



# Liberal Studies

2023-24

JAGS

DC

## Liberal Studies in the Sixth Form with JAGS

In addition to your A Levels, you have the opportunity to take two Liberal Studies courses created and taught by teachers from both JAGS and the College, and which take place on both sites. These courses are designed to broaden your horizons, to pique your curiosity, to allow you to explore areas of knowledge which either complement your examined courses or cover topics in unrelated areas which may interest, intrigue or fascinate you. The courses will be rigorous but, for the most part, unexamined. This should give you and your group the freedom to develop areas of interest alongside your course teacher.

You may assume the following, unless specifically told otherwise in the *Course description* in this booklet:

- Courses in categories A – C are **academic** in nature, and their style is similar to what undergraduates experience at university. That is, the courses are *seminar-based*, with plenty of opportunity for discussion.
- Courses in categories D and E are more **practical** and **hands-on**.
- The *Maximum* for most courses is **14** students. If the *Maximum* is lower, that will clearly be stated in the *Course description*.
- Most courses are repeated: they are offered in both the Michaelmas and Lent terms. Other courses are offered in **one** term only; others still require a commitment through **both** terms.

Courses will run on **Monday afternoons**, so if, at this stage, you know that you will have a regular commitment on that lunchtime or after school next academic year, please ensure you do not select courses which run at JAGS. (*It takes 20 minutes to walk there!*)

Please read the descriptions in this booklet carefully, and consider which courses you would like to study. **You will have been told how to make your choices in the assembly on Thursday June 15<sup>th</sup>. Choices will need to be made online between 26<sup>th</sup> and 29<sup>th</sup> June by going to a link which will be emailed to you.** You have five choices, which are ranked. But choose wisely, as it may be that we are unable to give you your first choice. Make sure that you are happy to do *any* of your choices.

Some students at DC will be asked to take certain courses, e.g. Liberal Studies for Medics. Please check the booklet carefully for more information.

You can click on the course title on the contents page to take you directly to that course's description.

On the next page there is a code of conduct, which you should read.

### **Liberal Studies Code of Conduct**

- Be helpful, tolerant and respectful towards all teachers and students in the JAGS and College community
- Avoid behaviour or comments which could lead to distress, including comments regarding appearance
- Particularly in groups where there is an imbalance in the number of people from each of the schools, ensure that all feel welcome and included
- Speak up whenever you witness instances of misconduct or when you believe someone has been made to feel uncomfortable
- Appreciate and respect the opportunity we have been given to participate in collaborative activities
- Show consistency and common sense when following this code of conduct

- **Category A: *Film, Art and Culture***
  1. [Page to stage: studying current West End play](#)
  2. [Art House Film Club](#)
  3. [The Films of Alfred Hitchcock](#)
  4. [Zine Activism: No-Filter](#)
  5. [Best Bible Bits!](#)
  
- **Category B: *Politics, Philosophy and the Humanities***
  6. [The American Civil War 1861-5](#)
  7. [Enjoying the Archives](#)
  8. [Daughter, Sister, Wife, Mother? A re-examination of the scope of the female experience across History](#)
  9. [Images of History: looking at the past through Art](#)
  10. [Postmodernism](#)
  11. [Evolution and Mind](#)
  12. [Insights into Italy](#)
  13. [Visualizing History: Japan 1853 – 1920s](#)
  14. [Practical Archaeology and Roman Britain](#)
  15. [What exactly is a 'Religious Fundamentalist'?](#)
  
- **Category C: *Science and Technology***
  16. [Everyday Pharmacology](#)
  17. [Computer Programming for beginners](#)
  18. [Liberal Studies for Medics](#)
  19. [Marine Biology](#)
  20. [Structure and synthesis of organic compounds](#)
  21. [Curating Science](#)
  22. [Animal Genetics](#)
  
- **Category D: *Exploring Creativity***
  23. [How to find your inner writer](#)
  24. [Introduction to Analogue Photography](#)
  25. [Pots: a classical and contemporary approach to ceramics](#)
  26. [Textiles Hand Embroidery](#)
  27. [Filmmaking](#)
  28. [Fine Art Printmaking](#)
  
- **Category E: *Practical Skills***
  29. [Food provenance and environmental sustainability](#)
  30. [Stock Market Investment](#)
  31. [Teaching Maths/Maths enrichment at City Heights](#)
  32. [Beginners' Chinese leading to HSK Level 1 Qualification](#)
  33. [Academic mentoring \(Primary and Junior Schools\)](#)
  34. [Board Games](#)
  35. [Conversational Spanish for Travel and Holidays](#)
  36. [Making Maths Fun](#)

37. [Salsa Dancing for Beginners](#)
38. [Silver Surfers \(Volunteering with Linkage Southwark\)](#)
39. [Student Survival Cookery](#)
40. [Make Your Impact: An Introduction to the World of International Development and the Charity Sector](#)

### **1. Page to stage: studying current West End plays**

#### *Course description*

We will explore three different plays that are currently on in London's West End, ranging from Shakespeare to contemporary theatre to musical theatre. The course will be a combination of English literature, Theatre Studies, and even a smattering of performance if participants are keen, we'll read and watch sections of productions. And of course, we'll take a trip to see one of the shows!

