



# Pre-A Level and University Bridging Courses

Summer Term 2021

# Pre-A Level courses for Block 5

*Block 5 students will be taking a selection of the following courses linked to their Sixth Form programme choices, and continuing their involvement in the Sport, 3i and Co-curricular options with advice from their tutor.*

## Art

The aim of the course is to re-examine the role of the sketchbook and how it will be used during the A Level course and for those considering applying to art school. The sessions consist of constructing a personal sketchbook, considering format, layout and structure as well as a focus on annotation. Using observational drawing as a starting point, students will explore how they can use the sketchbook to develop their Personal Investigation component of the A Level. This course will support students in developing a drawing project over the summer holiday ready for the start of the course in September.

### Contacts

- Dan Preece, Head of Art ([dpreece@bedales.org.uk](mailto:dpreece@bedales.org.uk))
- Kate Thorne, Teacher of Art ([kthorne@bedales.org.uk](mailto:kthorne@bedales.org.uk))

## Biology

There will be three separate strands to the Biology course, each taught by a different teacher. There will be a general transition to A Level course that will look at Cells, Molecules and Human Biology to check that students start the A Level with a firm grounding in these key areas. We will also cover some basic skills and maths - again to give students a firm grounding; and we will also guide students through 'Science in the Media' which has never been as relevant as it is today. The combination of these lessons will set students up for real success in the A Level proper.

### Contact

- Richard Sinclair, Head of Science ([rsinclair@bedales.org.uk](mailto:rsinclair@bedales.org.uk))

## Business Studies

Students will come up with and present a business idea to a 'Dragons' Den' style panel. A business plan is a document

created by a business or entrepreneur that provides details about each element of the business. Creating a business plan means an entrepreneur considers all of the different elements of their business.

A business plan is usually made up of several sections:

- The business idea - what product or service the business will provide (this is usually the first section of a business plan)
- The business' aims and objectives – using the SMART principles
- Target market – determined through market research
- Revenue forecast
- Projected costs and profit
- Cash flow forecast
- Sources of finance – long-term and short-term finance
- Location – where the business will be located
- Marketing mix – the four Ps (product, price, place and promotion)

By completing each section of the business plan, an entrepreneur gains a full understanding of each element of their business. This also gives the entrepreneur a better understanding of whether the business is likely to succeed or not. If there is a chance the business might not succeed, the entrepreneur can amend the business plan in order to minimise this risk.

### Contact

- Shaun Ritchie, Head of Economics ([sritchie@bedales.org.uk](mailto:sritchie@bedales.org.uk))
- Clare Gendy, Teacher of Business ([cgendy@bedales.org.uk](mailto:cgendy@bedales.org.uk))

## Careers support

To ensure that Block 5 have made good A Level choices, they will be given guided tasks to support their research into careers. Students will continue to use Unifrog and be introduced to UCAS Digital. Unifrog has links to guides on lots of different career areas and these guides will enable students to research: what the job entails, career path and progression, entrance



requirements – degrees that lead into this career, labour market information, related careers, amongst other things. In particular, they will be researching the employability skills that might be needed which supports the work they started in Block 4. Students also still have access to the My Future Careers profiling results via [mycareersroom.co.uk](http://mycareersroom.co.uk).

#### Contact

- Cheryl Osborne, Teacher of Biology and Careers Advisor ([cosborne@bedales.org.uk](mailto:cosborne@bedales.org.uk))

### Chemistry

Join the Chemistry department to do the kind of practicals that Chemistry teachers love to do. Ever wondered which wine contains the most sulphites? Or perhaps how chemiluminescence works? Can you really produce a clock reaction that changes in time to the William Tell Overture? This will give you an insight into where Chemistry can really go and

build on key skills required for A Level from both a theoretical and practical perspective.

#### Contact

- Liz Stacy, Head of Chemistry ([estacy@bedales.org.uk](mailto:estacy@bedales.org.uk))

### Classical Civilisation

Come and immerse yourself in the world of heroes, war and burial! In preparation for the Classical Civilisation course we will study Sophocles' play *Antigone* which is the tragedy of a woman ruled by conscience, who obeys unwritten law when it clashes with human law. This will be excellent context for understanding the importance of burial in the Ancient World. You will also be doing an individual research project into the genre of epic poetry and will give a presentation in the last week.

