



Boys' Sixth Form Prospectus


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Merchant Taylors'
School

Ambition | Character | Excellence





Dear Parents and Guardians,

When your sons leave us as Old Crosbeians at the end of Sixth Form, we expect them to be young men who are equipped with the skills and resilience to face the challenges of the modern world.

I strongly believe that Merchant Taylors' Boys' School has the very best to offer your sons over the next two years;

- There is a wide choice of courses taught by subject specialists with an extensive knowledge and a passion for achieving the best outcomes for their students.
- The relationships between students and staff are excellent and last well beyond Sixth Form.
- Merchant Taylors' Boys' School offers exceptional pastoral care, where students can develop their academic and co-curricular strengths in a caring environment
- We offer considerable and varied co-curricular opportunities on the sports field, on the stage, in the concert hall and elsewhere.
- We offer a wealth of opportunities through an extensive alumni network who are able to help with advice, support and placements.
- Our careers provision and UCAS guidance are outstanding. We offer bespoke advice and support to our students in preparation for higher education.
- Our varied PSHE curriculum seeks to develop well rounded individuals with a love of learning and an ability to make mature decisions.

I am immensely proud of our Sixth Formers as they are our role models and ambassadors. They will be delighted to share with you their experiences of Merchant Taylors' Boys' School.

We look forward to welcoming you to our Sixth Form community, to working with your sons and to seeing them graduate as Merchants men.



Mr Giuseppe Bonfante
Head of Sixth Form



A Warm Welcome

At Merchant Taylors', we are extremely proud of our reputation for academic excellence. Parental surveys tell us that this is the most important aspect when choosing our school, and our excellent A Level results in 2019 indicate that this rigour continues to thrive.

Sixth Form is the pinnacle of most students' school careers and this is certainly the case at Merchant Taylors'.

Our students flourish in an environment which combines greater independence and responsibility with retained support and guidance. Strong, deep-rooted personal relationships, both with fellow students and teachers, are the hallmark of our Sixth Form, enduring well beyond school and into later life. Once a Crosbeian, always a Crosbeian.

The results at A Level speak for themselves, with two thirds of all students recording A* to B grades in 2019, including 11 boys who achieved straight A or A* grades, building on 2018 when 20% of grades were at A* and 10% of the year group took up places at Oxbridge. This year, more than 90% of students left to take up university places across the UK and beyond. Other destinations included a professional rugby contract and a career in the Royal Navy.

Greater specialisation at A Level allows students to explore in depth the subjects in which they have the greatest curiosity and interest. Guided by passionate, subject specialist staff, students develop an increased sense of independent learning, which will support the transition to study at degree level, while individualised Careers and UCAS support helps them to plot their own future.

There are considerable opportunities beyond the classroom, whether it be in the concert hall, on the stage or on the sports field, and many students go on to play a significant role in clubs, societies or the CCF. There are also opportunities in our Voluntary Service and Peer Support programmes and this sense of giving something back is fundamental at Merchant Taylors'.

To the boys, I say Sixth Form is a stepping stone to the next stage in your life and I hope you enjoy discovering more about how this wonderful place could transform your future.

Mr David Wickes
Headmaster



Sixth Form life at Merchant Taylors' School

Academic

We offer the very best academic experience for our students. Our teachers possess expert subject knowledge and a deep desire to support their students in achieving excellence. Their dedication promotes strong relationships with the students and, in turn, this sets a tone conducive to deep learning.

A Level study is a rigorous, challenging and fulfilling practice. Our students achieve outstanding A Level results with well over two thirds of all grades consistently A*/B. In 2019, almost 40% of grades were A* or A and Merchants' boys made progress significantly in excess of national norms.

Students excel in academic competitions such as the Oxford Physics Challenge, and Biology and Chemistry Olympiads. Our History Department currently holds the Gold History Quality Mark, awarded by the Historical Association. Our Economics students were placed in the top 20 teams (out of 15,000 entrants) of the School of Finance Share Dealing Competition.

The Extended Project Qualification has been introduced to enhance independent learning and promote academic enquiry. Taken alongside three A Levels, the EPQ provides invaluable preparation for university life in the disciplines and understanding of the process of academic research that it provides.

Whilst most subjects are taught at the Boys' School, we offer the best of both worlds with boys and girls mixing within exciting extra-curricular activities. A wide portfolio of extra-curricular activities and social events develop leadership, social and personal skills. Performances in music and drama as well as the European Youth Parliament and Debating Societies give opportunities for girls and boys to extend their intellectual horizons.

The Combined Cadet Force and Duke of Edinburgh Award Scheme also provide further opportunities for self-development. Significant numbers of students achieve the coveted Gold Award before they leave us. Sixth Form students are also offered the opportunity to study for a Sports Leadership Award or the CISI Securities and Investment (Level 3) professional qualification.



Pastoral Care

We are passionate about providing exceptional pastoral care. At Merchant Taylors' we are able to offer our students specialist and personalised guidance throughout their Sixth Form journey. Our pastoral team includes a student's Form Tutor, the Head of Sixth Form, the Deputy Head Pastoral and the Headmaster. Given the strong relationships students develop with teaching staff, subject teachers will often also be a source of close support and advice throughout the two years.

We have a rigorous advice programme to provide knowledge and direction on all aspects of application to higher education and progression beyond into the world of work. Merchant Taylors' is 400 years old in 2020; this strong heritage offers a wide network of alumni who support current pupils. Students will join an impressive list of Old Crosbeians who are always happy to offer help, advice and opportunities.

The School encourages Sixth Form students to become aware of the importance of valuable life skills such as dependability, punctuality and self-reliance. Form Tutors typically tutor six to eight boys, who they meet daily. The Form Tutor's role is to have

an overview of their tutees' academic performance and ensure that parents are kept informed of their sons' progress. From time to time they may intervene on a student's behalf to help solve problems encountered within the school, and provide a route for parents to communicate with the School. In addition to termly effort and grade assessments, formal reporting to parents occurs twice yearly.

There is a full programme of PHSE in the Sixth Form and talks are delivered by external professionals, including alumni, on a range of topics such as financial planning, health and wellbeing, safe driving and life at university. Sixth formers have the opportunity to apply to be peer supporters of younger pupils within the school. Whilst the Sixth Form runs in a manner that allows students to focus on their academic study whilst also enjoying freedoms appropriate for 16-18-year-old learners, students are encouraged to embrace their role within the wider school community as leaders, role models and ambassadors.



University Applications

We place great emphasis on helping and supporting students to make the best decisions for themselves regarding higher education choices. We provide a structured programme of preparation and support for application to university through UCAS, which administers all UK higher education applications.

Lower Sixth

During the Lower Sixth year, students receive dedicated sessions, as part of the PSHE programme, offering detailed guidance on researching and choosing courses, allowing them to make informed decisions about their future.

In the Spring and Summer terms, Lower Sixth students may be invited to a guidance interview with our Head of UCAS and Head of Careers in order that individually tailored support and advice can be offered.

