematics Aspect. These options which are explained under subject content in the syllabus should be of particular interest to candidates with ability in Physics, Chemistry and Mathematics.

The design course is suitable for both sexes and it should be noted that previous workshop experience, although obviously advantageous, has proved not to be essential.

## General Studies

Geography  
English  
N  
STUDIES  
R  
Art  
Latin

### 'O' and 'A' Level

As part of the Sixth Form course, in addition to your 'A' levels in chosen subjects you will also be required to attend General Studies. The reason for this is that over-specialization is undesirable and General Studies provides a wide and varied programme of topics to keep you in touch with subjects that you will no longer be studying or might never have studied before. It is quite impossible to draw up a comprehensive syllabus but through a series of talks, lectures, films, T.V. programmes and discussion groups we attempt to make the topics as wide as possible. Recently we have drawn increasingly on the services of the Universities and other Higher Education colleges in providing specialist lectures.

This has had the dual benefit of bringing us into contact with the expertise of subject specialists and of giving them an opportunity to tell us about their range of courses - an important point when we consider that most of you will be wondering what courses to apply for while still at school.

In addition, we have a complete TV series devised especially for Sixth Form General Studies which covers such varied topics as nuclear and alternative energy, the silicon chip revolution, war art, modern poetry, politics, drugs, abortion etc. From time to time we also have the opportunity to attend Sixth Form conferences or to visit the law courts.

Apart from these programmes we also enter candidates at the end of the first year Sixth for the 'O' level General Paper thus giving an opportunity for you to acquire a further 'O' level and, at the end of the second year, 'A' level General Studies. The latter is particularly valuable since the Universities increasingly accept it as one of the qualifications for entry and you can therefore come out with as many as four 'A' levels.

Entry is optional but the vast majority of Sixth Formers choose voluntarily to take these examinations.

There is no prescribed syllabus and no special books are required but you are advised to read a quality paper, e.g. The Guardian, Telegraph or Times and to follow the more thoughtful and informative TV and radio programmes like Panorama, Question Time and others dealing with current affairs and recent scientific developments. It is the wide reader, one who reads for pleasure, not only for information, who makes a good General Studies candidate.

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## Physical Education and Games



Physical Education forms a compulsory element in the Sixth Form curriculum while Games forms an optional element. Both offer a variety of sports available to both boys and girls within the restrictions of staff and facilities available.

Boys have the opportunity to opt for Football, Hockey, Basketball, Badminton, Table Tennis, Cross Country and (if a member of the Malton Club) Squash in winter, and, in summer, from Cricket, Athletics, Volleyball, Badminton, Tennis and, if a member of the Malton and Norton Club, Golf.

The girls have the choice of Hockey, Netball and a variety of indoor sports in winter, and Athletics, Rounders and Tennis in summer.

Competitive activities are provided at inter-house and inter-school level, with the availability of area and county selection for gifted individuals.

Indications as to the required Physical Education and games kit are specified on the general Malton School Brochure, and all pupils are expected to conform.

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## Business Studies



A Sixth Form Secretarial Course is available. This can be a continuation for those who have taken the range in the Fourth and Fifth years or a two-year course is available for newcomers.

Typewriting, Audio Typing, Shorthand, Office Practice, Word Processing and Information Technology are the subjects available and examinations can be taken at the three levels for the Royal Society of Arts single subject examinations. GCSE examinations are also taken.

Students are fitted in to the course to suit their own timetable and that of the teacher. They are usually small in number therefore allowing much individual attention between teacher and student.

Electronic, electric and manual typewriters are available as well as modern audio equipment and Wordwise Plus/Locoscript packages for Word Processing on BBC Model B/Amstrad PCW microcomputers.

## Public Examination Results 1987

### Advanced Level Results

These in 1987 were amongst the best recorded since the formation of the school in 1971. Over two-thirds of those entered achieved three passes or more at A level, and over two-fifths achieved four passes or more. The average number of passes per candidate was 2.9 which is well above the national average.

In addition, the level of grades achieved was exceptionally good with nineteen passes at grade A and with 16 candidates acquiring 10 points (ie. a standard of passes at B,C and C) or more.

One girl achieved four passes at grade A (including two at S level). Another boy achieved grade As in all three of his science results. Yet another boy achieved five passes, all at grade B or above.

Congratulations on all their successful results.

### Summary of results at A level

|                                           |      |       |              | 1987                      | 1986       | 1985       | 1984      | 1983       | 1982       |
|-------------------------------------------|------|-------|--------------|---------------------------|------------|------------|-----------|------------|------------|
| No. of Candidates                         |      |       |              | 44                        | 44         | 39         | 40        | 44         | 54         |
| Subjects                                  | Boys | Girls | Total Pupils | Cumulative % of Enrolment |            |            |           |            |            |
| 5                                         | 2    | -     | 2            | 4.5%                      | 1 (2.5%)   | 1 (2.5%)   |           |            | 1 (1.8%)   |
| 4                                         | 8    | 9     | 17           | 43.1%                     | 15 (36.3%) | 12 (33.2%) | 8 (20.0%) | 14 (31.8%) | 22 (42.5%) |
| 3                                         | 6    | 5     | 11           | 68.1%                     | 8 (54.5%)  | 8 (53.7%)  | 9 (42.5%) | 8 (50.0%)  | 10 (61.0%) |
| 2                                         | 2    | 7     | 9            | 88.6%                     | 8 (72.7%)  | 12 (84.4%) | 7 (60.0%) | 7 (65.9%)  | 7 (73.9%)  |
| 1                                         | 1    | 2     | 3            | 95.4%                     | 7 (88.6%)  | 2 (89.5%)  | 7 (77.5%) | 8 (79.5%)  | 8 (88.7%)  |
| Average number of subjects per candidate: |      |       |              | 2.9                       | 2.54       | 2.64       | 2.0       | 2.27       | 2.8        |