#### Contacts

- Mary-Liz Houghton, Teacher of Classics ([mhoughton@bedales.org.uk](mailto:mhoughton@bedales.org.uk))
- Chris Grocock, Teacher of Classics ([cgrocock@bedales.org.uk](mailto:cgrocock@bedales.org.uk))

### Dance

Students will be given the chance to dance together as a group, going back to the essence of what dance is and re-experiencing the adrenaline it gives at the end of a live performance. They will work as a group practically to create a short dance piece that will continue to build on their collaborative, technical and performative skills. This will not only help those moving onto A Level Dance but also those who wish to continue exploring dance outside of the curriculum. The subject matter of the piece will be decided by the group, with support, and they will be encouraged to explore how to break boundaries when choreographing material and structuring the work.

#### Contact

- Liz Wood, Head of Dance ([lwood@bedales.org.uk](mailto:lwood@bedales.org.uk))

### Design (Fashion)

The aim of our course is to provide students with further experience in key stages of the design process including: research, visual communication, idea generation and practical making



techniques. This will be achieved by connecting students with unique creative opportunities developed by the Fashion industry during lockdown. The course will begin by fulfilling briefs set by the fashion house of Alexander McQueen. Students will gain unique insight by going behind the scenes with McQueen creators to learn from the creative processes of contemporary professionals. Students will have the opportunity to share their work with the wider creative world through social media.

#### **Contact**

- Louise Fellingham, Head of Fashion Design ([lfellingham@bedales.org.uk](mailto:lfellingham@bedales.org.uk))

### **Design (Product)**

The love of making is one of the design departments core principles. We relish the opportunity to afford access to our making facilities in the workshops to facilitate students

in fulfilling their own interests in designing and making. We will support those students wishing to develop and extend their own enjoyment of designing and making. Students may wish to pursue elements of their BAC practical elements through to fruition or embark upon a separate design and/ or making experience in a direction of their choosing. This is an opportunity to build skills, deepen knowledge and explore materials and processes they have been unable to do so far.

#### **Contact**

- Alex McNaughton, Head of Product Design ([amcnaughton@bedales.org.uk](mailto:amcnaughton@bedales.org.uk))

### **Economics**

In a world composed of similar people, why is it that we live in relative comfort while over a billion people live on less than \$1 a day? And, more importantly, what can be done about it? This course will help you to try and answer this important economic question. Providing an answer is hard because solving the problem of world poverty is not as simple as reallocating income. It would take \$511 billion a year to increase the incomes of the poorest to just \$2 a day, but calculated in 2003 the G7 countries aspire to give (but do not quite) just \$142 billion a year in aid.

#### **Contact**

- Shaun Ritchie, Head of Economics ([sritchie@bedales.org.uk](mailto:sritchie@bedales.org.uk))

### **English Literature**

#### **Shakespeare and 20th Century Poetry**

Your introduction to A Level English Literature will see you immersed in the language and drama of William Shakespeare. You will explore texts that will form important context for your study of Shakespeare in 6.1 and you will develop skills of critical analysis that will aid you in making a smooth transition to your first year of A Level. As part of your introduction, you will also explore a selection of poetry, exploring current themes and concerns in close detail whilst refining your ability to comment on technique and write cogently about poems.

#### **Contact**

- David Anson, Head of English ([danson@bedales.org.uk](mailto:danson@bedales.org.uk))

## French

This is a wonderful opportunity to learn about French film, culture, language and speak French. Students will get ahead of the game and ensure that they are ready to take on the demands of the A Level course in September by reinforcing GCSE grammar and learning to study, describe and analyse French films. There will also be discussion-based learning in the target language in order to learn more about francophone culture, geography and heritage.

### Contact

- Marie-Pierre Hamard, Head of French ([mhamard@bedales.org.uk](mailto:mhamard@bedales.org.uk))

## Geography

Your introduction to A Level Geography will include an overview of the topics we will be studying, ranging from the controversy of gentrification in inner London to the mitigation of volcanic hazards in the Democratic Republic of Congo. The A Level course is designed to enable you to make sense of the ever-changing world around you.

### Contact

- Jackie Sueref, Head of Geography ([jsueref@bedales.org.uk](mailto:jsueref@bedales.org.uk))

## Global Perspectives and Research

Global Perspectives both develops students' critical and analytical skills and broadens their understanding of the world. In this introduction to the course we will explore the critical path – Deconstruction, Reconstruction, and Reflection, all embedded within the context of communication.