This session will look at options for undertaking recommended work or voluntary experience and research, in addition to attending relevant courses or other events. Such activity can make all the difference when making applications to the most competitive institutions, such as those belonging to the Russell Group of universities, as many of our students do.

Those boys wishing to consider options other than university are referred to experts within the Careers Department, where bespoke advice is given about career routes. The final weeks of Lower Sixth include a visit to the Merseyside Higher Education Conference, where there is an opportunity to discuss courses with representatives from a wide range of universities.

We also hold an information evening for parents and an intensive preparation period follows, with students working closely with subject and form tutors preparing personal statements, a vitally important element of their application.

Upper Sixth

Support continues throughout the application process in Upper Sixth, with completion of applications, interview preparation and practice, as well as continuation of a mentoring programme designed to meet the specific needs of applicants to Oxford and Cambridge.

Our aim is to ensure that each and every student makes the right decision about his future direction and is well-equipped to pursue it.

International Universities

For those who choose to study at international universities the same level of assistance is provided. Throughout Lower and Upper Sixth, UCAS clinics offer individuals the chance to discuss any aspect of application for degree level study and they are encouraged to talk through their plans from an early stage in their A Level studies.





Oxbridge

Students are guided and supported throughout the Sixth Form in their application to Oxford or Cambridge. Initially within School, sessions focus on outlining what an Oxbridge application involves, the characteristics that Oxford and Cambridge look for in potential students and advice in order to prepare for an application. In the Spring Term, Lower Sixth students are then given the opportunity to attend the Oxbridge Regional Conference. This provides them with an excellent opportunity to hear from the Admissions Teams, tutors and current students at both universities and gain advice on course choice and the wider application process.

Once a student has made the decision to apply at the start of the Upper Sixth, support becomes more individually tailored. Subject mentors guide students in extending their subject knowledge, preparing for entrance tests and interviews. The annual Oxbridge Symposium which is a joint venture with the Girls' School, is an important opportunity for applicants to gain experience of discussing their subject in an academic setting, both exploring and defending their ideas: valuable experience when it comes to the rigorous interview process.

CONTACT: Mrs C Croxton
Head of Oxbridge
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Careers

Merchant Taylors' Senior Boys' School is committed to offering full support for parents and students in an age where exploring career options has become more vital than ever for Sixth Formers. The provision includes:

- Opportunity to discuss career goals post-18 through one-to-one career guidance interviews
- All students in Lower Sixth will have access to UniFrog to help support their post-18 decisions
- Annual Careers Fair
- Lectures, working lunches, workshops and webinars, all designed to help inform and advise

- Support with UCAS guidance - in particular course research and choices
- Mock interviews
- Annual networking breakfast
- We are constantly developing our network with the Old Boys and Old Girls to help support, mentor and advise.

Our aim is to provide pupils with a framework for making proper decisions about their future development; the components to this are:

1. Realistic analysis of academic interests, strengths and weaknesses
2. Accurate awareness of the nature of particular areas of study and work and the range of choice available to them

3. Access to information on courses, institutions and careers and the qualifications required to enter them
4. Access to guidance, which is both supportive and impartial and helps the individual to become aware of the options open to him and to evaluate the advantages and disadvantages of particular choices.

Work Experience

Work experience placements during the Sixth Form do much to inform students about employment and career options. The School has accumulated a substantial list of parents and alumni who are able to provide a wide variety of opportunities for our students. We encourage students to start thinking about their work experience early in their Sixth Form career and make enquiries early. A good number of our students then take up further placements during the summer holidays and even beyond into their undergraduate years.

CONTACT: Mrs V Mee
Head of Careers
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Extended Project Qualification

Specification – AQA Level 3



The Extended Project Qualification is an optional extension for Lower Sixth students. The key feature is that students have a completely free choice of the project they wish to complete.

The aim of the project is to create autonomous learners who are well prepared for university study and to enable those with genuine intellectual curiosity to study academic topics that lie outside of or beyond the A Level specifications or that are truly cross curricular.

During the Lower Sixth, boys receive structured guidance and support to develop the independent study skills needed for the project. Each student is

allocated a supervisor who will guide them through the research and drafting process. The final project, often delivered in the form of an extended essay coupled with a presentation to an audience of peers, is assessed within school before being submitted to AQA for moderation.

The topic of an EPQ is often of less significance than the skills gained from the process itself. The assessment objectives encourage candidates to reflect on their approaches to independent work and to attempt something more than a literature review.

EPQs should be original and dynamic in their design, and the best ones we have processed offer a clear focal point for study that is not otherwise available. One student had to undergo training in the protocols of patient confidentiality in order to investigate case studies of histiocytosis; another developed an innovative way of surveying attitudes to socialism. An EPQ is worth half an A Level but the intrinsic pleasure from working to deadlines and without being led by teachers is often the most rewarding aspect.

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EPQ Co-ordinator
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Art

Specification – AQA

Why choose Art?

Creative and independent thinkers are encouraged to pursue the A Level course. There is a growing demand for graduates with strong specialist art and design skills in industry and the media.

What does the course entail?

Course structure

The A Level course focuses firmly on the development of personal interests in Art that can be subsequently used to pursue careers in architecture, animation, graphic design, the fashion industry, textiles and advertising. Art also fosters research and analytical skills that complement a broad range of other A Level subjects.

Types of learning

The Art department is a lively and vibrant one, employing both traditional methods and new technologies to enhance the teaching of an A Level Art and Design course that encourages experimentation with a range of media and materials. The department is generously resourced: a suite of Macs at the heart of the department enables computer-aided design; facilities exist for collagraphic printing, textiles and there is a kiln to fire ceramics on site. A Level students are encouraged to work in the department in private study periods and at lunchtime, when guidance continues to be offered by members of the department through clinics and Art Club.

Enrichment opportunities within Art

Students are encouraged to display their work in local exhibitions and national competitions. Their artwork is displayed around the school for us to admire and to inspire our future artists.

CONTACT: Miss B. E. Baker
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Biology

Specification – AQA

Why choose Biology?

One of the most popular A Level choices, taught by four subject specialists, Biology prepares students to pursue degree courses such as Biological Sciences, Medicine, Genetics, Biochemistry and Microbiology. It is also well suited to those students who wish to study courses such as Dentistry, Pharmacy and Veterinary Science.

Many students who do not wish to follow a degree based on Biology but have a curiosity in the workings of the human body, ecology and environmental matters will also enjoy the topics that the course has to offer.

What does the course entail?

Course structure

The A Level course comprises the study of biochemistry, cells, how organisms exchange substances with their environment, genetics and gene technologies. The course is assessed by three two hour papers at the end of Upper Sixth along with assessed practicals throughout the two years.

Fieldwork complements the work done in class and there are a number of trips run by the department to enhance students'

experience of the subject. The boys are also offered a unique opportunity to travel to locations such as Mexico, Indonesia, Madagascar and most recently Malawi as part of a conservation programme called Operation Wallacea.

Types of learning

Biology offers both a hands on practical side and a theory based learning programme which effectively prepares students for further education. Practical work takes place in three well- resourced laboratories and involves observation of biological material, both microscopic and macroscopic, or the planning and carrying out of investigations.