#### *Academic area*

This course will be useful for anyone studying English or Drama (or just those of a theatrical and/or literary bent).

#### *Location*

DC

#### *Maximum*

14

### **2. Art House Film Club**

#### *Course description*

Love film, enjoy discussion, want to know more about the independent, or low budget, then this is the club for you! Break free from the algorithms and content crafted target markets and prepare for a journey of discovery!

The course will introduce you to many films and genres to intrigue, beguile and entertain. We will watch directors from Alfred Hitchcock, Korean Bong Joon-ho, Wes Anderson to Sophia Coppola and look to discuss techniques, messages and production values. No previous knowledge needed just a love for the unexpected. Don't forget to bring the popcorn.

#### *Academic area*

This will suit anyone interested in watching films, popular culture and cinematic technique.

#### *Style*

Initial PowerPoint to introduce Art House Film. Student poll to select top three films from curated list. Watching and then discussion of films watched.

#### *Location*

JAGS

#### *Maximum*

14

### **3. The films of Alfred Hitchcock**

#### *Course description*

British-American film director Alfred Hitchcock (1899 - 1980) is still considered the master of suspense with a canon of over 50 stylish, and ground-breaking feature films starting in England and culminating in big budget Hollywood features in the second half of his life.

Films like Psycho, The Birds, Rear Window or Vertigo have become synonymous for masterclasses in excitement and clever audience manipulation. We will watch some of Hitchcock's most famous films and look behind the scenes at recurring themes, techniques and production and on-set anecdotes.

Don't forget the popcorn!

#### *Academic area*

Anyone interested in popular culture, history of cinema and cinematic techniques

#### *Style*

Initial Powerpoint to introduce Hitchcock and then discussion based on watching 2 of his films.

#### *Location*

JAGS

#### *Maximum*

14

### **4. Zine activism: no-filter**

#### *Course description*

Zines can be difficult to define. The word "zine" is a shortened form of the term fanzine. Fanzines emerged as early as the 1930s among fans of science fiction. Zines also have roots in the informal, underground publications that focused on social and political activism in the '60s. By the '70s, zines were popular on the punk rock circuit. In the '90s, the feminist punk scene propelled the medium and included such artists as Kathleen Hanna, who produced Riot Grrrl.

A zine is most commonly a small circulation publication of original or appropriated texts and images. More broadly, the term encompasses any self-published unique work of minority interest, usually reproduced via photocopier. This course will explore the history of the zines, they're social and political importance and allow students to create their own zine around a subject of their interests. Exploring DIY and punk means of productions and image curation.

#### *Academic area*

This will suit anyone with an interest in the Creative Arts, politics and activism.

#### *Style*

Taught through demonstration, discussion and research.

#### *Location*

JAGS

#### *Maximum*

10

## 5. Best Bible bits!

### Course description

Dipping into the world's most read book: be prepared for some surprises!

Who wrote what- and when? Divinely revealed – or divinely inspired? History or legend? The timeline: what happened when.



Did you hear the one about the hero who lost his sword in the flesh of his obese enemy before scarping out of the window? Or the one about what happened when a king popped into a cave he was passing to relieve himself? And perhaps it might not be the best idea to taunt a prophet by shouting “Baldy!” at him?

Three quarters of the Bible is what Christians have called ‘the Old Testament’, so this will be reflected in this session, although of course we won’t forget the New Testament. Contextual answers to all those Bible references in art, literature and history are to be found within this course.

### Academic area

General knowledge for anyone who is interested, but especially for students of literature, the arts, history... and of course theology!

### Style

Bibles at the ready, Powerpoints, TV and chat

### Location

JAGS

### Maximum

14

### Length and availability

Term 1 only

## CATEGORY B | *Politics, Philosophy and the Humanities*

## 6. The American Civil War 1861-5

### Course description

The course will focus on The American Civil War 1861-5. It will begin with a brief overview of the causes but the focus will be on the key aspects of the war. We will look at the strengths and weaknesses of the two sides at the start of the war, the strategies followed by the two sides, the nature of the fighting and generalship, key campaigns and battles, political developments (including the issue of foreign intervention), reasons why the North was victorious and the overall impact of the war. There will be video extracts to accompany the course (for example from Burns’ iconic documentary of the American Civil War).

### Academic area

The course is appropriate for anyone interested in History/Social Sciences.

### Location

DC

### Maximum

12



## 7. Enjoying the Archives

### *Course description*

This is definitely intended not to be a dusty and dry course – it aims to provide an opportunity for students to examine and learn about a wide ranging selection of books and documents up to 800 years old, many of which are rare and of significance and housed in the College Archives; topics covered will include our Shakespeare era world famous theatre material, early medicine and science, exploration, history, languages, economics, as well as items of great artistry and human interest. These have been assembled since the College started and the process continues today. A London trip explores behind the scenes of Christies auction house and the Society of Antiquaries to give further background to the rare book world.

### *Style*

It is a seminar-based course based on a ‘show-and-tell’ technique furthering your experience in guided handling and exploring the material, encouraging discussion.