### Contact

- Abi Wharton, Head of Global Awareness ([awharton@bedales.org.uk](mailto:awharton@bedales.org.uk))

## History

### “You weren’t there, man”: The Vietnam War, 1954-1975

Building on the study of modern world history undertaken at BAC, this course will cover the history of the Vietnam War from its origins in a colonial war, through its importance to the Cold War to the final helicopters out of Saigon in 1975. It will use a variety

of different sources – including film, television and literature – to examine the effects on American politics and society, and on Vietnam. This will be a powerful and compelling course to inform, challenge and inspire.

### Contact

- Matt Yeo, Head of History ([myeo@bedales.org.uk](mailto:myeo@bedales.org.uk))

## Latin

Students will have the opportunity to engage with the extremely accessible poetry of Catullus and appreciate the tenderness (and bluntness!) of his writing, and explore the ways in which Latin poetry both reflected and criticised the values of the society from which it sprang. We will also study pieces of writing by Julius Caesar. One of the major opportunities which students will have will be to compose sentences in the original language. To do it really effectively, you gradually learn to think like a Roman – and above all, you come to appreciate how Latin writers not only wrote in a different language, but actually thought in a way that is often totally alien to us. Well worth the effort, and nothing like as hard as it might look, as you will see!

### Contact

- Chris Grocock, Teacher of Classics ([cgrocock@bedales.org.uk](mailto:cgrocock@bedales.org.uk))

## Mathematics and Further Mathematics

In preparation for A Level next year, students will study further topics to ensure a smooth transition from IGCSE. Topics covered will include further algebra, trigonometry, exponentials and differentiation. Those students opting for Further Mathematics will also be introduced to matrices and algebraic and geometric proof.

### Contact

- James Welham, Head of Mathematics ([jwelham@bedales.org.uk](mailto:jwelham@bedales.org.uk))

## Music

### Music Technology

Lockdown gave musicians throughout the world the chance to collaborate in unique ways and Bedales' own musicians produced some fantastic content across three continents. For



the Pre-A Level Music Technology lessons, students will be producing new content, this time on site at Bedales, learning new skills and techniques that will be invaluable when studying Music Technology A Level in the Sixth Form. We will look at recording techniques of both acoustic and digital instruments, how to capture good vocals, project management, production techniques, mixing and compositional skills. Music Technology students will be supporting students working on projects across all genres, starting to look at the different ways technology can be used to help create great music.

### Contact

- Neil Hornsby, Head of Contemporary Music ([nhornsby@bedales.org.uk](mailto:nhornsby@bedales.org.uk))

### Performance and Composition Skills

The Music staff will be offering time to help students come to music and develop skills that might have been hindered during the lockdown period. Anyone embarking on A Level Music in September 2021 will want to ensure their performance levels are the best they can be and all are welcome to come and have extra help working with accompanists. We will also work on composition and theory using Sibelius software which is essential for A Level Music but also fun for anyone to try out. Performance and Composition Skills will be taught by both Will and Doug.

### Contact

- Doug McIlwraith, Director of Music ([dmcilwraith@bedales.org.uk](mailto:dmcilwraith@bedales.org.uk))

## Physics

The AQA board created a useful student support resource to help you make the transition from IGCSE to A Level Physics. Our introduction uses this, our own resources and additional materials. Under current circumstances it is more important than ever that you are able to make the transition from IGCSE to A Level without any difficulties and we can use this handy guide as a basis to give all the preparation and background necessary to make a great start to the A Level course. It will look at identifying the key ideas and areas that are picked up from IGCSE; an introduction to the principles of measurement and some essential mathematics to exercise; a preview into some of the areas to be developed and scratch the surface of topics such as field theory,



special relativity and quantum mechanics; an opportunity to air your ideas, stretch your wings and lay some of the essential groundwork to enjoy a successful time in Sixth Form Physics.

### Contact

- Tobias Hardy, Head of Physics ([thardy@bedales.org.uk](mailto:thardy@bedales.org.uk))

## Politics

### Do they really work for you?

In this introduction to Politics we will be looking at what is really meant by the term 'politics' and how this is applied across the world. What does democracy mean in practice? If every country wants the best for its people, why do we go to war? Do we really need government in this technological age? Is global governance better than nation state governance in this age of globalisation? Should national governments be politically neutral? We will be answering these questions and many more, through a variety of mediums with the intention of honing the skills

of research, writing and presentation which will help ensure success at A Level.