In the increasingly competitive race to secure places on science courses at reputable universities, candidates must demonstrate the capacity of self- reliance and reflection. The study of Biology at Merchant Taylors' School actively promotes these virtues and the department is rightly proud of the dedication shown by its leading students.

Enrichment opportunities within Biology

The department has an excellent track record in offering A Level students the academic enrichment and extension

opportunities demanded by many university courses. These include Extended projects, Biology Olympiad, essay competitions and the activities of the Medical- Ethical Debating Society, which covers the moral issues at the heart of science courses.

There is also a programme of guest speakers from different universities, and those already in their chosen careers, such as doctors, pathologists and geneticists. The Biology Department has also played a leading role in organising and supervising work experience placements in hospitals and medical practices.

The minimum entrance requirement is a 7 at GCSE Biology (or Combined Science equivalent).

CONTACT: Miss J Whitehead
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Business

Specification – AQA

Why choose Business?

A Level Business investigates the nature of organisations and how they manage their activities. These organisations can include small private firms, large public companies and not-for-profit concerns. The principles of management and decision-making are examined and applied to case studies, which demonstrate the way in which organisations face a number of inter-related problems.

The A Level Business specification requires no previous knowledge of GCSE Business. It has been designed to provide students with a critical understanding of the internal functions of contemporary organisations of all types and the dynamic external environment within which businesses operate.

The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations, examining and thinking critically about them. Students will gain an insight into different contexts which will help them to understand the key issues facing businesses.

What does the course entail?

Course structure

The specification will enable students to gain a thorough grounding of what really matters in modern businesses and pupils are introduced to the challenges and issues involved in a business such as research and planning, as well as the factors that determine success.

The A Level Business examination consists of 3 written papers, each 2 hours long. The questions range from multiple choice questions, short answer questions, data response questions to questions based on case study scenarios.

Types of learning

Business Studies helps to develop skills such as interpreting data, developing an analytical argument and making judgements based on available evidence.

These skills will help in other A Level subjects and at university. At the end of the course, students should have a good understanding of the skills needed for successful business management and will be familiar with problem solving techniques. This should enable you to understand the issues which are of current interest and importance to businesses in Britain.

A Level Business gives a useful insight into the nature of management and can stimulate higher education study in related fields of Business Management and Economics. It can be linked with another subject to provide a wide range of alternatives, for example, marketing combined with a modern foreign language.

Enrichment within Business

We have strong links within industry, local universities and their Business Schools. Our alumni and strong Merchant Taylors' network also provide opportunities for the development and practical support to make Business come alive. We welcome past pupils and Business professionals to give lectures within the school and whenever possible we attend external lectures.

CONTACT: Mrs H Irwin

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Chemistry

Specification – AQA

Why choose Chemistry?

Chemistry is a demanding, yet rewarding A Level course, taught by four subject specialists in three purpose-built laboratories. An A Level in Chemistry is essential for Medicine and many other science related courses at university. As Chemistry is considered one of the most difficult A Levels, universities look favourably at this subject even if it is unrelated for courses such as Law or Economics.

What does the course entail?

Course structure

The Chemistry A-Level course revolves around the three traditional elements – Physical Chemistry (including atomic structure, kinetics and thermodynamics), Inorganic Chemistry (including group chemistry and transition metals) and Organic Chemistry (including mechanisms, synthesis and analysis).

There will be an internal exam at the end of the first year, the result of which will be used to support UCAS grade predictions. The A Level itself is examined in three exams at the end of the second year.



Types of learning

Having a keen interest and an active curiosity for the subject is prerequisite to study Chemistry at A Level.

The theory is complemented by extensive practical work which does not only illustrate many aspects of the theory but will also allow all pupils to gain a pass for laboratory skills in addition to the traditional A Level grade. Although not compulsory, top universities will be looking for this pass when making offers.

Effective performance at A Level will require reading and study beyond the specification and the department has shown successful stretch and challenge over the years.

Enrichment opportunities within Chemistry

The department provides a range of enrichment and extracurricular activities to enhance the work done in class and enable pupils to demonstrate the independence of thought required to access demanding courses at top universities. During their first year, the top three

chemists will be selected to represent the school in the Young Analyst Competition.

At the end of the first year, every student has the opportunity to take part in the Cambridge Chemistry Challenge and during their second year, pupils will have a chance to prepare for the first round of the international Chemistry Olympiad. Links with local and European universities are well established.

The minimum entrance requirement is a 7 at GCSE Chemistry (or Combined Science equivalent).

CONTACT: Dr I Buschmann

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Classical Civilisation

Specification – OCR

Why study Classical Civilisation?

The ancient Greeks and Romans controlled the ancient Mediterranean world for centuries. The Athenians invented democracy. Alexander the Great's soldiers have left modern descendants in Iraq, Iran, Pakistan and Afghanistan, while the Romans changed the face of city life in Western Europe for ever. When you study Classical Civilisation, you gain a real understanding of the origin of modern politics and civilisation.

The ancient worlds of Greece and Rome are brim-full of colour – in art, architecture, myths, religion, philosophy, political systems, drama and poetry – so vibrant that our world is still deeply influenced by them today. By studying Classical Civilisation you will be delving into the heart of western European culture.

One of the unique advantages of Classical Civilisation is that it is open to anyone, regardless of whether a student has taken the subject at GCSE. No previous knowledge is necessary, nor will any be expected. The only qualifications required to embark on the course are an interest in ancient thought and ideas and an enthusiasm for literature. The subject may appeal to students of Art, English, RS, History, Politics and Drama as it complements many of the skills and qualities required in the study of those subjects. The course is taught entirely through the medium of English – no knowledge of Latin or Greek is necessary.

Classical Civilisation is listed on UCL's list of preferred A Level subjects and also listed on Trinity College, Cambridge's list of Generally Suitable Arts A Levels. It is also cited as a useful subject for degrees in Classical Studies and Philosophy in the Russell Group 'Informed Choices' document. Information from UCAS shows that students who studied Classical Civilisation went on to study in such diverse disciplines as Medicine, Veterinary Science and Chemistry!

What does the course entail?

Literature and ancient history are at the heart of the course. Students study epic poetry (Homer's *Odyssey* and Virgil's *Aeneid*), philosophy and Greek art and architecture. Students will be expected to study, discuss, think about and form judgements on the works on the specification. An appetite for reading and for seminar-style exploration is welcome and we encourage lively debate.

