

The Flecker Challenge

Junior and Senior Project Competition

The Flecker Challenge competition is designed to test your creativity, imagination and thinking beyond the set curriculum. It challenges you to choose a subject area of your choice and complete a project connected to it. It provides the opportunity for you to pursue an area of study that you're really interested in and present your work and ideas in an imaginative and informative way.

This is to be worked on outside of lesson time this term and over Easter and to be completed by Monday 29th April next term.

Depending on your age and interests, this could be an opportunity to complete something that might support a UCAS application, exploring a subject that you might choose to study at university, or it might simply be an opportunity for you to look into something that you're curious about or really interested in.

There are five emphases chosen by the Headmaster that he would like to see demonstrated in projects and prizes will be awarded for those projects that demonstrate them the best. Details of how the competitions will run and how they will be judged are as follows:

The Rules:

- 4th Form & Remove and Lower Sixth should complete a project of their choice of about ten hours for the Junior and Senior Competitions respectively.
- Department set projects titles, but there is also a 'free choice' project option.
- Tutors will monitor tutees' proposed project titles and progress.
- Fourth Form, Remove, and Lower Sixth are encouraged to complete a project. We wouldn't expect Fifth Form or Upper Sixth to take part in the Senior Competition project but are able to if they wish.
- The project could be from one subject area or cross-curricular.

Form:

Projects can take a variety of forms, such as videos, art work, essays, games, creative writing, articles, blogs, web pages or commentary, to name but a few. You are free to use the medium that suits your project best, whatever form. Projects should be submitted electronically where possible, depending on the chosen form.

Judging:

Entries will be judged by departments, who will make commendations for the best submissions; the best overall projects and runners-up for the Junior and Senior Competitions will be awarded prizes. Departments will look for the following. It is not expected that projects will show all of these skills, but it would be expected that the best projects will demonstrate a number of these at a high level:

Clear purpose	Analysis	Use of data
Detailed research	Creativity	Argument
Excellent presentation	Accuracy and clarity	Subject knowledge /skill
Originality	Evaluation	Reflection on learning

Alongside this, judging will consider a number of key qualities ('The 5Cs') that are not just important to academic study but also essential for life. Projects that demonstrate these best will also receive an award from the Headmaster:

- **Communication** - to share ideas and convey feelings effectively
- **Compassion** - have an interest in and concern for others
- **Creativity** - find new ways to solve problems and share ideas
- **Collaboration** - ability to work effectively with others
- **Critical Thinking Skills** - analysis and evaluation of ideas

Timings:

- Start date: Monday 11th March
- Completion date: Monday 29th April
- Prizes announced in the Trinity term

I wish you every success in your endeavours.

Mr Hole, DEPUTY HEAD ACADEMIC

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Art

<all years>

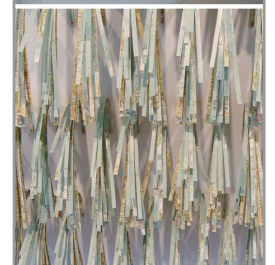
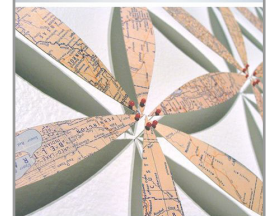
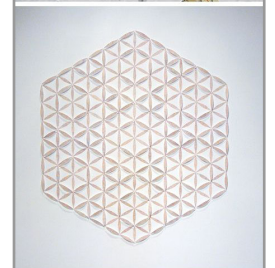
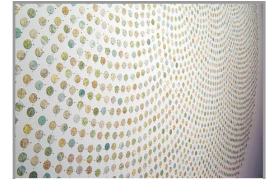
PROJECT:

DESIGN A COLLABORATIVE ARTWORK

Design an artwork that could be made collaboratively. The project should be accessible to all ages and those with no experience in Art and Design.

How will your artwork encourage participation and express the diverse community at Dean Close? The winner of the challenge will work with other students to make their collective artwork a reality.

Point of contact: Miss Davison edavison@deanclose.org.uk



TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>

Biology

PROJECT: ECOLOGICAL STUDY <fourth & remove>



Put together an ecological study of a named organism, one you see regularly, either in your garden or travels when you leave the house for exercise. You should include photographs (taken by you) and a detailed natural history. The format should be as a booklet or fact sheet outlining habitat, territory, competition, food source, and its place in the local food web.

PROJECT: PUBLIC HEALTH CAMPAIGN <sixth & fifth form>

Develop materials for a public health campaign (on anything but COVID), for example, the benefits of sleep. Tackle the myths and misconceptions surrounding this area and aim to give sound advice based on scientific evidence. The format can be either an advert or video resource covering the topic.

Point of contact:

Dr Martin admartin@deanclouse.org.uk

SoR 100
THE SOCIETY OF REGISTERED NURSES

Tips on Managing Stress
How are you feeling?