#### **Contact**

- Abi Wharton, Head of Global Awareness ([awharton@bedales.org.uk](mailto:awharton@bedales.org.uk))

### **Psychology**

Students will be introduced to Psychology, exploring its many perspectives when explaining human behaviour with a focus on Psychopathology. By examining significant case studies, we will explore the history and changing practice in clinical psychology. Students will have the opportunity to research and deliver presentations, to review their current understanding of Maths and Biology and how it will apply to the A Level.

#### **Contact**

- Jessica Warren, Head of Psychology ([jwarren@bedales.org.uk](mailto:jwarren@bedales.org.uk))

### **Religious Studies**

Students will prepare for A Level by looking at a range of primary texts in philosophy of religion, ethics, and Buddhism, beginning to see the connections between the three strands of the A Level.

#### **Contact**

- Al McConville, Director of Learning & Innovation ([amcconville@bedales.org.uk](mailto:amcconville@bedales.org.uk))

### **Russian**

Students will be well prepared for the rigours of the A Level course in September by reinforcing GCSE grammar and the four main skills of listening, reading, speaking and writing, but also through the introduction of the skills needed for A Level. Students will learn how to approach advanced translation and summary and also how to observe, describe and analyse works through the study of a short film. Lessons will be led in the target language and there will be opportunities for spoken discussions also.

#### **Contact**

- Emma Eldridge, Teacher of Russian ([eeldridge@bedales.org.uk](mailto:eeldridge@bedales.org.uk))

### **Spanish**

This is a great opportunity to improve speaking skills in Spanish through discussion of relevant and current topics. Students will have the opportunity to expand and secure their grammatical understanding through the practice of advanced structures and topics online. Through the study of a film, students will have the opportunity to develop their critical and analytical skills and to dive into the topics of humour, history, gender roles and tradition, gastronomy, and regional stereotypes in the different regions of Spain and Latinoamerica. A hands-on and proactive approach is encouraged to gain in confidence regarding independent learning, analysis and research. Students will also be required to make presentations, live or recorded, on the researched areas and findings.

#### **Contact**

- Enca Marzá Porcar, Subject Lead Spanish ([emarzaporcar@bedales.org.uk](mailto:emarzaporcar@bedales.org.uk))

### **Sport Science**

This course in Sport Science will focus on the coaching aspects of sport. We aim to introduce the students to national governing bodies and look at how sport is organised in the UK. We will then explore coaching and learning with an emphasis towards the BTEC structure where students will be taught some of the basics before researching ideas with specific reference to their interests. Students will then instruct a small group on sporting skills before reflecting on how the instruction went. As a group we will discuss strengths and weaknesses of the coaching with an aim to improve for the next round of tasks. Thus the program aims to explore the roles, responsibilities and skills required for coaching along with developing personal coaching technique and delivery.

#### **Contact**

- David Mann, Teacher of PE & Sport ([dmann@bedales.org.uk](mailto:dmann@bedales.org.uk))

### **Theatre Studies**

The drama department will run two courses, alongside the workshop programme organised by Eve Allin.

### Exploration of key practitioners and companies

This course will be focusing on the styles of leading practitioners and companies. Students will be researching, analysing and creatively exploring their ideas. This will also include taking advantage of the generosity of the arts at present and the multitude of performances and workshops shared. We will be watching exciting and innovative work from world renowned artists with discussion and evaluation.

### Contemporary plays and playwrights

This will consist of the students exploring contemporary plays and playwrights through participating in play readings as well as through Q&A sessions with the relevant playwrights. This opportunity will enable the students to become enlightened by the rich and varied voices that tell fascinating stories in provocative and entertaining ways across the existing theatrical landscape.

### Workshops on the industry

How to have a career in the arts; top tips from those who know how. Old Bedalians and friends of the theatre leading key workshops as organised by Eve Allin, Events Programmer.

### Contact

- Hayley Cole, Head of Drama ([hcole@bedales.org.uk](mailto:hcole@bedales.org.uk))





## Bridging courses for 6.2

6.2 students will select their courses from the following options through Firefly, having consulted with their tutor on ensuring a well-balanced programme that supports their individual needs. Note that, alongside these courses, students may have the opportunity to complete key aspects of their A Level courses that might have been missed out due to COVID interruptions. This would be of particular interest to students moving on to study the subject at university.