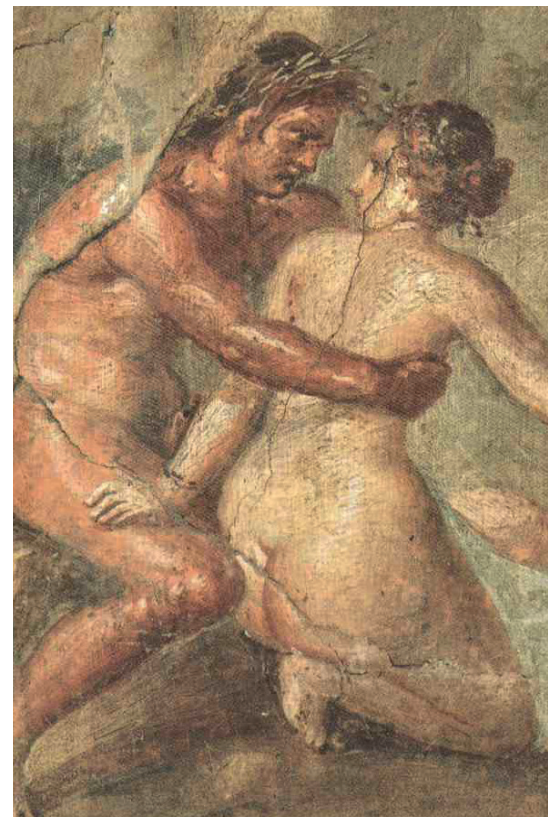
Students acquire important transferable skills such as analysing sources and developing independent, critical and evaluative approaches.

Enrichment Opportunities

There will be regular extramural activities including theatre trips, university lectures, competitions, museum trips and exposure to artefacts from the classical world.

Classical Civilisation teaching is shared with the girls' school; the co-educational learning experience fosters a diverse and varied range of opinions on topical issues when studying literary texts.

CONTACT: Mrs S Rohrer
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Latin

Specification – OCR

Why choose Latin?

Study of Latin gives one clarity of expression and thought and a finely tuned appreciation of the subtlety of language, through analysis of its grammar, devices, rhetoric and vocabulary. Far from being dead, it is present at the core of modern society, in its politics, its culture, its thoughts and its languages.

What does the course entail?

Latin at A Level follows the same broad pattern as it does at GCSE, with a mixture of language and literature. The extensive study of literature of different genres allows pupils to develop sophisticated grammatical, historical and literary criticism skills, and to reach into the heart of the ancient world through sublime literature. It fosters skills such as the ability to analyse, to defend an opinion, to argue, to present views, to write articulately and deal with complex primary sources.



Students will read two set texts: poetry by Catullus and Cicero's Pro Cluentio. There is no writing of Latin required in any part of the course. The emphasis is all on reading, understanding and appreciating the literature of the Romans in its many forms. At the end of the course you should have developed valuable analytical and communication skills and achieved some familiarity with works of literature which lie at the heart of western European culture. Latinists go on to read a range of courses at university from various classical combinations to Medicine, Law, Modern Languages, Philosophy, Land Economy, History and English Literature.

Enrichment and co-curricular opportunities

Latinists are invited to take part in a number of competitions which run annually such as the CICERO international competition, the Latin and Greek reading competition and numerous essay competitions offered by the various colleges of Oxford and Cambridge.

We also take advantage of lecture days hosted by Manchester and Liverpool Universities, Sovereign education days and theatrical productions of relevance in the local vicinity.

Latin teaching is shared with the girls' school; the co-educational learning experience fosters a diverse and varied range of opinions on topical issues when studying literary texts.

CONTACT: Mrs S Rohrer
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Computer Science

Specification – OCR

Why choose Computer Science?

A Level Computer Science offers the chance for pupils to deepen their knowledge and understanding of computing and of computation. It is not only for those who want to gain a grasp of programming languages and their application but also of those who want to gain an insight into how computers affect and shape the world that we live in. It gives pupils the opportunity to imagine how they can play a part in the industries, economies and technological advancements of tomorrow.



What does the course entail?

Course structure

The course delivers an in-depth understanding of computation and the ability to simulate a wide variety of scenarios through the use of algorithms and programming such as decision making, the logic of computer games and searching and sorting data. In the second year of the course pupils will have the opportunity to put this into practice when they create their own software or perform an investigation into a certain area of computing such as 3D rendering, data processing or mathematical simulation.

Types of learning

As well as giving pupils the power to create their own software and systems the A Level Computer Science qualification also gives pupils an understanding of how computers function. The way they represent and store data, the way they interact with their users and function as

a collective group of devices in a network. Pupils will also study the impact of computers on the wider world, considering their effect on society, culture, morality and ethics.

The qualification is examined in the form of two papers: “Computer Systems” and “Algorithms and Programming” as well as a programming project that places a huge emphasis on coding software from scratch; independently researching, designing, developing and testing the end product. Whilst a GCSE in Computer Science is not a requirement, pupils should have a high level of IT competency, a firm grounding in Mathematics and at least some experience of computer programming to give them the best possible chance of success in this course.

CONTACT: Mr T Higham
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Design & Technology – Product Design

Specification – AQA (7552)

Why choose Product Design?

Taught by specialist teachers, Product Design is at the forefront of independent learning and technological advancement. Students combine creative and scientific principles to create a marketable and innovative product. The subject is closely related to industrial and commercial standards providing transferable skills for the future; ICT, organisational, analytical and evaluative.

What does the course entail?

Course structure

The course includes the study of contemporary design issues, the life cycle of a product, engineering methods and resistant materials.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice using traditional

craft methods alongside new technologies, CAD/CAM/CNC, using machines such as CNC lathes, laser cutters and 3D printers.

Two paper assessments; in technical principles and design making principles, account for 50% of the A-Level. A non-exam assessment (NEA) accounts for the remaining 50% and involves a substantial design and make project reflecting the practical application of technical principles, designing and making principles.

Types of learning

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

With a 15% A Level Mathematics content the subject sits well alongside Maths, Physics, Chemistry and Biology. Students will gain a real understanding of what

it means to be an engineer alongside the knowledge and skills sought by universities and employers.

Opportunities for enrichment

Some students use this subject as an opportunity to complete an Extended Project Qualification whereby their practical skills prove useful in the submission.

Minimum course requirements:

- Level 6 GCSE Design Technology

A genuine interest in manufacture and design as well as a willingness to work outside of the specification and evidence independent learning are expected.

CONTACT: Mr A Beddard

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Drama and Theatre Studies

Specification – AQA

Why choose Drama and Theatre Studies?

Drama and Theatre Studies offers a challenging yet creative opportunity to explore a range of aspects of theatre.

What does the course entail?

Course structure

Candidates are asked to explore the work of important dramatists and practitioners and work from a director's perspective or from a technical angle to complement the more conventional actor's role.

Assessments are both practical and examined, with the former accounting for 60% of the total award.

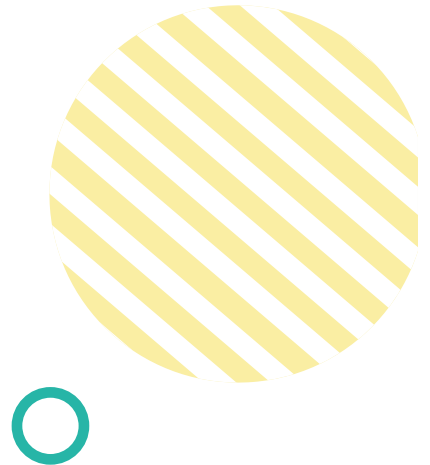
Types of learning

Drama is a rewarding, rigorous A Level and was recently regarded as the qualification of choice by a number of key business leaders, reflecting the importance we place on effective communication and analytical methodology.