### Results of 6 Foundation Students

These also gave cause for satisfaction in that 37 passes at O level grade A,B or C (or the equivalent at CSE) were achieved by fourteen candidates, eight of whom have left the school with five or more passes at O level or its equivalent.

Following is a list of all those students who left Malton School at the end of the 1986/87 school year and their last known intentions for employment or further education.

#### 6 Upper

|                   |                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------|
| Simon Ashworth    | To Brighton or Hatfield Polytechnic for a degree in Civil Engineering.                              |
| Stuart Bayes      | To Durham University for a degree in Chemistry                                                      |
| Stephen Bean      | Applied for employment and RAF                                                                      |
| Simon Birch       | To York Technical College for an Art foundation course                                              |
| Jason Brown       | To Nottingham University for a degree in Medicine                                                   |
| Antony Croser     | To Sheffield University for a degree in Urban Studies                                               |
| Chris Dixon       | Into employment at Specktra-tek                                                                     |
| David Dunstan     | To Manchester Polytechnic for a degree in Business Studies                                          |
| Jonathan Elvy     | Into management training at Grandways                                                               |
| Andrew Ewbank     | To Birmingham University to do electrical engineering                                               |
| Tim Foggin        | To employment at Nat-West in Malton                                                                 |
| David Hutchinson  | Turned down University place to do B Ed (Religious Studies) degree at Bishop Grossteste in Lincoln  |
| Stuart Pullan     | To Leeds or Bradford University, to do Chemistry                                                    |
| Andrew Redstone   | To Warwick University for degree in Mathematics                                                     |
| Darryl Waller     | To Manchester or Leeds University to do RE/Philosophy                                               |
| Darrell Ward      | Is applying for employment in accountancy                                                           |
| Vivienne Bradshaw | To Norwich for Hotel and Catering Course                                                            |
| Caroline Clark    | To Huddersfield Polytechnic to do Hotel and Catering degree course                                  |
| Tracey Cooke      | Huddersfield Polytechnic to do music diploma course , hoping to transfer to degree course during it |

|                    |                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------|
| Johanna Hood       | To Birmingham Polytechnic for Estate Management Course                                               |
| Marguerite Mellers | Business Studies at Polytechnic                                                                      |
| Sandra Merino      | To Trent Polytechnic to read for degree in Applied Plant Biology                                     |
| Kardi M-Barker     | To Nene College to read for degree in European Business                                              |
| Sally Myers        | Employment at Woolgrowers                                                                            |
| Wendy Patterson    | To Birmingham Polytechnic for degree course in Urban Planning Studies                                |
| Frances Paulton    | To East Anglia University to read for degree in History of Art                                       |
| Elaine Rea         | To Roehampton Institute to take course in Dance/History                                              |
| Alison Riley       | To Newcastle Polytechnic for degree in Information and Library Studies                               |
| Sally Sherwood     | To York Central College of Arts and Technology for Diploma in Fashion                                |
| Caroline Simpson   | To Librarianship degree at Newcastle Polytechnic                                                     |
| Heidi Stolting     | To Employment at Rockingham House (Old People's Home) in Malton                                      |
| Alison Taylor      | To Birmingham Polytechnic for B Ed (Hons)                                                            |
| Anne Taylor        | After year off in Social Work to degree course in Environmental Management at Manchester Polytechnic |
| Susan Thomas       | To Oxford University for degree in English and Modern Languages                                      |
| Angela Thompson    | To College of Ripon and York St John                                                                 |
| Arlene West        | To Hull University for degree in Languages                                                           |
| Joanne Whitling    | To Sunderland Polytechnic for course in Commercial Languages                                         |
| Jenny Wragge       | After year off in New Zealand, to Durham University for degree in History                            |

William Dorman      6 Lower  
To York Central College of Arts and  
Technology for one year 'A' Level course

6 Foundation

Darren Coning      Applied to the Postal Service

Matthew Grey      Working for a building firm

Michael Nesfield      Working in offices at Woolgrowers

Mark Stephenson      Working in Estate Agents Office

Samantha Birch      York Central College of Arts and  
Technology

Moya Cunningham      York Central College of Arts and  
Technology for Business Studies - Travel  
and Tourism

Lynda Faulkner      Working in Offices of Thompsons on York  
Road

Mandy Houlston      Working in Office at Volvo Garage

Rebecca Iredale      Attending Private Secretarial College at  
Huntington

Jackie Kitching      York Central College of Arts and  
Technology/Seeking Employment

Virginia Knowlson      York Central College of Arts and  
Technology

Tracy Miller      Working in Travel Agency in Malton

Lisa Ordidge      To apply for Police Force in six month's  
time

Lisa Turnbull      York Central College of Arts and  
Technology