

## The Bedales Enrichment Diploma

The Bedales Enrichment Diploma has been conceived as an alternative to a fourth AS Level. We have seized the opportunity afforded by the incoming changes to A Levels to develop something distinctively Bedalian in its idealism, breadth and content, structured around our conviction that education should be about “Head, Hand and Heart”, and that learning should be undertaken for its own sake.

A good number of the 2015 6.1 cohort will continue to do 4 A Level subjects in 6.1, though we expect a significant number to choose 3 subjects plus a range of courses from those listed below.

The format for the programme is that each course will run for one term (unless stated otherwise) on one double period (75 minutes) per week, culminating in a tangible ‘outcome’ of some sort, whether that is an artefact, an essay, a reflective record, or a presentation. Each course will be assessed on a pass / fail basis by the lead teacher.

Students who pursue this option in lieu of a fourth AS will undertake 3 courses in the Autumn Term, 3 in the Spring and 1 in the Summer (so that they can focus on any AS exams they may be taking at that point). There will be an overall presentation of the evidence accumulated across the courses to an assessment panel at the end of the summer term, which will award the Bedales Enrichment Diploma on a pass / fail basis. We recommend that students take at least one course from each of the three categories, Head, Hand and Heart, though we are open to negotiation!

### “HEAD”:

1. **Russian Culture** : a study of Russian Literature (from the Eighteenth Century via Tolstoy, Dostoyevsky, Chekhov, Gogol, Gorky and Bulgakov ), Poetry ( Pushkin to Akhmatova) Film and History. This will involve students reading, class discussion, research and presentations on matters linked to the above list.
2. **Exploring the Holocaust:** the origins of the Holocaust, the Holocaust itself and its impact through to the present day. This will include literature, film and television (e.g. the recent programme on Eichmann). Students will be expected to debate the issues raised and read from a recommended list as well as watch and discuss extracts from film.
3. **A Brief History of England from 1066 to the present day:** a whistle-stop tour of the people, conflicts and issues that have shaped the nation since the Norman Conquest. This course will be an extension of the very popular Kings and Queens programme that the History Department has run recently.
4. **The Global Story of Maths:** from its origins in Mesopotamia, Egypt, China and Greece to developments in India, the Islamic world and Europe, this course charts the history and cultural impact of maths across the ages. Accessible to those whose formal maths ends after GCSE as well as those continuing it to AS, this course will be assessed by multiple choice questions and a final presentation on one topic from the course.

5. **Languages:** beginners' courses in Russian, Japanese, Italian, Spanish or Mandarin and continuation French for those who wish to keep their language up without committing to a whole A Level. These courses will aim to give you a grasp of the basics of the language as well as a cultural understanding of the countries where the languages are spoken. These courses will run for more than one term if there is demand, and will be assessed by a simple language test and brief presentation on a relevant cultural topic.
6. **Creative writing 1 – prose:** you will study extracts from a variety of source materials from the works of Angela Carter, Martin Amis, Virginia Woolf and Ernest Hemingway to name but a few. How do these writers use narrative form, genre and language to create their work? The final task will be to write your own short story in consultation with our writer in residence.
7. **Creative writing 2 – poetry:** over the term you will explore a variety of different genres and forms of poetry and have the opportunity to develop your own poetic skills. This course will include plenty of inspiration from the local natural environment, a trip to hear some performance poetry and the chance to have your own work read and commented on by our visiting poet. The unit of work will end with a poetry slam and seeing your work in an anthology of Sixth Form work.
8. **Global Public Health:** an overview of the state of the world's health and the major factors that determine life expectancy and quality. We look at the consequences of where in the world you are born, which gender you are, the environment you live and work in, and the effectiveness of global healthcare systems. Through a series of global case studies, we will try to answer questions such as - Where do new diseases come from? Why don't most people in the world have access to pain killers? What is the global impact of war and conflict? Are we losing the battle against antibiotic resistance? And how do diseases such as cancer, ebola, HIV-AIDS and flu actually work?
9. **Art History:** The purpose of this short enrichment course is to bring together an understanding of the history of developments in European art with the working practices of artists by outlining how key issues have been approached. Looking at a range of themes that are features in both painting, photography and sculpture (e.g. perspective, use of colour, composition) you will become familiar with how these link and how affiliations that exist between theory and practice interact. The aim is to expand and enhance your experience of looking at visual arts and the process of making. No practical skill required!
10. **History and Philosophy of Science:** from the Greeks, to Francis Bacon, Hume and Descartes, to Goethe, Einstein and Dawkins, a collaboration between the PRE and Science departments tracking the development of the scientific method, major discoveries, and key questions that must be asked by the thoughtful scientist and the theoretical methodological premises that underpin the scientific method. Assessed by an investigation into a relevant topic of the student's choice.