There is no obligation for boys to have studied Drama at GCSE to be successful at A Level but they will need to possess an evaluative approach and a methodical attitude to performance and note-taking.

Enrichment opportunities

A Level students invariably take part in whole school productions and many have wider theatrical interests beyond school.



CONTACT: Ms J. Finnegan

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Economics

Specification – OCR

Why choose Economics?

Economics attempts to answer the questions of what, how and for whom to produce. These questions can be dealt with in a variety of ways and the government can play a dominant, an enabling or a relatively weak role in the process. Economics is a hugely popular A Level option at the school, and this reflects the curiosity of our students in the workings of the local and national economy.

What does the course entail?

The study of Economics should enable students to understand better the current economic issues that affect their lives. The subject matter ranges from the environment to the labour market, from unemployment to multinational

companies, from inflation to the exchange rate. These issues are examined primarily in terms of the UK economy, but also encompass the UK's rights and responsibilities as a member of the global economy.

A number of our students are minded to pursue Economics and business-based courses at university as a consequence of exposure to the A Level course.

The department is housed in spacious classrooms adjacent to the main school building and a discursive approach to the subject is ensured by pegging class sizes at reasonable numbers.

Enrichment opportunities within Economics

Each summer a prize essay competition is held for the Lower Sixth, with the winning entries funded by sponsorship from Investec.

Indeed, the department's links with local and national businesses have led to visits from keynote speakers from the world of finance and students have been able to take advantage of sitting for professional financial qualifications while enrolled on the A Level course.

Minimum course requirement is Level 6 in GCSE Mathematics.

CONTACT: Mr S Kay

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English Language

Specification - CIE

Why choose English Language?

There has never been a more exciting time to study English Language at Merchant Taylors'. The English Language course places its focus firmly upon exploring the interpretive and creative skills of students.

What does the course entail?

Course structure

There are two papers in the first year of the course - Passages for Comment invites students to explore the language and styles of a range of non-fiction and occasionally fiction extracts, while the Writing paper asks students to produce one creative piece, often fiction, and another written response for a different audience (perhaps a travel guide or an advice brochure).

The second year of the course focuses on more theoretical approaches to the study of English Language, such as sociolinguistics and the acquisition of language. It is an excellent preparation for increasingly popular English Language and linguistics-based courses at reputable universities.

Types of learning

English Language is a natural bedfellow for a number of Arts, Languages and Humanities A Levels, with both its creative and analytical focal points, but also serves to advantage those scientists looking to achieve crispness and clarity in their prose style.

Enrichment opportunities with English Language

Above all, we are keen to empower our A Level students to write for local and national publications and to oversee the editing and production of our own literary magazine.

Collaborative and leadership skills are therefore vital – student should expect to be asked to lead assemblies and to work with younger pupils to hone their interest in writing.

CONTACT: Mr M Stanley

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English Literature

Specification – AQA

Why choose English Literature?

Classroom teaching by academic tutors is the bedrock of the Sixth Form experience in English Literature at Merchant Taylors'.

What does the course entail?

Course structure

Each term your tutors will lead you through a study of set texts for the examination, while in the second year of the full A Level course there is a modest non-exam assessment component (20% of your overall grade).

In Lower Sixth, we currently focus on the genre of Tragedy and the compulsory study of a Shakespeare play, in this case 'Othello', is taught alongside Hardy's 'Tess of the d'Urbervilles' and Miller's 'Death of a Salesman'. Meanwhile, as we progress through to Upper Sixth, our focus shifts to the crime genre. Here you will study a number of set texts including Shakespeare's 'Hamlet' and the postmodern novel 'When Will There Be Good News.'

The non-exam assessment allows students to write about two texts of their own choice in line with various literary theories. This is a real opportunity for boys to explore wider reading and develop an interest in wider canonical writing.

Types of learning

You will benefit from the intensive individual attention of highly experienced teachers and from discussing your ideas with your peers in the classroom.

The lessons are conducted in an academic style but with rapport and not without humour. An emphasis on the discursive is important, and care and attention will be given to developing students' prose style through regular essay practice.

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Geography

Specification – AQA

Why choose Geography?

Geography is an exciting, dynamic and challenging subject to study at A Level, helping students to acquire and apply knowledge and understanding of physical and human processes and appreciate how places, environments and issues change.

It also provides an understanding of how decisions are made about the use and management of resources and environments and allows students to clarify and develop their own values and attitudes in relation to geographical issues and questions.

What does the course entail?

Course structure

Physical Geography 40%, Human Geography 40%, Coursework 20% (4000 words)



Fieldwork plays a vital role in understanding the full nature of the subject and there are a number of days out in the local area. This will form an opportunity for boys to select a theme for their coursework.

Types of learning

Geography works well with a variety of subjects. Global Economics and Systems has been introduced to the current specification linking well with Economics.

Traditionally some students use Geography to combine with Mathematics and Science as it can be recognised as a Science. Others follow a Humanities route as the human elements enable connections to be drawn between Economics, History and Politics.

Enrichment opportunities within the Geography course

The Geography department is an innovative and lively one, complete with four subject specialists and a commitment to enriching the course with lectures from leading academics and regular overseas trips – most recently ventures to Switzerland, Sicily and Iceland.

We take great pride in recent results and the number of Sixth Form geographers who move on to study the subject or similar pathways at leading universities.

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History

Specification – Edexcel

Why choose History?

History is a thriving A Level subject at Merchant Taylors' and in recent years there have been a significant number of students moving from the A Level course to study History at university, including at Oxbridge colleges.

Two factors behind the success of the A Level course are the passion and enthusiasm that the four members of the department share for their subject and the pathways pursued that allow areas of subject specialism to be developed.

What does the course entail?

Course structure

At present, the department runs two options in Lower Sixth. One examines the development of democracy in the 19th Century Britain as well as gaining an international perspective in a study of the unification of Germany. The other route in Lower Sixth combines an in-depth study of the Tudor period with a study of the German Reformation led by the protest of Martin Luther.

In Upper Sixth, all students complete coursework on an aspect of the Nazi regime as well as studying a course in the history of black civil rights in the USA from the American Civil War to the election of Barack Obama.

Types of learning

The department's aim is that all boys finishing the Sixth Form have studied a variety of historical periods and a variety of 'types' of history, whether it be social, political, economic or cultural. A Sixth Form historian is likely to find themselves analysing everything from religious or political reform to modern cinematic masterpieces.

Enrichment opportunities within History

The department is very proud of its commitment to extracurricular enrichment – Sixth Formers will lead the History Society and an array of visiting academics has provided a rich and varied diet.

Additionally, trips are regularly made to conferences and promising historians are encouraged to enter and are tutored for prize essay competitions, often run through Oxbridge colleges, and Extended Project Qualifications.

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Mathematics and Further Mathematics

Specification – Edexcel



Why choose Mathematics and Further Mathematics?

A deep knowledge of Mathematics and the application of its functions can provide a solid platform for many other subjects at A Level and beyond.