### *Academic area*

The course is suitable for all of an enquiring mind, no previous experience necessary, and because of the wide range of material surveyed provides background for a broad range of subjects studied at university; as well as those intending to work directly with books/documents , or just for interest; many students have found it impacted across the spectrum of their future studies/careers in humanities, sciences, economics, DT, Art, medicine et al.

### *Location*

DC, with a London trip included in the course (if possible).

### *Maximum*

14

## 8. Daughter, Sister, Wife, Mother? A re-examination of the female experience through time

### *Course description*

What was the life of a woman like throughout History? In this course we will invoke women’s own accounts of their private and public lives to argue that the scope of female experience was not always diminished by the boundaries imposed on them—in fact, sometimes quite the reverse. Refuting the common understanding that daughters, sisters, wives and mothers had little female freedoms and existed only within the homes, this course aims to show that women experienced expanding horizons across many centuries and were able to make their mark - albeit not always in ways traditionally recognised.

### *Academic area*

This course would be suited to anyone interested in History or Politics.

### *Location*

JAGS

### *Maximum*

14

## 9. Images of history: looking at the past through art

### *Course description*

This course investigates how people and historical events have been portrayed in European art. The course will introduce you to a wide range of historical periods and differing schools of artistic representation. Whilst the teacher will provide information on the background and context each time, students will be given the opportunity to offer their own ideas on, and responses to, the images examined.

Themes will include:

War: Goya's *Disasters of War* and Picasso's *Guernica* are just two examples looked at of the graphic portrayal of the effects of military conflict. However, what is our response when war is portrayed as a glorious event....?

Rulers – Warts and All: we will examine the changing nature of how those who wield power have been portrayed over time, starting with the stage-managed image of 'Gloriana' (aka Elizabeth I) and finishing with Winston Churchill. Why, though, did his wife burn the painting which was commissioned to honour her husband...?

You're Having a Laugh! – The role of caricature and satire in art. Hogarth, Gillray, Cruikshank et al. These artists knew how to prick the pomposity of those in power – mostly by being extremely rude about them in some wonderfully crafted images.

Revolutions, Revolutions, Revolutions: the nineteenth and twentieth centuries saw a number of tumultuous changes, politically, socially, economically, morally and, yes, you've guessed it, artistically. We look at both the constant reinvention of painting during this period, as ever more artistic movements burst forth, and examine the way in which the historical events, such as the problems of Weimar Germany or the Russian Revolution, often inspired or mirrored the images produced. French Impressionism, Italian Futurism, German New Objectivity, Russian Suprematism; these were extraordinary times, with extraordinary art to match....

### *Academic area*

This course is suitable to anyone interested in History, Politics, Art and History of Art.

<i>Location</i>	<i>Maximum</i>
DC	14

## 10. Postmodernism

### *Course description*

This course will investigate the way (some think) Pop Culture – whatever that is – has hijacked the interest of even supposedly serious people. What is highbrow? What is lowbrow? What (if anything) does postmodernism mean? The course will take us on an unpredictable journey through conceptual art, strange-looking buildings, critical theory that wants to be gossip and – no doubt – some fairly odd-sounding music.

### *Academic area*

This course will be of interest to anyone studying (in no particular order) Architecture, Art, Art History, Classics, Cultural Studies, Literary Studies, Philosophy, Politics, Social Sciences.

### *Style*

This is a seminar-based course.

### *Location*

DC

### *Maximum*

18

### *Length and availability*

Michaelmas term only

## **11. Evolution and Mind**

### *Course description*

We humans think we differ from other animals by virtue of our ability to reason not only in a practical, problem-solving way, but in the abstract manner that allows us to theorize, and to think about thinking. But are we so different? And what are the roots of reason? Should we turn to (Darwinian) evolution to help us try to answer these questions? Or would that be too reductive? I need help with these problems.

### *Academic area*

This course is suitable for anyone interested in philosophy and the social sciences, and in the relationship between evolutionary thinking and the humanities.

### *Style*

This is a seminar-based course.

### *Location*

DC

### *Maximum*

14

### *Availability*

Lent term only

## **12. Insights Into Italy**

### *Course description*

We will explore some of the crucial moments in Italy's history. They are:

1. Unification – Cavour or Garibaldi?
2. Mafia and myths
3. The rise and fall of Mussolini
4. The Economic boom years and societal change
5. Migration
6. Religion and family
7. Political Extremism and Red Brigades
8. The State and Corruption
9. Berlusconi, Soccer and television
10. The new century and the challenges that remain

### *Academic area*

This course is suitable for anyone studying Italian (or planning to study Italian) who wants to know more about the social and cultural context in which Italian is spoken. The course will also appeal to historians and those more generally interested in European popular culture.

### *Style*

This is a seminar-based course.

