

Dear Parents

On Friday the Principal announced to staff that my successor as Head of Sixth Form will be Mr Griffith. This is an exceptional appointment as Mr Griffith has been a Senior Leader in the College for a long period of time and has vast experience in all matters regarding the Sixth Form. In the meantime, I am still the Head of Sixth Form and any issues or concerns you may have, please don't hesitate to contact me.

In addition to my role as Head of Sixth Form I also enjoy a significant teaching timetable. My timetable will be taken over by Mrs J Hutchinson.

Mrs Hutchinson has been with us in a part time capacity this year and will now become a full time member of staff. She is an exceptional teacher and my classes are in an extremely safe pair of hands. In addition she will become the House Mentor for 13 Selwyns (my form) in September 2020.

In normal times we would have commenced our Year 12 Examinations. This examination series has now been suspended until the September of 2020. This summative assessment provides the bedrock to highlighting two significant developments in the academic life of our Year 12 cohort; Predicted Grades and Matriculation to Year 13.

### **Predicted Grades.**

I have asked colleagues to prepare a predicted grade for our students. Staff will share this with students thus empowering students to use the summer to prepare for the September tests. Improved performance in September tests will enable grade adjustment as students prepare for the UCAS application process. The grades will be based upon the following criteria:

Three week test results.

PPI and PP2.

Any tests or internal/ external testing.

Online engagement during the lock down period as well as submission of work.

To enable preparation for the September examinations colleagues will produce revision plans and guides that should provide the basis for a comprehensive summer revision programme.

### **Matriculation to Year 13.**

It is the normal expectation that to matriculate into Year 13 students are expected to achieve at least a grade D in all three subjects. I have asked Subject Leaders to use the same criteria as predicted grades to ascertain which students would struggle to achieve the three D grades. In addition, I will also examine student engagement assessing attendance, punctuality and EPQ progress.

Once the list has been compiled I will then discuss with families how best to progress.

Our Year 12 will make a brief return to school the week beginning the 15th June. Next week we will send invites highlighting times/dates/expectations for your son and daughter when we meet again. In general terms the Year 12 have been exceptional in their online engagement and their attendance to Teams lessons has been excellent. I am very excited to see the Year 12 very soon.

Please note that the key objective for the rest of this academic year is to keep engaged with the online learning, enrol onto UCAS and to complete your EPQ.

### **EPQ timetable Reminder**

15th June - House Mentors will submit questions.

1st -3rd July - Pupils will submit to their House Mentor a voiced over PowerPoint presentation. With a written response to the questions proposed.

5th July - 9th July - Handing in of the log book and final essay/artefact.

### **From Mr Leeder: Medics- UCAT Update**

See below for important information about the UCAT exam, which is essential for many medical courses. Basically, you now have the option of doing the test at home under strict conditions and supervision. Please contact Mr Leeder, UCAS Co-ordinator if you have any questions:  
[cleeder@liverpoolcollege.org.uk](mailto:cleeder@liverpoolcollege.org.uk)

## **UCAT Update: 1st June 2020**

<https://www.ucat.ac.uk/ucat/ucat-2020-update/>

For those students who will be taking the UCAT this year. There has been an important update you will need to read. We have a brief summary here and a link directly to the UCAT website where you can read the full update.

### **Key Points:**

- Students will have the option of taking the UCAT online at home OR at a test centre.
- UCAT registrations will open on 1st July 2020.
- Tests will be open from 3rd August to 1st October 2020.
- The test content will be the same as previous years.

To read the full update directly from the UCAT website please [click here](#).

### **Rules for taking the test at home:**

- Students will be required to use their phone to submit a headshot and ID.
- Students will be monitored via microphone and webcam by a "Proctor" (an exam invigilator).
- Students will have to clear any notes or applications off their computer screen.

- Students will have to take photos of the room they are in to show there are no other people or notes present.

For a video explanation of how it works, please see this YouTube video:

<https://www.youtube.com/watch?v=Gm1PqdbwBP0>

Please read the official UCAT statement and watch the YouTube video.

## **Old Lerpoolian Society**

This week the Principal and I messaged the Year 13 inviting them to join the Old Lerpoolians Society. I have also become a member.

This organisation is going through a massive reinvigoration and we are delighted that so many young OLs want to join. The 2020 cohort are so important for many reasons, so please join as being a member of this club does have distinct advantages that few other schools enjoy.

We are still planning on an interim gathering this term and a formal Leavers Dinner when normality returns.

<https://thelerpoolians.org.uk/>

The events in America have shocked the world and we are struck by audacity and awfulness of the murder of George Floyd. Mr Wilson wrote to his Form highlighting the incomprehensible. I thought I would share it with you.

### **From Mr Wilson, English Department**

I hope this finds you all safe and well. Like many of you I've been watching in horror at events unfolding in America. It is shameful and inexcusable that lessons are not being learned, time and time again. The violence, hatred and deliberate refusal to *listen* are indicative of the huge amount of fear in which many people live their lives. Fear of change, fear of differences, fear that their insecurities will be exposed. Fear of The Other.