### Ancient Greek & Latin

#### Greek

Through the reading of extracts from three Classical Greek historians, this short course will compare Greek literary styles and use them to illuminate exercises in prose composition.

#### Latin

A close reading of Vergil, *Aeneid iv*, will extend the A Level course and explore Roman cultural and literary values through this exciting and challenging text, while refreshing linguistic knowledge from the A Level course.

#### Contact

- Chris Grocock, Teacher of Classics ([cgrocock@bedales.org.uk](mailto:cgrocock@bedales.org.uk))

### Art

The course will allow those who are going on to study in the creative arts the space and time to explore personal ideas and have access to the department's facilities (that might not have been available to them during lockdown). Using the expertise of staff in the department, students will be encouraged to work across disciplines from painting, sculpture and printmaking. This will allow students to reflect on their personal interests and motivations while giving them the opportunity to explore creatively without any particular outcome in mind. This will give students a stepping stone to the expectations at Foundation and Degree level.

#### Contacts

- Dan Preece, Head of Art ([dpreece@bedales.org.uk](mailto:dpreece@bedales.org.uk))
- Kate Thorne, Teacher of Art ([kthorne@bedales.org.uk](mailto:kthorne@bedales.org.uk))



### Biology

Our 6.2 Biologists are going on to study a wide range of fascinating degree courses, including medicine, ecology, agriculture, film, design, social policy, epidemiology, design and law. We are therefore offering a range of activities and projects that will allow individual students to develop skills and understanding that will be helpful to them in their future studies. In particular, we will revisit and finalise some of the key topics that will benefit students who are continuing Biological Sciences at university.

#### Contact

- Richard Sinclair, Head of Science ([rsinclair@bedales.org.uk](mailto:rsinclair@bedales.org.uk))

### Business Studies

Our course aims to develop your understanding of organisations and their markets through looking at management and the

process of decision making. You will study business behaviour looking at different stakeholders' perspectives and you will learn about several issues associated with business. You will also learn about the current structure of business and business practice, as reflected in events and issues affecting organisations in different sectors and environments, and recognise that they face varying degrees of competition.

#### Contact

- Shaun Ritchie, Head of Economics ([sritchie@bedales.org.uk](mailto:sritchie@bedales.org.uk))
- Clare Gendy, Teacher of Business ([cgendy@bedales.org.uk](mailto:cgendy@bedales.org.uk))

## Chemistry

This course will build upon some of the concepts touched on at A Level, but in much greater depth. Topics to be included are Advanced Spectroscopic Techniques, Group Theory and Transition Metal Chemistry. Links to the relevance of these areas in industry will be considered, as well as the implication of future research and advances. Relevant for students hoping to pursue any Chemistry related discipline at university.

#### Contact

- Liz Stacy, Head of Chemistry ([estacy@bedales.org.uk](mailto:estacy@bedales.org.uk))

## Classical Civilisations

### Roman Britain

Through a study of the first hundred years of Rome's occupation of Britain, looking at both written and material evidence, students will explore the ways that both archaeology and ancient history examine what survives to try to reach an understanding of why the Romans came and what impact they had on native cultures they found. There will be a chance for students to explore an aspect of Roman Britain of their choice, and produce a short written piece on it, from religion, art, architecture, the economy, and the way Roman Britain was governed - and even perhaps the hot potato topic of 'Romanisation'.

#### Contact

- Chris Grocock, Teacher of Classics ([cgrocock@bedales.org.uk](mailto:cgrocock@bedales.org.uk))

## Dance

*"I hope that every dance I do reveals something of myself or some wonderful thing a human can be" — Martha Graham*

Students will be working as a group to create a reflective dance piece based on their time here at Bedales. They will use their experiences and memories to generate original movement material that will be bought together and performed as an installation work. They will explore these ideas with an external practitioner at first, before developing it themselves to produce their own final dance piece.