### *Location*

DC

### *Maximum*

14

## **13. Visualizing History: Japan 1853-1920s**

### *Course description*

This course aims to examine how visuals – photographs and paintings – can be used to study History. Visuals are often used as illustrations - as ornaments - to what is being studied, but they should be used as historical sources in themselves as they often add a new perspective to what contemporary texts suggest. In particular, contemporary visuals help us understand the perspectives of the people living through these times. Visuals are also incredibly illuminating in showing levels of change over time, and similarities and differences across cultures. We will use these images to study one of the key turning-points of Japan – the arrival of the American “Black Ships” and the forced opening up of Japan to Western imperialism. We will look at both Japanese and American visuals to see if the traditional narrative of hostility holds up to scrutiny.

### *Academic area*

This course is helpful for anyone interested in studying the Humanities or Arts at university- especially the disciplines of History and History of Art.

### *Style*

This is a seminar-based course.

### *Location*

DC

### *Maximum*

14

## **14. Practical archaeology and Roman Britain**

### *Course description*

This course combines the history of archaeology and Roman Britain. It is designed to provide an integrated, interdisciplinary approach to the topics studied beginning with an overview of the emergence of archaeology as a discipline at the same time as investigating Roman Britain and its remains, from wall-paintings and the poignant residues of everyday life. Opening with a history of human curiosity about the past, the discipline of archaeology will be examined through the age of antiquarian enquiry and conclude with a focus upon the importance and relevance of archaeological remains. If there is time, we will focus on topics such as the Conquest of Britain and Life in Roman Britain but particular attention will be placed on the interaction of the Romans and non-Roman groups, and the way that new identities were forged before and at the time the empire was at its height, when huge building projects expressed the wealth and confidence of Rome and when one could travel from northern Britain to Iraq without leaving Roman control.

### *Academic area*

The course is appropriate for anyone interested in Archaeology, History, Ancient History or Classics (either as an amateur or as a potential undergraduate). The course should also be of interest to anyone interested in studying any of the Social Sciences (e.g. Anthropology or Sociology).

### Style

This is a seminar-based course with practical components, delivered by the teacher with plenty of opportunity for discussion.

<i>Location</i>	<i>Maximum</i>
DC	14

## 15. What exactly is a 'religious fundamentalist'?

### Course description

Is a religious extremist or a religious radical the same thing as a religious fundamentalist? This course will explore the nature and generic features of religious fundamentalism from its reactionary roots within Christian Protestantism to its rise and development in the West from 19th-21st centuries and also the media application (misapplication?) of the term to religions other than Christianity, (especially Islam). The course will span continents and explore how events in world history, from the Reformation to the 20th century 'Swinging Sixties', Islamic Revolution and the publication of Rushdie's 'The Satanic Verses' have contributed to the rise of religious fundamentalism. Case studies might include the Amish, the Exclusive Brethren, 'Bible Belt' Southern Baptists, Hassidic Jews, Jewish settlers on the West Bank, the Taliban, the Muslim Brotherhood, Khomeini's Iran.



### Academic area

This course would suit anyone who is interested in religio-political history!

### Style

Powerpoints, documentaries and chat .

<i>Location</i>	<i>Maximum</i>	<i>Length and availability</i>
JAGS	14	Term 2 only

## CATEGORY C | *Science and Technology*

## 16. Everyday Pharmacology

### Course description

In a world that increasingly relies on medications to cure disease, but which also blames drugs for society's problems, what can be learnt about the effects substances have on human physiology and perception? This course will focus on media representations, the mechanisms of drug action and pharmaceutical innovations past, present and future. During the course we will look at drug trials and consider what happens when they don't go to plan, the use and abuse of illicit drugs, addiction, legalisation versus taxation of substances, as well as testing whether the top-priced branded face wash is any more effective than bog-standard hand soap. We will look at the story of Viagra, developed as a treatment for a very different condition to the one it is used for now. We will ask why EPO made Lance Armstrong SO good, and what impact the legalisation of marijuana in some US states has had

so far. And, would allowing the use of all drugs in sport create the level playing field the World Anti-Doping Agency just can't achieve?

There are a number of practical sessions, a mock drug trial, testing the effects of caffeine, ethanol and aspirin on the heart rate of invertebrates' heart rate and looking at the antimicrobial properties of plants that can be found in the kitchen cupboard and testing which Orange juice has the most Vitamin C.

#### *Academic area*

The course is appropriate for anyone interested in Biology, Psychology, and Chemistry. The course should also be of interest to anyone interested in studying any of the Social Sciences.

<i>Location</i>	<i>Maximum</i>
DC	14

### **17. Computer Programming for Beginners**

#### *Course description*

This course will endeavour to teach the basics of computer programming starting with most simple concepts such as sequence, selection and iteration before moving onto consider data structures, more advanced algorithms and object-oriented programming.

We will learn through the highly popular Python programming language. However, the concepts acquired can be applied to any language, past, present and those to come. Once the basics of the language have been understood, we will move to apply these skills to develop our own versions of classic games such as Pong, Space Invaders and even PacMan using object-oriented techniques.

#### *Academic area*

The course is appropriate for anyone interested in learning to program. It would be of particular use for those considering subjects such as Engineering, Natural Science or Mathematics. It should be noted the course is primarily aimed at those with no or limited prior programming experience, however a general interest in problem-solving and puzzles would help.