I have consciously used this term, The Other, from postcolonial critical theory. Postcolonial theory examines cultural artefacts - so books, art, music etc - created both during and after the colonial eras in order to study how power dynamics are maintained through the representation of identities. The Other is opposite to The Self. Self is 'everything I am/we are'; Other is 'everything I/we are/am not', or, to put it another way, 'everything *they* are.' Within this opposition, a clear power dynamic emerges. Self is superior to Other.

This is a very convenient way to view the world. It offers security; a measurable sense of identity. You can convince yourself that you are right, and everyone else is wrong. For the Victorian architects of Empire, for instance, it allowed them to justify (to themselves) the oppressive nature of colonial rule: they, as white, British Christian men, were superior (in their eyes) to indigenous people whose beliefs, behaviours, cultures and values they derided as savage. This in turn allowed them to assume a moral dimension to Empire; to many in Victorian England, colonialism wasn't a mission to plunder most of the planet; they believed it was actually a mission to rescue people from their own backwardness.

But while it is convenient, things are not as simple as that in reality. Cultures and peoples don't just curl up and die that easily. Post colonialism as both theory and practice wants to reclaim the voices and experiences of those who have been oppressed by all colonial projects, not just the Empire. Of course, once you start allowing voices to be spoken, those voices can quite reasonably expect to be heard. And when you expect people to listen, you immediately encounter opposition. But there are degrees of opposition, and what we have been seeing recently in America is only the tip of a centuries-old, deliberate attempt not only to oppose, but to actively silence the voices of those deemed Other. Violent crackdown on protest only fuels further division and anger, thus - to some - justifying further oppression; as a particular example, rioting is dismissed as mindless violence to be heavily punished rather than something to be interrogated and understood.

Riots are not things which occur in isolation, and it can be argued that while they are of course hugely problematic in many ways, they are not The Problem, but a desperate response to it. To Martin Luther King, for instance, rioting could well be the only voice oppressed people had left:

*But in the final analysis, a riot is the language of the unheard. And what is it that America has failed to hear? It has failed to hear that the plight of the Negro poor has worsened over the last few years. It has failed to hear that the promises of freedom and justice have not been met. And it has failed to hear that large segments of white society are more concerned about tranquillity and the status quo than about justice, equality, and humanity. And so in a real sense our nation's summers of riots are caused by our nation's winters of delay. And as long as America postpones justice, we stand in the position of having these recurrences of violence and riots over and over again. Social justice and progress are the absolute guarantors of riot prevention.*

<https://time.com/3838515/baltimore-riots-language-unheard-quote/>

As the article says, 'King's point, though subtle, is clear. He does not support violent tactics, including riots, but he argues that the way to stop citizens from rioting is to **acknowledge and fix the conditions that they are rioting against.**' [my emphasis] *Social justice and progress are the absolute guarantors of riot prevention.*

King was killed in 1968. Rodney King was 1992. Trayvon Martin was 2012. Black Lives Matter started in 2013. There are countless other episodes in between all these dates. Like I said at the start, it is shameful and inexcusable that lessons are not being learned, time and time again.

I'll be sending more thoughts on this in due course and would welcome your own comments in return. Until then, I'd like to steer you to the following links. News From Nowhere books is on Bold Street. It has a fascinating history and is well worth visiting when it is safe to do so.

Take care out there, and be kind to each other.

<https://www.newsfromnowhere.org.uk/books/DisplayCategoryBooklist.php?CatID=20>

<https://independent-liverpool.co.uk/profile/news-from-nowhere/>

<https://www.theguardian.com/books/booksblog/2020/jun/03/do-the-work-an-anti-racist-reading-list-layla-f-saad>

<https://www.theguardian.com/books/2020/jun/04/no-reader-is-too-young-to-start-anti-racist-books-for-all-children-and-teens>

I realise that there must be a huge urge to join demonstrations and public gatherings to condemn the events in the USA. I ask you to abide by the government guidelines and think of the health and safety of your family before joining such rallies.

### **University Admissions Testing**

<https://www.admissionstesting.org/administering-our-tests/dates-and-costs/>

The arrangements for the University Admissions Testing are undertaken through the offices of Mrs Hayes, Exams & Sixth Form Manager:

If you wish to be registered when we return to school, please visit my office in Godwyn House before 1st October with your UCAS number plus the £46 registration fee.

### **Key dates for BMAT – November 2020**

1st September Registration opens

#### **1st October Registration deadline – standard fee**

The BMAT is run by Cambridge Assessment Admissions Testing, who charge all candidates sitting the test in the UK a standard entry fee of £46.

15th October Final registration deadline – higher (late) fee

#### **4th November Test date**

The test will take place in Godwyn House Study Carrel Room.

7th November Results released

During the early stages of the lockdown I was undertaking a Teams lesson with my A Level History set when this strange persistent noise came from one of my students during a Q&A. I enquired as to what it was and Clio J the student involved said it was the noise of two abandoned ducklings that she saved at the beginning of the lock down. As you can see from a recent photo they are flourishing. They are committed members of our weekly Teams lessons.





The arrival of the damp weather may be crushing the spirits of our Sixth Form as we are much more confined to the indoors compared to recent weeks.

If your son or daughter is struggling or needs help or assistance, please do not hesitate to contact any member of the Sixth Form Team. We are here for you.

Keep well.

Kind regards,

Stephen Brady  
**Head of Sixth Form**