11. **Essential Theology:** it is impossible to understand English Literature, History or the History of Art without an appreciation of their ideological and theological backgrounds. This course looks at Old Testament Patriarchs, prophecy, the depictions of Jesus in different Gospels, the Early Church, how a persecuted sect becomes the religion of an empire and how Christianity gets to Britain. We end with a look at Liberation Theology, a radical 20<sup>th</sup> century movement focussed on Jesus' concern for the poor. To be assessed by portfolio of evidence and presentation.
12. **An Exploration of Western Satire:** from Juvenal to Swift and Voltaire to modern cartoon controversies, this course will be an excellent addition to any Literature, Modern Language, Art, Politics or History A-Level. Discover how powerful and enduring satire in all its forms can be, whether prose, poetry, performance or drawing. Assessed by an essay submission.
13. **Extended Projects:** this is a two term, double unit option, so counts for 4 courses overall in the Bedales scheme. It is a chance to gain a recognised qualification (weighted as half an A Level) for undertaking an in-depth project in any area of the student's choosing. Outcomes might be artefacts, dissertations or performances. The course is assessed on the basis of the recording and reflection on the project, and a presentation of the findings to an audience of peers. Much loved by universities, there is more information on the Bedales website.

#### **"Hand"**

14. **Life Drawing:** an opportunity for those who are not taking their Art any further, or who have no recent experience, to hone their drawing and painting skills through observation of a life model. This is already an integral part of the A Level course, so would not count towards the fulfilment of the Diploma for those already taking Art at that level.
15. **Oak Framing:** Green oak timber framing is an ancient building technique using sections of oak to produce a structure or frame as the basis of a building. Bedales has a long and proud association with this building method which can be clearly seen in a number of buildings around the estate. This course is an opportunity to learn this ancient carpentry skill and use hand tools to cut the joints and assemble the pieces that hold these beautiful wooden structures together. Note that this is a **two term** commitment, and therefore a **double unit**. Given the expensive nature of the materials this course will attract an additional fee.
16. **Photography:** This will be short introduction to digital photography enabling you to pursue your interest through creative projects. Photographic technology is continually changing, but the principles behind a good photograph don't change. Find out how light, structure and composition affect photographs. There will also be a basic introduction to image manipulation using computer software.
17. **Biological illustration:** from Da Vinci to Darwin and beyond, illustration has been an important part of the science of biology. During this course we will draw a range of specimens, including bones, flowers, shells and fossils, draw cell diagrams using microscopy, dissect, stain and draw microscope slides of plant and animal material. We hope to include a

visit to Kew Gardens or Natural History Museum to view the work of biological illustrators. The culmination of this course will be to enter a piece of work for the Nancy Rothwell Award – a natural specimen drawing competition run by the Society of Biology.

18. **Astronomy:** this course will provide a breakneck tour of the Earth in its context in Space and the Universe within which it exists. Topics will include; our immediate neighbours, the Sun, Moon and planets; what actually is a star and how did it all begin? Weather permitting we will also venture outside to the Kadian Observatory for a guide to the night sky and get some hands-on experience. No prior knowledge or mathematical wizardry will be required. This course will be assessed by a talk and poster session at the end.
19. **Student-Directed Theatre:** there is a proud tradition of student-led theatre at Bedales, and we want to credit those who put in the countless hours associated with this kind of work. There will be expert consultants lurking in the background of this to ensure that advice is available when needed. Students leading these productions will have a chance to convert their work into an Extended Project.
20. **Design: “for the Love of Making”:** an opportunity to work under the guardianship of the Design Department to work on a small scale project over 1 or 2 terms. Aimed at those who wish they had taken their design further, or wish to build on their BAC experience without undertaking a whole A Level.

#### “Heart”

21. **Global Awareness: Swaziland:** This enrichment course will focus on the history, politics, economics, health and education in Swaziland. It explores the challenges this country is facing and evaluates the strategies in place to further Swaziland’s development. The role of international aid will be considered as well as the aims of the Bedales Swaziland Project. Students will choose from a number of titles to prepare a presentation and short essay at the end of the one term course on which they will be assessed.
22. **Community service:** options include things such as undertaking reading mentoring at Charter Academy, or working with younger children at Steep Primary School. Leadership and mentoring roles with incoming Block 3 students will also be available
23. **Medical Ethics:** all trainee medics and nurses study ethics during their degrees. You will reflect on the four principles of medical ethics; autonomy, non-malificence, beneficence and justice. In this course we will look at the history behind the international codes that have helped to shape these principles. We consider consent to, refusal of and withdrawal from medical treatment, patient confidentiality and mental capacity. We will discuss real life case studies and put ourselves in the shoes of the medical team that makes these difficult decisions. Especially aimed at prospective doctors.
24. **“Classical” music in its social and political context:** This will be an exploration of the many varied styles and designs in Western “classical” and “popular” music from the 12th to 21st

centuries. We will see seek to appreciate how the forms and textures of our music have reflected and responded to contemporary socio-political changes, from Medieval/Gothic polyphony (with its new-found delight in complicated architecture), through a Renaissance Humanism (with its increasing focus on rhetorical gesture) into “classically” well-ordered tonality and eventually, as a consequence of chromaticism, to the disestablishment of that tonal system and a general re-thinking of so many aspects of society, art and musical design.

We currently have a high degree of confidence that we will be able to deliver all of these courses, though variations in staffing and take-up may affect the programme.