#### *Style*

This is a highly practical-based programming course delivered in a modular fashion allowing different speeds of progression or specialisation in particular areas.

<i>Location</i>	<i>Maximum</i>
DC	12

### **18. Liberal Studies for Medics**

#### *Course description*

This course is for DC students who are applying for Medicine in the Michaelmas term. We practise BMAT for those boys who are required to take it, and look at various aspects of the application process including both standard and MMI interviews. There will also be a number of outside speakers talking on a range of issues relevant to the medical professions. We discuss medical ethics, the structure of NHS and topical issues from the world of medicine. There may also be practical sessions.

### *Academic area*

The course is compulsory for all (DC) Year 13 students who are applying for Medicine or Dentistry.

<i>Location</i>	<i>Maximum</i>	<i>Availability</i>
DC	14	Michaelmas term only

## **19. Marine Biology**

### *Course description*

Life first evolved in the sea and the world's oceans are home to a huge diversity of organisms. In this course, we will investigate some of the basic principles of marine biology and how animals and plants are adapted to the marine environment. We will study some of the major groups of marine animals including invertebrates (such as crustaceans, jellyfish and corals), sharks, coral reef fish and marine mammals. We will also look at a variety of marine habitats such as coral reefs, mangroves and the deep sea and discuss the key features of these environments and how organisms are adapted to them. There will be a practical aspect to the course, including dissections.

### *Academic area*

The course will particularly appeal to anybody considering applying to read Marine Biology at university but also to any non-specialists who want to know more about life beneath the waves. The course will be science-based so a knowledge of and interest in Biology (and to a lesser extent Chemistry) will be useful.

<i>Location</i>	<i>Maximum</i>	<i>Availability</i>
DC	12	Lent term only

## **20. Structure and Synthesis of Organic Compounds**

### *Course description*

- Stereochemistry
- Mass Spectroscopy / chromatography
- Infrared Spectroscopy
- Design and Synthesis of organic molecules using computer simulations
- Practical Work - 2 step retrosynthesis and purification of an organic compound

### *Academic area*

This programme is suited to candidates who are interested in reading chemistry, biochemistry or medicine at university. A successful student will develop an added degree of confidence and understanding of some aspects of chemistry which they can demonstrate in an interview or examination situation.

The programme deals with fundamental principles that underpin organic synthetic pathways. It explores how organic compounds are synthesised, purified and characterised in the laboratory using modern instrumental techniques.

<i>Location</i>	<i>Maximum</i>
DC	14

## 21. Curating Science

### *Course description*

This course will delve into the background of what some consider the greatest scientific breakthroughs of all time, locating them in the wider scientific and social contexts of their day rather than merely standalone ‘moments of genius’, with a view to designing an exhibition to showcase the history of these ideas. Through this lens, we will look at how museums use objects to illustrate their desired narrative, at times using them as generic examples of items used at the time, such as the COVID testing kit currently on display in the Medicine Gallery at the Science Museum, while at others making the object’s own history the reason it is on display, like the stuffed walrus in the Horniman Museum.

As part of this course there will be several trips to both the Horniman and Science Museum to look at different ways galleries have used exhibits to tell these scientific stories, as well as touching on the wider role of museums in society and how their collecting habits have changed over time.

### *Academic area*

This course is suitable for anyone studying Science, History or with an interest in Museum Studies or Social Sciences.

### *Location*

DC but with trips to the Science Museum and Horniman Museum

### *Maximum*

14

## 22. Animal Genetics

### *Course description*

Do you spend hours scrolling through your feed to look at animal memes? Do you want to know why your cat spends hours sleeping in the sun only to get the zoomies at midnight? If so, this is the course for you!

This course aims to understand animal population genetics through the lens of cats. You will explore how domestication of cats affected their genome, and learn how to genotype cats on your walk home from school. Using your new knowledge and skills, you will be able to apply this to a range of domesticated animals such as dogs, horses, and even the odd guinea pig! Your findings will then be shared with the group at the end of the course in a mock “animal science conference”.

### *Academic area*

This course will appeal to anyone interested in animals, genetics, or biology in general. You may be particularly interested if you intend to study veterinary science at university.

### *Style*

This is a seminar-based course with plenty of analysis of animal images, and scope for open discussion.

### *Location*

JAGS

### *Maximum*

14



### 23. How to find your inner writer

#### *Course description*

Whether you write occasionally for pleasure, have a secret novel on the go, or simply want to find out what kind of a writer lies undiscovered within you, this course will give you the space to write, share your ideas, and receive feedback from a supportive group of peers, led by a teacher who writes for pleasure and has worked as a journalist.

The greater part of each session will be set aside for writing and sharing. Our inspiration will come from reading very short excerpts of prose fiction and poetry, and we will also draw on our own lives, and on what is going on in the wider world.

By the end of the course you should feel far more confidence in yourself as a writer, and you will have discovered the excitement of sharing your work and receiving feedback from other writers. You will have learned about the many competitions out there, some of them with significant prizes to be won, and you will have been encouraged to enter work for these.

#### *Academic area*

The course is appropriate for anyone seeking further opportunities to write creatively. There is no need to be studying any particular combination of A levels to benefit from and enjoy the course.