#### Contact

- Liz Wood, Head of Dance ([lwood@bedales.org.uk](mailto:lwood@bedales.org.uk))

## Design (Fashion)

### Material World

How might we apply biomimicry to create textiles, processes or systems that enhance nature? Nature has already figured out how to keep healthy ecosystems in a state of dynamic equilibrium. What lessons can you learn and emulate from nature to achieve a similar state of dynamic equilibrium within a fashion or textiles context? Let nature be your guide in approaching this brief set by the Royal Society for Arts, Manufactures and Commerce (RSA). The RSA is committed to a future that works for everyone. Every year the RSA's Student Design Awards launch to engage and challenge the next generation of designers to create a better world. This term Bedalians will have the opportunity to apply 'head, hand and heart' to this creative challenge.

#### Contact

- Louise Fellingham, Head of Fashion Design ([lfellingham@bedales.org.uk](mailto:lfellingham@bedales.org.uk))

## Design (Product)

We will be offering two options:

### The Love of Making

This is one of the design departments core principles. We relish the opportunity to afford access to our making facilities in the



workshops to facilitate students in fulfilling their own interests in designing and making. We will support those students wishing to develop and extend their own enjoyment of designing and making. Students may wish to pursue elements of their A Level practical elements through to fruition or embark upon a separate design and/or making experience in a direction of their choosing. This is an opportunity to build skills, deepen knowledge and explore materials and processes they have been unable to do so far.

### Problem Solving

The subject of Design is fundamentally about problem solving. How might we utilise local woodland resources to stimulate inclusive and sustainable economic activity? We are ideally placed to answer this question and suggest some solutions. We will do this by responding to this Royal Society for Arts, Manufactures and Commerce (RSA) design competition brief. The RSA is committed to a future that works for everyone. Every year the RSA's Student Design Awards launch to engage

and challenge the next generation of designers to create a better world. This term Bedalians will have the opportunity to apply head, hand and heart to this creative challenge.

### Contact

- Alex McNaughton, Head of Product Design ([amcnaughton@bedales.org.uk](mailto:amcnaughton@bedales.org.uk))

## English Literature

### Steeped in Poetry

Discover more about the life and poems of Steep's most famous resident, Edward Thomas, and the men and women who shaped his tragic life. This will be a topographical study, visiting sites around Steep and the Ashford Hangers that inspired Edward Thomas, matching poems with places, plenty of which you would have walked past in your time at Bedales without a second glance.

### Contact

- David Anson, Head of English ([danson@bedales.org.uk](mailto:danson@bedales.org.uk))

## Economics

The course will begin by exploring the fundamental question that the subject of economics is concerned with: the allocation of scarce resources, where a scarce resource is anything that is in finite supply relative to demand such as money, time, effort, love and of course goods and services. The course will then develop the fundamental concepts, ideas, methods and models that economists use to study this question in a variety of scenarios and situations. The role of markets and the state in the allocation of scarce resources will be a key part of this course. But there will be much more besides.

### Contact

- Shaun Ritchie, Head of Economics ([sritchie@bedales.org.uk](mailto:sritchie@bedales.org.uk))

## French

The French bridging course will focus exclusively on French literature. Students will spend one double lesson reading and analysing one francophone text and a francophone film.

The students will also look at French online resources aimed at native speakers taking A Level French in France ('le bac de français'): methodology and stylistic devices. A part of the course will be devoted to translation. Students intending to study French at Oxford next year will read two books from their reading lists and will make a presentation about the analysis of one of them. The course will of course be taught in the target language and is aimed at advanced/near native speakers.

### Contact

- Marie-Pierre Hamard, Head of French ([mhamard@bedales.org.uk](mailto:mhamard@bedales.org.uk))