The use of statistics or the application of logical thinking can be fundamental to areas such as history or economics, as well as science and engineering courses leaving you well placed to pursue well-paid careers in sectors such as financial services or technology.

What does the course entail?

Course structure

A Level Maths content is 100% prescribed, containing both pure and applied maths. The applied content for A Level Maths is drawn from statistics and mechanics - there is no decision maths included.

A Level Further Maths content contains a proportion of optional content, defined by exam boards, which can include statistics, mechanics and decision maths. Exams

will be linear, not modular – this means that all exams must be taken at the end of the course, in the summer exam series.

Types of learning

Overarching themes of mathematical argument, language and proof, problem solving and mathematical modelling underpin all parts of the qualifications.

The use of technology in the classroom is encouraged, so a large data set will be provided for students to analyse as part of the A Level Maths specifications. Some exam questions will be based on this data set so students need to be familiar with it.

Enrichment opportunities within Mathematics and Further Mathematics

Support is available through regular Maths clinics, which can be used either for independent work or for help with homework, and we encourage our Sixth Form students to pass on their enthusiasm to younger students by taking a lead in Maths clinics and acting as Maths ambassadors to younger pupils.

All Sixth Form mathematicians are entered for the Senior Maths Challenge set by UKMT, with many receiving Gold, Silver and Bronze certificates in this national competition, with an opportunity for the most successful to progress further to either the National Olympiad or Kangaroo Maths Competition.

Some universities require or recommend students to take an additional entrance qualification when applying for certain undergraduate Mathematical courses. Teachers provide both one-to-one tuition for STEP and MAT papers and facilitate access to online preparation.

Minimum course requirement is Level 7 in GCSE Mathematics.

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Modern Foreign Languages

Specification – AQA

Why choose Modern Foreign Languages?

The MFL department offers A Levels in French, Spanish and German.

The A Level specification builds on the knowledge, understanding and skills gained at GCSE and offers an intriguing insight into the culture of a country, covering diverse aspects such as history and politics, religion, equal rights and immigration.

What does the course entail?

Course structure

The course constitutes an integrated study with a focus on language, culture and society and the examination consists of three papers.

The first examines the boys' aural understanding and reading comprehension and there is a translation

element to this exam. Paper 3 is the spoken element of the exam, where boys must prepare an Independent Research element which is then discussed. There is also a general conversation based on themes. Paper 2 is the written element of the course, where students answer questions based on the book and film they have studied during the course.

Types of learning

The A Level course fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. By the end of the course, boys will have a high level of linguistic fluency which will provide them with an excellent foundation for further study.

Enrichment opportunities

Boys are encouraged to visit the country relevant to their A Level studies and there will be opportunities to accompany one of the organised school visits. Over recent years many Sixth Form language students have undertaken work experience in France, Germany or Spain.

Such ventures enable you to gain invaluable skills for your A Level studies and have proved highly successful in the past and the department actively supports such schemes.

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Music

Specification – AQA

Why choose Music?

A Level Music is an opportunity for young musicians to hone their craft and build a greater appreciation of the art form they have grown to love. There is a great deal of flexibility in what can be studied, which allows us to cater towards students' interests while also introducing them to new Music. Music is a highly sought after A Level for many of the most competitive university courses as it promotes resilience, confidence and creativity.

What does it entail?

Appraising Music (40%)

There are seven areas of study:

Western Classical Tradition, 1650 - 1910 (compulsory)

Pop Music

Music for Media

Music for Theatre

Jazz

Contemporary traditional music

Art Music since 1910

There are specified works within each area, e.g. the Western Classical Tradition focusses on the Baroque Concerto, Mozart Operas and Romantic Piano Music.

Within each of the other areas, there are named composers/artists, such as Stevie Wonder, Muse, Stephen Sondheim, Claude-Michel Schönberg, Louis Armstrong and Shostakovich to name but a few.

Candidates will need to listen to and appraise extracts from the set works, and show their knowledge and understanding of the context and methods of composition. Students can listen to their favourite pop artists and gain new appreciation for their work, while delving into the magnificent world of music for media and understanding how music shapes the way we interact and experience film. There are also some of the finest musicals ever written available for study and enjoyment and students will also listen to unfamiliar music within each of their chosen areas in order to identify musical elements and features.

Performance (35%)

A performance of at least ten minutes is required. It may be a solo recital, or playing within an ensemble. The standard of performance required is at least grade five, though success at higher grades is desirable. The performances are recorded and marked externally according to a grid which considers the level of difficulty, technical control, expressive qualities, and the overall quality of the performance.

Composition (25%)

Two compositions are required. One is composing to a brief, there will be a number of options with different stimuli, such as a poem or other text, a picture or film clip, a notated beginning (e.g. a chorale melody). The other composition will be a free composition, where the candidate is free to explore any genre and style they wish. Both compositions must be notated in an appropriate form (e.g. staff notation, graphic score, lead sheet, etc), and they must be performed and recorded.

GCSE Music is a good preparation for A Level, as it uses the same basic structure, but it is not a prerequisite. A good degree of performing experience, however, is required.

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Philosophy

Specification – AQA

Why choose Philosophy?

Philosophy seeks to answer questions about ideas and the world that we normally take for granted.

One philosopher, Stephen Pyke, describes philosophy as 'thinking in slow motion'. In other words, a philosopher changes the focus of their enquiry to cover not just science or history or maths, but the underlying assumptions that allow us to study those subjects at all. Questions about the nature of reality, how we acquire knowledge and whether there is any purpose to existence are all philosophical questions. In fact, if you keep asking 'why' about any question, scientific, linguistic, historical or mathematical you will always eventually end up with a philosophical question rather than the one you started with. Philosophy underpins everything.

If you are still wondering what philosophy is, don't stop reading yet.



What does the course entail?

Course structure

Philosophy A level consists of two papers each covering two topics. Together they provide an introduction to several broad philosophical themes. Those themes are:

Year 1 – Epistemology and Ethics:

- The study of knowledge
- How and whence we derive our system of morals

Year 2 – Metaphysics:

- The nature and existence of God
- The philosophy of mind and nature of reality

Types of learning

If you are thinking of studying Philosophy be ready for lots of discussion and 'arguing', reading and essay writing. The ability to express ideas and opinions both verbally and on paper (something that

subjects like History and English prepare you for) is an advantage. There are lots of new concepts to challenge you and you will gain invaluable skills in reasoning and logic.

Enrichment opportunities within Philosophy

The department has an extensive library of books and journals for wider reading and a range of extension activities are offered to help students develop their analytical skills.

There is also the opportunity to attend various philosophical and ethical conferences relating to the course.

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Physics

Specification – AQA

Why choose Physics?

A strength of the Physics course is its pertinence to both small and large scale engineering projects, from scanning tunnelling microscopy and interferometry, through analysis of electrical circuits and projectile motion, to calculating the orbital requirements of a communications satellite.

What does the course entail?

Course structure

The programme of study allows students to develop a valuable and broad conceptual view of the subject, and provides the tools to be able to explain the physical basis for many phenomena seen in nature. The material touches on contemporary issues, such as the philosophical necessity of quantum theory and the principles of construction and operation of a nuclear power station.