#### *Style*

The sessions have a supportive, collaborative and relaxed atmosphere. You will be encouraged to share your writing, but there will be no pressure to do so.

#### *Location*

DC

#### *Maximum*

6

### 24. Introduction to Analogue Photography

#### *Course description*

Via an exploration of history's most prominent photographers, students will learn how to read photographs while acquiring the technical skills necessary to expose, develop and print analogue photographs. The highlights of the course include visits to London's best contemporary photographic exhibitions and to Photofusion, a professional darkroom, minutes from Dulwich.

#### *Style*

A mixture of teacher presentation, seminar, excursion and practical.

#### *Academic area*

The course is appropriate for anyone interested in the visual grammar, history, self-expression and craft of traditional photography. It will support those keen on digital photography, but a warning - once you have made your first handmade analogue print, you may be converted!

<i>Location</i>	<i>Maximum</i>
DC	6

## 25. Pots: classical and contemporary approach to ceramics

### *Course description*

Grayson Perry won the Turner Prize in 2003 with classic Grecian-like urns bearing friezes of car-wrecks, cell-phones, supermodels, as well as more dark and literary scenes often incorporating autobiographical references. This course gives you the chance to produce your own classical urn with richly decorated surfaces. You will be guided through coil-building, slab rolling and 'scrafitto' incising with the end product being glazed. In this point-and-click generation, working with clay can become a valued antidote to the onslaught of technology and the ability to use our hands directly becomes ever more important. Clay remains vital in providing that tactile experience that other subjects fundamentally lack.

### *Academic area*

Creative Arts

### *Style*

This is a practical course.

<i>Location</i>	<i>Maximum</i>
DC	There are two classes: 12 in each

## 26. Textiles Hand Embroidery

### *Course description*

Through this introductory Textile Hand Embroidery course students will gain from having lots of practice time, personalised feedback, and chances to experiment and find their own *Style*. While being guided through basic and decorative stitches, embroidery on fabric, and surface embellishments, students will complete a variety of contemporary embroidery outcomes. Student will enjoy sewing while listening to soothing low-fi music and taking in the meditative atmosphere of traditional textile crafts.

### *Academic area*

Creative Arts

### *Style*

This is a practical course.

<i>Location</i>	<i>Maximum</i>
DC	14

## 27. Filmmaking

### *Course description*

Through a mixture of practical filmmaking, film theory and film analysis, this course offers a creative overview of film foundation and its basics. This course considers many specific aspects of film as an

expressive medium, asking and discussing what differentiates film from other art forms, questioning (among other things) whether we really know how to watch films. Students will be introduced to techniques of film language and expression of certain ideas through filmmaking.

#### *Academic area*

This course is suited for anyone interested in filmmaking, film studies or is considering studying and/or working in film.

#### *Style*

This course is a mixture of the theoretical and the practical. Students will have an opportunity to learn about some of main storytelling tools and how to use them creatively; they will also dive into the work of some impressive directors from the history of cinema and much more.

**N.B.** *There will be a specific, additional code to follow for this course.*

<i>Location</i>	<i>Maximum</i>
DC	10

## **28. Fine Art Printmaking**

#### *Course description*

This is an opportunity to create an original fine art print using our Albion Press and etching presses. Students will first discover the process of creating a linocut print, exploring composition, colour mixing and mark making. You will be given a series of images to work with in order to understand the process of printing and as the course progress they will be encouraged to use your own imagery to work with towards creating a series of unique prints. There will also be an opportunity for you to work collaboratively from a single inspirational starting point, such as a poem. You will leave the course with a finished series of prints.

#### *Academic area*

This will suit anyone with an interest in the Creative Arts.

#### *Style*

Taught though demonstration, discussion, research and use of tools and presses.

<i>Location</i>	<i>Maximum</i>
JAGS	10

## 29. Food Provenance and Environmental Sustainability

### *Course description*

This is a practical course which aims to be as hands-on as possible. We will learn about food provenance and grow our own fruit and vegetables to gain an understanding of seasonality. In support of this we will look at developing a healthy local ecosystem, planting for insects and biodiversity.

Woven into the practical element will be discussions on environmental sustainability. Thinking about one's own environmental impact and how action at the local level can bring about positive change for the wider world.

### *Academic area*

Open to anyone interested.

### *Style*

The sessions will be mostly practical along with discussion. You will be working in teams and will require a degree of independence and resilience!

### *Location*

DC senior boarding houses.

### *Maximum*

12

## 30. Stock Market Investment

### *Course description*

The aim of this course is to show you how to invest money in the Stock Market. The focus will be on the ways in which we can use company reports to identify excellent companies. In addition, we will discuss the nuts and bolts of investing (choice of a stockbroker, how prices are determined etc.), portfolio management (how many companies to invest in, when to buy and sell etc.) and how to tell if shares are good value.

### *Academic area*

The course is appropriate for anyone interested in making money on the stock Market. You will be expected to do quite a lot of work for yourself on 'your' company and to make simple calculations such as working out percentage changes. If you are not comfortable with this, then the course is not for you.