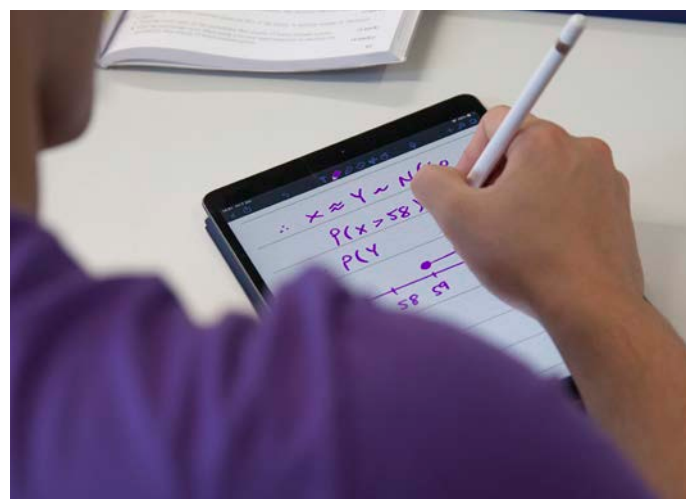
## History

### Russia 1855-1964

Immerse yourself in the romance, majesty and excitement of Russian History across its most dramatic century. Go from the Emancipation of the Serfs to the Cuban Missile Crisis by way of the Russian Revolution and Stalin's Purges. Throw yourself into the nasty, brutish and short life of the Russian peasant - and then the drama (in so many ways) of Dmitri Shostakovich's *Lady Macbeth of the Mtsensk District*. No previous knowledge of Russian History is necessary.

### Contact

- Matt Yeo, Head of History ([myeo@bedales.org.uk](mailto:myeo@bedales.org.uk))



## History, Literature and Film

We shall study all aspects of Russian culture – literature, art, music, film, dance – to gain understanding of the country and its history. Firstly, where we look at the Tsarist period, we shall look at the work of Turgenev, Tolstoy, and Dostoyevsky through their short stories; Chekhov and Gorky through their plays; and Tchaikovsky through music. Secondly, for the age of revolution, we shall look at film through the work of Eisenstein and Dziga-Vertov, literature through revolutionary writers such as Akhmatova, Babel, and Bulgakov, music through Shostakovich, and art through Malevich and Rodchenko.

### Contact

- Nick Meigh, Teacher of History ([nmeigh@bedales.org.uk](mailto:nmeigh@bedales.org.uk))

## Mathematics and Further Mathematics

### Decision Mathematics

Whether it is game theory, with its applications to finance, or dynamic programming to optimise a company's approach to production, decision mathematics is both a modern branch of mathematics and highly applicable to the world of business. We will explore topics such as route inspection, critical path analysis and linear programming.

### Statistical Methods

This course builds on some of the concepts learnt in A Level Mathematics. With the advancements of modern technology, vast amounts of data are readily available and lend themselves for research purposes. This course is going to look at statistical methods underlying scientific research methods.

### Group Theory

Group theory is the study of groups: sets equipped with an operation (like multiplication, addition, or composition) that satisfies certain basic properties. As the building blocks of abstract algebra, groups are so general and fundamental that they arise in nearly every branch of mathematics and the sciences.

### Contact

- James Welham, Head of Mathematics ([jwelham@bedales.org.uk](mailto:jwelham@bedales.org.uk))



## Music

We will take a look at music from the late 19th century to the mid-20th century including topics such as: Strauss and Mahler - A window on Modernity; Fin de siècle Paris - Debussy and Stravinsky in Paris; The Second Viennese School; Modern music in America; and Post-war trends - Total Serialism and Experimental Music. This will be taught by Doug or Will, depending on timetable requirements.

### Contact

- Doug McIlwraith, Director of Music ([dmcilwraith@bedales.org.uk](mailto:dmcilwraith@bedales.org.uk))

## Philosophy, Religion and Ethics

### Essential Theology

This course is not just for budding theologians. It is for anyone wanting to understand English Literature, History or the History of Art, providing an appreciation of their ideological and theological backgrounds. This course covers ancient texts and how to read them, history, philosophy, and big theological concepts.

### Contact

- Al McConville, Director of Learning & Innovation ([amcconville@bedales.org.uk](mailto:amcconville@bedales.org.uk))

## Physics

Improve your scientific rigour through additional depth, perspective, and some useful mathematical tools. The Physics department is offering further mechanics with rotational mechanics, mathematical methods and differential calculus, and extra astrophysics.

### Contact

- Tobias Hardy, Head of Physics ([thardy@bedales.org.uk](mailto:thardy@bedales.org.uk))
- Allen Shone, Teacher of Physics ([ashone@bedales.org.uk](mailto:ashone@bedales.org.uk))
- George Weaver, Teacher of Physics ([gweaver@bedales.org.uk](mailto:gweaver@bedales.org.uk))

## Politics & International Relations

### Big Questions in Politics and International Relations

Why do countries obey international law? Does '#feminism'



make a difference? Has social media changed political activism? Who makes foreign policy? Is it possible to rig an election? We will explore the answers to five of the biggest, and most challenging, questions you are likely to face when studying politics and international relations. We don't promise to answer these questions definitively (indeed, we won't all agree with each other) but we will draw on the best, and most recent, academic research to outline some of the ways you might go about answering them for yourself.