Types of learning

Physics finds a natural partner in Mathematics and for any student considering higher education courses in Physics or Engineering, this combination is essential.

The A Level Physics course has a conceptual basis and although we recommend a good grade in GCSE Mathematics as a prerequisite, many of our students have achieved the highest grades without studying Mathematics at A Level.

Substantive content aside, the thorough analytical approach required for problem-solving in Physics makes the subject a respected A Level for university entrance.

Enrichment opportunities within Physics

In addition to the material specified by the examination board, many of our students take up extra-curricular activities such as trips to lectures by leading physicists, national physics competitions and summer schools in physics or engineering. This provides the opportunity to develop greater experience, more depth of knowledge in particular areas of the subject and helps students to make informed and successful university applications.

Some of our students go on to pursue Physics and Engineering, but a good proportion continue their educational career in subjects as diverse as Medicine, Law, Economics, Politics and Philosophy.

Minimum course requirement is Level 7 in GCSE Physics.

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Politics

Specification – Edexcel

Why choose Politics?

Politics is an established subject at the school. Although taught under the aegis of the History department, the course need not merely be an accompaniment to Arts and Humanities subjects – it is highly recommended to those who have a lively and questioning mind and a healthy scepticism about the institutions that govern us.

What does Politics entail?

Course structure

A range of topics is covered which span domestic British politics to the complexities of the American constitution. The new specification also requires students to develop an understanding of political ideologies such as liberalism and feminism.

Opportunities for extended, analytical writing abound and students should finish the course with a sophisticated understanding of the power structures which influence our daily lives.



Types of learning

With discussion and debate at the heart of teaching and a willingness to explore beyond the specification a must, the course has a contemporary feel and is well regarded by universities as it tests a range of transferable skills, from lucidity of prose style to the ability to evaluate and interpret sources objectively.

The academic nature of the process allows student to understand the wider legal and constitutional contexts in which our current political debates are based.

Enrichment opportunities within Politics

Enrichment opportunities abound, with opportunities to visit Parliament, meet politicians and attend conferences.

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Physical Education

Specification – OCR

Why choose Physical Education?

This course is well suited to students with a genuine interest in sport who wish to study the theory behind the practical side of PE. It is particularly useful for those who are thinking of a career in Physiotherapy, Sports Science or Sports Management.

What does the course entail?

Assessment overview

Exam 1 (2 hours)

Physiological factors affecting performance - 30%

Exam 2 (1 hour)

Psychological factors affecting performance - 20%

Exam 3 (1 hour)

Socio-cultural issues in physical activity and sport - 20%

Practical performance (1 sport) 30%

Types of learning

You will study anatomical, physiological and psychological theories and apply them to sporting activity. You will look at what contributes to an active and healthy lifestyle, and develop an insight into movement, behaviour and performance in relation to sport.

30% of the course is based on your own practical ability, so it is important you are actively involved in a sport of your choice.

Enrichment within Physical Education

Students will have the opportunity to visit The Athlete Factory to experience how elite sports performers plan their training.

A university trip will also enable students to see sports science in action.

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Psychology

Specification - AQA

Why choose Psychology?

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us approach personal and social problems.

To be an effective Psychology student, it is expected that wider reading and study beyond the specification is undertaken. The department prides itself on consistent, excellent examination results and the number of previous pupils who have gone on to read this subject at university.

What does the course entail?

Course structure

A Level Psychology comprises three papers; Papers 1 and 2 are studied in the L6 year and Paper 3 in the U6 year.

- **Paper 1:** Introductory Topics in Psychology. The topic areas studied are Memory, Psychopathology, Social Influence and Attachment.
- **Paper 2:** Psychology In Context. The topic areas studied are Approaches, Biopsychology and Research Methods and Statistics.
- **Paper 3:** Issues and Options in Psychology.

The topic areas studied are Gender, Forensic Psychology, Schizophrenia and Issues and Debates in Psychology. Each paper is a two-hour examination and worth 96 marks. The style of the examination questions comprises of multiple choice, short answer responses and extended writing.

Types of learning

If you choose to study Psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data.

Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills.

Enrichment within Psychology

The department offers a stimulating and engaging theoretical course where students active curiosity for this subject is developed in preparation for the wide variety of Psychology related courses at university.

A wide range of enrichment and extension activities are undertaken in order to enhance the material studied in class and to enable aspiring psychologists the opportunity to develop their analytical thinking skills. Pupils are provided with the opportunity to attend various trips, including the annual Criminology Conference. Eminent lecturers in the field of both Criminology and Forensic Psychology present key issues in the style of a university lecture and this has proved to be an enjoyable and engaging trip for previous pupils.

It is recommended that pupils attain a GCSE grade of at least a Level 7 in both English and Mathematics in order to take the A Level course.

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School Theatre and Concerts

There is a thriving extra-curricular scene in our Sixth Form and the quality of the music and drama on display is enviable. The annual Joint Schools Production is always ambitious and its high quality production and performance values offer opportunities for Sixth Formers both on stage and behind the scenes.

With a recent back catalogue that includes an electric production of School of Rock, an unexpurgated staging of Hamlet and a riotous and uncompromising production of Les Miserables, we have a proud track record of school theatre, which has led a significant number of Sixth Formers to become established professional actors.

Opportunities to co-direct Junior Drama are also open to Sixth Formers, with 'Macbeth', 'Joseph and the Amazing Technicoloured Dream Coat' and 'Grease' among our more notable shows.

The Performing Arts at Merchant Taylors' are well buttressed by musical opportunities too. For the musically adventurous there are a range of styles and genres available, and those with an active interest in contemporary as well as classical music are well catered for.

With the Concert Band and Swing Band complemented by an a cappella group and a strings section, those with some ability on any instrument, including the voice, are encouraged to participate. Regular concerts and performances across the local area, including at the Philharmonic

Hall, are held and there are practice rooms in the Music Department. This year ensembles have had the opportunity to perform in Birmingham Symphony Hall and the Royal Albert Hall as part of national concerts.

We have a number of highly skilled peripatetic music teachers and instrumental music lessons are a staple part of the weekly diet of many Sixth Formers. There is also a flourishing Chamber Music scene with several groups giving recitals at venues in the area.





The School Library

Sixth Formers can use the library during their study lessons or free time, from 8.30am until 5.15pm (4.45pm on Fridays).

The library contains more than 12,000 books, including fiction and reference material, six computers, a combined printer, photocopier and scanner, five daily newspapers, and more than thirty journals.

There are also subscriptions to online databases of periodical articles, which are particularly useful for EPQs and coursework. The library not only supports subjects on the curriculum but also offers a wide range of extension reading for pupils applying to Oxbridge, medicine and law. The Sixth Form reading group encourages pupils to read outside the curriculum, and to discuss books in a half termly meeting.

Pupils interested in literature and creative writing can attend the regular author visits, and have the opportunity to talk to published writers about their work.

The library promotes the development of independent learning, which is essential for higher education.