### *Style*

This is a seminar-based course, delivered by the teacher with plenty of opportunity for discussion. We will work our way through a set of company accounts and you will learn how to do simple calculations to obtain financial information such as profit margins, indebtedness, free cash flow etc. You will then be given the accounts of another company (a different company for each student) and will carry out the same calculations. At the end of the course, you will be expected to give a short presentation about 'your' company, outlining your findings and saying whether or not in your opinion it was a good investment opportunity. We will then look at the historical share price chart to see if you were correct!

<i>Location</i>	<i>Maximum</i>
DC	12

### 31. Teaching Maths/Maths Enrichment at City Heights

#### *Course description*

This course is not only for anyone with a passion for Maths, but also for anyone who would like to turn their hand to a little teaching themselves. This course is ideal for anyone who is considering teaching as a possible career, but also for anyone who would like to pass on their love of Maths to other, younger students. It is an opportunity to work at another local school, build relationships, and provide an alternative teaching environment for these students. We aim to improve their understanding by providing enrichment and extension tasks, with each sixth former teaching just one or two students. This course will help develop a variety of skills that will prove invaluable in whatever you choose to do beyond school.

#### *Academic area*

The course is appropriate for anyone interested in teaching others (not specifically being a Maths teacher, but any kind of teaching or coaching interest). Anyone who has a passion for Maths should also consider this as an option. If you are not studying A-level Maths then you would need to have an 8 or a 9 at GCSE.

#### *Style*

Once the teaching begins in the second week, the lessons will be led entirely by you, and the teacher is there to support if needed. The teacher will help to develop ideas and provide the resources needed.

<i>Location</i>	<i>Maximum</i>	<i>Length</i>
City Heights Academy	10	One term. But the course is delivered in both terms, and you may sign up to both terms if you choose.

### 32. Beginners' Chinese leading to HSK Level 1 Qualification

#### *Course description*

This is a two-term beginner's Chinese Mandarin course which takes students to Level 1 of the Chinese language qualification HSK (Hanyu Shuiping Kaoshi) in Listening and Reading. Candidates who pass HSK Level 1 can understand and use basic Chinese words and sentences for everyday use and have a sound foundation with which to continue Chinese further. HSK is an internationally recognised Chinese language qualification for non-native speakers of Chinese. The examinations are run world-wide by the Chinese Government and are set and assessed at differing levels of challenge to encourage progress: Level 1 for beginners, Level 6 to near-native fluency.

#### **The course will cover:**

- an introduction to spoken Chinese (the 4 tones plus the neutral tone)
- pronunciation and use of the phonetic guide (pinyin) which is used in the examination papers
- the origins of characters

- the basics of character writing (stroke order, component characters which re-appear in other characters)
- acquisition of vocabulary (150 words)
- listening and reading skills
- an introduction into Chinese culture

#### *Academic area*

The Beginners Chinese course will suit those who are interested in languages, particularly character-based and tonal languages. It will also appeal to those who have eye to potential career opportunities presented by China's world presence and global reach if they choose to progress their Chinese language skills further.

#### *Style*

Student will practise skills in reading, writing, listening and speaking. They will be expected to prepare for lessons throughout the course, taking the initiative to study independently as well as under the guidance of the class teacher.

<i>Location</i>	<i>Maximum</i>	<i>Length</i>
DC	14	The course is delivered through both Michaelmas and Lent terms.

### **33. Academic mentoring (Primary School)**

#### *Course description*

This course is for anyone who would like to extend their experience and develop their skills of engaging with young people in a learning environment. This course is ideal for anyone who is considering teaching as a possible career, but also for anyone who would like to pass on their love of academics to other, younger pupils. It is an opportunity to work at another local school, build relationships, and provide an alternative teaching environment for these pupils. The rewards are immense as you build relationships with the children and see them blossom and grow in their engagement with their studies. While details are evolving, we aim to improve their understanding by providing enrichment and extension tasks, with each sixth former mentoring a small number of students. This course will help develop a variety of skills that will prove invaluable in whatever you choose to do beyond school.

#### *Style*

Once the mentoring begins, you will be in a classroom environment, or with pupils in a one-to-one environment, always with teacher support available.

#### *Academic area*

The course is appropriate for anyone interested in teaching others or furthering their interpersonal communication skills.

<i>Location</i>	<i>Maximum</i>	<i>Length</i>
TBC but walkable distance	8	This course runs through both Michaelmas and Lent terms.

### **34. Board Games**

#### *Course description*

If you enjoy playing board games, then this is the right activity for you. You will get to socialise, relax and enjoy your afternoon whilst discovering games you have never played before as well as classics. There will be a great selection that we will all play in groups: you will practise your strategic skills with the Settlers of Catan, encounter many twists with the addictive and challenging Phase 10, play with language with the fun and frenetic Outburst, play spymasters with Codenames and use your artistic, creative and performing talents with Cranium. Hours of fun guaranteed!

#### *Academic area*

Strategy and communication.

#### *Style*

Informal, relaxed.