### Contact

- Abi Wharton, Head of Global Awareness ([awharton@bedales.org.uk](mailto:awharton@bedales.org.uk))

## Professional Guidance support

For students who have already applied for higher education courses this year, the department will continue to offer one-to-one meetings to assist with final decision making on offers received, provide information about confirmation and clearing and offer support on A Level results day. The departmental bridging courses will be an excellent way of keeping subject skills fresh for the start of the university term.



Students who are making post-A Level applications will be guided through research tasks to support decision making about options beyond Bedales and the application process, continuing to use the BridgeU platform to support their research. Students will be able to attend virtual exhibitions and open days so questions can be asked of admissions teams and subject specialists at universities. The departmental bridging courses are an excellent opportunity to demonstrate engagement beyond the curriculum for future applications.

#### Contact

- Vikki Alderson-Smart, Head of Professional Guidance ([valderson@bedales.org.uk](mailto:valderson@bedales.org.uk))

### Psychology

Students will have the opportunity to explore Psychology beyond the A Level curriculum, whilst also engaging in a variety of skills development. Students will develop their Curriculum Vitae and hone specific skills for university that will help prepare them for their new adventure in Higher Education.

#### Contact

- Jessica Warren, Head of Psychology ([jwarren@bedales.org.uk](mailto:jwarren@bedales.org.uk))
- Pip Stamp, Teacher of Psychology ([pstamp@bedales.org.uk](mailto:pstamp@bedales.org.uk))

### Russian

The 6.2 Russian bridging course will to a great extent be tailored to the students' needs. Depending on what students' needs are we will divide the course into in-depth study of works of literature (Dovlatov; Bulgakov) and study of the language, honing university level skills such as translation. Students will be expected to research literature in depth and present their findings. We will also study the grammar and fill in any gaps.

#### Contact

- Emma Eldridge, Teacher of Russian ([eeldridge@bedales.org.uk](mailto:eeldridge@bedales.org.uk))

### Spanish

This is a great opportunity to improve speaking skills in Spanish through discussion of relevant and current topics. Students will have the opportunity to expand and secure their grammatical understanding through the practice of advanced structures and through the study of the film *Mar Adentro*, students will have the opportunity to develop their critical and analytical skills and to dive into contemporary topics affecting Spanish people and culture. A hands-on and proactive approach is encouraged to gain in confidence regarding independent learning, analysis and research. Students will also be required to make presentations, live or recorded, on the researched areas and findings.

#### Contact

- Enca Marzá Porcar, Subject Lead Spanish ([emarzaporcar@bedales.org.uk](mailto:emarzaporcar@bedales.org.uk))

### Theatre Studies

The Drama department will run two courses, alongside the workshop programme organised by Eve Allin:

#### Student Directed Projects

The students will have the chance to continue directing their peers in a play, an opportunity that began in the Autumn term and has been extended to allow time for in-person rehearsal and polishing of projects ready for sharing later in the term. However, if there are any new directors/actors who would like to involve themselves in a shortened version of this project, we would be

happy to facilitate this and support them in directing a scene or short play for showing.

### **Contemporary plays and playwrights**

This will consist of the students exploring contemporary plays and playwrights through participating in play readings as well as through Q&A sessions with the relevant playwrights. This opportunity will enable the students to become enlightened by the rich and varied voices that tell fascinating stories in provocative and entertaining ways across the existing theatrical landscape.

### **Workshops on the industry**

How to have a career in the arts; top tips from those who know how. Old Bedalians and friends of the theatre leading key workshops as organised by Eve Allin, Events Programmer.

#### **Contact**

- Hayley Cole, Head of Drama ([hcole@bedales.org.uk](mailto:hcole@bedales.org.uk))

### **Video Production**

Lockdown saw Bedalian students produce some stunning video projects and as a result of this, Bedales have tasked our student production team with creating a professional promotional video highlighting the 'Bedales Difference'. Students will be involved in every aspect of the project, from planning and filming through to mixing and editing, learning valuable skills along the way.

#### **Contact**

- Neil Hornsby, Head of Contemporary Music ([nhornsby@bedales.org.uk](mailto:nhornsby@bedales.org.uk))





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