Peer Support

A significant number of Sixth Formers become Peer Supporters, assisting with the transition of younger members of the school community from the primary to secondary curriculum. As well as demonstrating an altruistic nature, Peer Supporters improve their own personal skills and come to be seen as role models within the Merchants' community.

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Merchant Taylors' in the Community

School Council: Sixth Formers are strongly encouraged to participate in the School Council. Many senior students have been involved from an early age and form part of the Executive Committee when they reach the Sixth Form. Council members regularly meet with the Headmaster to discuss issues arising from the monthly School Council meetings and are encouraged to present their ideas at the regular full school assemblies. As an important element of our outreach programme, Sixth Form councillors keep in contact with recipients of financial support which has been raised by School Council initiatives around school. New members of the Sixth Form are always warmly invited to join and share their ideas and experiences from their previous schools.

Youth Club: The Youth Club is an initiative run by Sixth Form volunteers to enable boys and girls from Years 7 and 8 to meet on a regular basis. It takes place once a

month and provides boys and girls with the opportunity to mix in a social setting and enjoy one another's company in a safe and happy environment. The Sixth Form volunteers run all of the activities that take place, ranging from face painting and football to the tuck shop. Many of our Sixth Form volunteers have gone on to become Youth Leaders and Senior Youth Leaders as a consequence of their support at school. The Sixth Form boys and girls work collaboratively to encourage fun, friendship and confidence amongst younger pupils and between each another.

Volunteering: Sixth Form students are encouraged to volunteer through a variety of different routes; the Voluntary Service Unit (VSU), the Community Enrichment Project and The Duke of Edinburgh Award Scheme.

The VSU primarily focuses on working in the local area and beyond, outside of the normal hours of school. Boys and girls

are encouraged to volunteer with local charitable organisations in order to accrue over 100 hours of commitment. They will then be awarded the prestigious VSU tie.

The Community Enrichment Project encompasses volunteering within the normal hours of the school day. During Wednesday afternoons, Sixth Form boys and girls are placed in a variety of settings ranging from primary schools to charity shops. The hours accrued can go towards the VSU tie and the volunteering element of the Duke of Edinburgh Award Scheme.

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Sport

The School invests a good deal of resources in encouraging students to enjoy physical activity, both now and in the future. In addition to high level coaching, students also enjoy the use of a modern well equipped fitness suite and a state-of-the-art dance studio. Sixth Formers have membership of the Sports Centre.

Games is a timetabled activity on Wednesday afternoons. Field sports include rugby, cricket, hockey and football. The Sports Centre offers badminton, basketball, table tennis, trampoline, indoor cricket, and the fitness suite. Rowing, triathlon and orienteering are further opportunities.



The Sports Centre was officially opened in 2011 by Ben Kay, former England Rugby International. It serves the needs of the four Merchants' Schools and is at the heart of sporting life in the Senior School.

Besides the on-site rugby and cricket pitches we have additional pitches for rugby, cricket and hockey on the Hall Road site, located about a mile from the School.

CONTACT:

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Mr S Cooke (Hockey)

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Mr S Sutcliffe (Cricket)

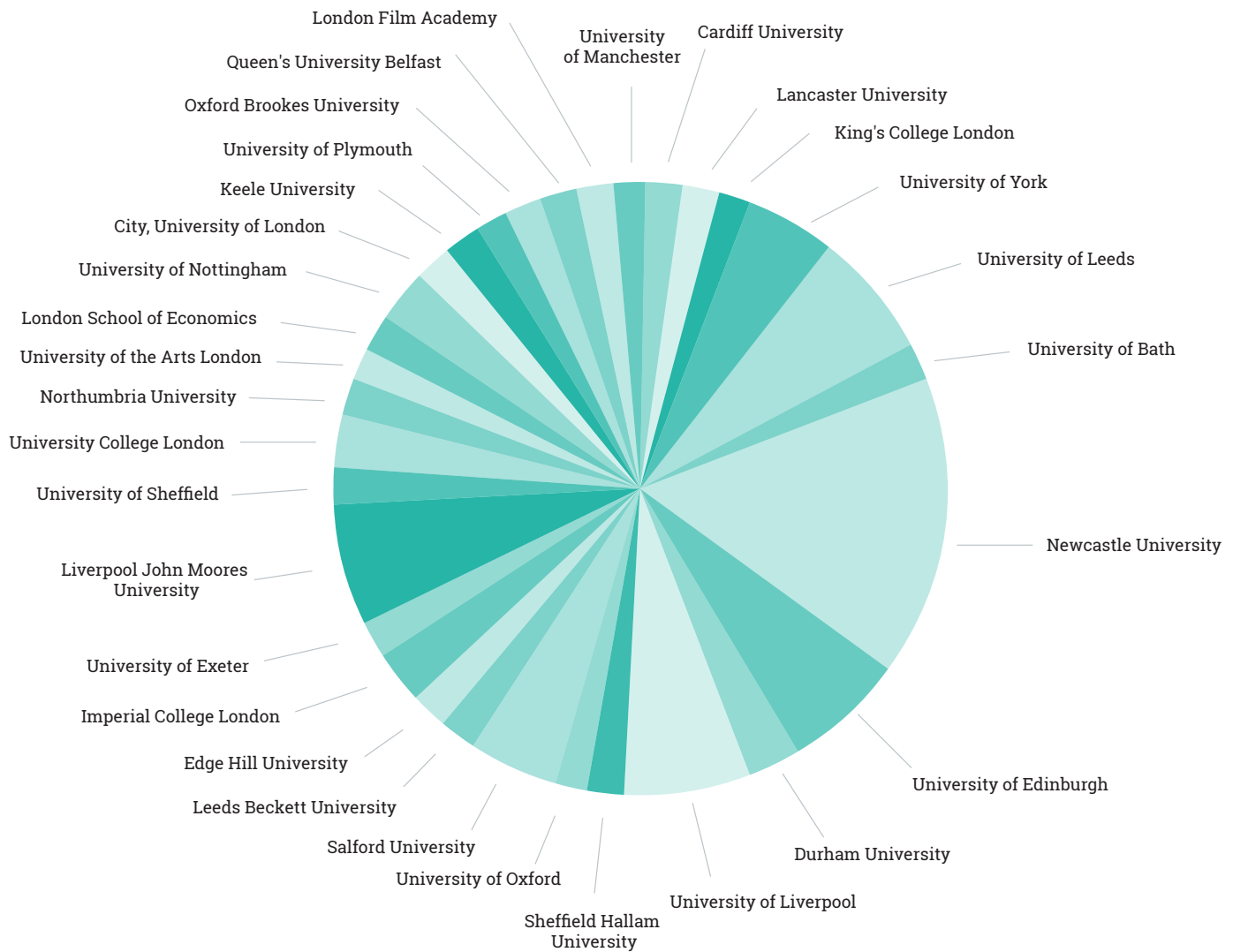
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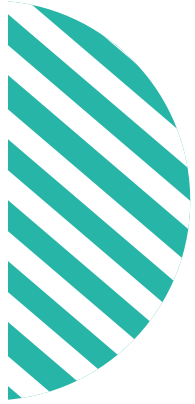
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