<i>Location</i>	<i>Maximum</i>
JAGS	14

### **35. Conversational Spanish for travel and holidays**

#### *Course description*

Spanish is the second most spoken language in the world. This course is based on the A1 International Spanish qualification and will equip you to communicate with confidence in various practical situations. It will appeal to anyone wishing to learn a new language, travel, or work in a Spanish speaking country in the future.

In 9 weeks, you will learn how to introduce and talk about yourself, your family, and hobbies, understand menus and order in a restaurant, ask about accommodation, interact in shops, buy travel tickets, ask for directions and more. You will also learn about some Spanish and Latin American customs and places.

#### *Academic area*

You don't need any prior knowledge of Spanish but if you do you can build on your vocabulary and conversation skills.

#### *Style*

Lessons will be based on listening, reading, and speaking. We will listen to authentic audio-visual resources, practice the vocabulary and pronunciation, and then put the language into practice with conversations and role-plays. Students will be provided with hand-outs of all the language covered.

<i>Location</i>	<i>Maximum</i>
JAGS	14

### **36. Making Maths Fun**

#### *Course description*

Over the course of a term, you will work together to set up and organise exciting maths games and activities to stretch and challenge the more able children at a local primary school. The children you will work with will be in or year 5 or year 6.

The aim is to provide the children with an opportunity to really enjoy maths and to work together on problems and projects that they aren't able to try in the normal busy curriculum. It's a chance to go a bit off piece and really bring the subject to life.

You are able to be a part of a course that is both subject related and offers community action impact and you will have an induction session which will support you in planning fun sessions.

#### *Academic area*

This is a great opportunity for those of you who love maths and ..... love working with children!

#### *Style*

You will have the opportunity to be both 'teacher' and 'support' during the afternoon and although there is no homework associated with this course you will be expected to take some time outside the Monday afternoon slot to be responsible for and plan and lead one or two of the 'learning sessions'.

#### *Location*

JAGS/Judith Kerr Primary School (Half Moon Lane)

#### *Maximum*

8

### **37. Salsa Dancing for Beginners**

#### *Course description*

Salsa dancing is the most popular social partner style of dance globally. Its fun and interactive nature make it an enjoyable experience which you can regularly practice socially at numerous salsa events in London and abroad.

This course will aim to give you the chance to master the basics of this fun, sociable and energetic partner-dance style. We will look at understanding the fundamentals of salsa music and learn essential Salsa steps building your moves into more complex combinations.

Please bring suitable footwear with a smooth sole to the course. Trainers are not suitable for salsa classes.

#### *Style*

Fun and interactive.

#### *Academic area*

Everybody welcome. Although not academic, Salsa dancing could be a great way to meet people and make new friends when you get to university.



<i>Location</i>	<i>Maximum</i>
JAGS	12

### **38. Silver Surfers (Volunteering with Linkage Southwark)**

#### *Course description*

Older people often need support in the use of technology, whether it be phones, computers or tablet devices etc. They also value the opportunity to socialise and engage with young people.

#### *Academic area*

You will have the ability to demonstrate leadership, coaching, empathy, resilience and commitment to a rewarding volunteering opportunity whilst engaging with the local community. The course will be of particular interest to students wishing to share their technological knowledge and those considering a career pathway in a caring role, where an understanding of the needs of different community sectors would be advantageous.

#### *Style*

Working with Link Age Southwark, to gain experience in working with and supporting older people in the local community.

<i>Location</i>	<i>Maximum</i>
JAGS	6

### **39. Student Survival Cookery**

#### *Course description*

During this course, you will learn how to cook classic dishes to see you through your student days. These meals will be easy to cook and suitable for a student budget. This course is suitable for those who have only basic cooking skills, or in fact are new to cooking. Dishes will be mainly meat based but adaptable to a vegetarian diet, and vegetarian alternatives such as quorn will be provided. Please note that you may need to stay until 4:15 to complete and clear up in some sessions.

#### *Academic area*

Not academic, more gastronomic.

#### *Style*

Informal and practical.

<i>Location</i>	<i>Maximum</i>	<i>Availability</i>
JAGS	8	Term 2 only

### **40. Make your impact: an introduction to the world of International Development and the Charity Sector.**

#### *Course description*

The course will allow students to positively impact the charity sector and engage with AFFCAD, a small Ugandan-led charity. It is a unique opportunity to see the inner workings of an international

development charity, understand how they work, and communicate with Ugandans as you learn to gather the information that is needed to fundraise successfully. Students will be introduced to the possibilities of a career in the charity and international development world through sessions such as identifying needs, building a fundraising team, donor engagement, planning fundraising events and personalised career coaching on breaking into the sector.

The pupils will be able to apply their learning by creating their own fundraiser for AFFCAD UK and delivering it at the end of the course, having a real impact within the sector after only a few months.

### *Style*

The course is a combination of seminar-based learning and practical skills. Throughout the 10 weeks, pupils will use the learning to design and plan their own fundraiser, which they will then deliver in the final 2 weeks.

### *Academic area*

This would be useful for pupils interested in studying international development at University or anyone interested in the charity sector regardless of what they are studying at University. No prior knowledge or experience is needed.

### *Location*

JAGS

### *Maximum*

14