- During a time of crisis, it is normal to feel sad, stressed, confused, scared or anxious.
- If you feel anxious talk to someone you trust.
- Try to stay connected with friends and family.
- Maintain a healthy lifestyle and try not to use smoking, alcohol or other drugs to deal with your emotions.
- Remember to make time for yourself, you could:
 - Take a bath.
 - Go for a walk.
 - Sing or dance like no one is watching.
 - Learn a new language.
 - Play with your pet.
 - Do a little yoga.
- If you have a big task, split it up into smaller chunks and give yourself credit for completing them.
- If you have a stressful day coming up, try planning out on paper all the things you will do.
- If you are feeling low, allow yourself some positivity. Think about the good things in your life. You could list out three things you are grateful for and share it with loved ones.
- However you are feeling, be kind to yourself.

For more support in looking after your mental health, visit the [Every Mind Matters](#) webpages on the NHS website.

Business & Economics

<fourth form & remove>



PROJECT: TO WHAT EXTENT HAVE RECENT CHANGES IN THE BUSINESS CYCLE AFFECTED BUSINESSES IN THE UK?

You should:

- Choose a particular business and use secondary research to look at businesses in general.
- Conduct primary and secondary research to find out how the UK business cycle has changed in the last five years and the effect this has had on businesses.
- Analyse the impact of recent changes (last 12 months) in the business cycle on businesses.
- Using your analysis, arrive at a supported judgement that states the extent to which changes in the business cycle have impacted on your chosen business and businesses in general in the UK.

PROJECT: OIL IS AN IMPORTANT COMMODITY. TO WHAT EXTENT HAVE DEMAND FACTORS BEEN MORE IMPORTANT THAN SUPPLY FACTORS IN EXPLAINING THE CHANGE IN THE PRICE OF OIL OVER THE LAST 12 MONTHS?

You should:

- Conduct secondary research to find out what has happened to the price of oil over the last 12 months.
- Research 2-3 different causes of the fluctuation in the price of oil and categorise these into demand and supply factors.
- Present useful information/data to support the points you are making.
- Analyse the impact of supply and demand factors and their impact on the price of oil.
- Using your analysis, arrive at a supported judgement that states the extent to which demand factors have influenced the price of oil, and how far these factors have been more or less important than supply factors.

Point of Contact: Mr Hardaker jmhardaker@deanclose.org.uk

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<sixth & fifth form>

PROJECT: HOW VALUABLE IS THE ENVIRONMENT?

Aims

- To strengthen awareness of valuation issues in environmental economics in situations where there is no obvious market exchange to set prices.
- To practise the use of visual aids to support arguments and create real world contexts for theoretical arguments.
- To practise integrating data from the real-world and diagrammatic models as part of persuasive arguments.

Practical Application

Governments and economists are often required to create policies designed to tax activities that might create negative external costs. They seek to tax the activities so that the amount of the tax is similar to the external costs created. They might even value the external cost so highly that they choose to ban the activity entirely. This project focuses on one

of the most important public policy priorities of the next few decades - how should we respond to the increasing degradation of our natural environment?

Format

- Create a PowerPoint presentation explaining what externalities are, how they are generated and the economic problems they present.
- Explain the problems involved in judging both whether the governments should intervene in markets that have environmental impact and how large that intervention should be.
- You may wish to focus on one aspect of the environment - deforestation, over-fishing, global warming, insect biomass reductions, water pollution, air pollution caused by vehicles.
- You can also choose to focus on a geographical area, such as bees in the US, air pollution in Port Talbot, deforestation in the Amazon or over-fishing in the North Atlantic.

For some extra resources click [here](#).

Point of Contact:

Mr Slade jslade@deanclouse.org.uk

Chemistry

<all years>

PROJECT: KITCHEN CHEMISTRY

There are a series of experiments relating to cooking that you can try from your very own kitchen. Designed by Heston Blumenthal, they explore why chefs do what they do or, perhaps, what they don't need to do:

<https://edu.rsc.org/resources/collections/kitchen-chemistry>

Try one or more, document your experiment(s), submit your methods and findings.



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PROJECT: CHEMISTRY AND ART



Artists have used compounds and elements from the earth, and extracted substances from living things, becoming amateur chemists in the process. This resource examines some of the materials used and their development through advances in chemistry:

<https://edu.rsc.org/resources/collections/chemistry-and-art/artists-as-chemists>

Create an essay, video, or any other way you think is best, exploring this fascinating topic.

Point of Contact:

Mr Chapman dkchapman@deanclouse.org.uk



Classics

FROM THE ANCIENT
TO THE MODERN

<fourth form>

1) Odysseus, Heracles, Achilles, Jason: the world of Greek mythology abounds with heroes. Examine the mythology of at least THREE heroes and decide who should be crowned "the greatest hero of them all".

2) Which Greek myth do you consider to have been the most influential in European culture? Give your reasons – you may refer to literature, art, music, film, and television in your answer.

3) Imagine that you are Heracles and that you are about to undertake your most dangerous mission yet, a journey to the Underworld. Write a travel guide to Hades that explains the existence of different areas/features within it and which would inform Heracles about the most notorious individuals that he would encounter.

<remove>

1) Do Roman lives matter? Assess the political and cultural importance of Rome and her empire to the development of modern Europe.

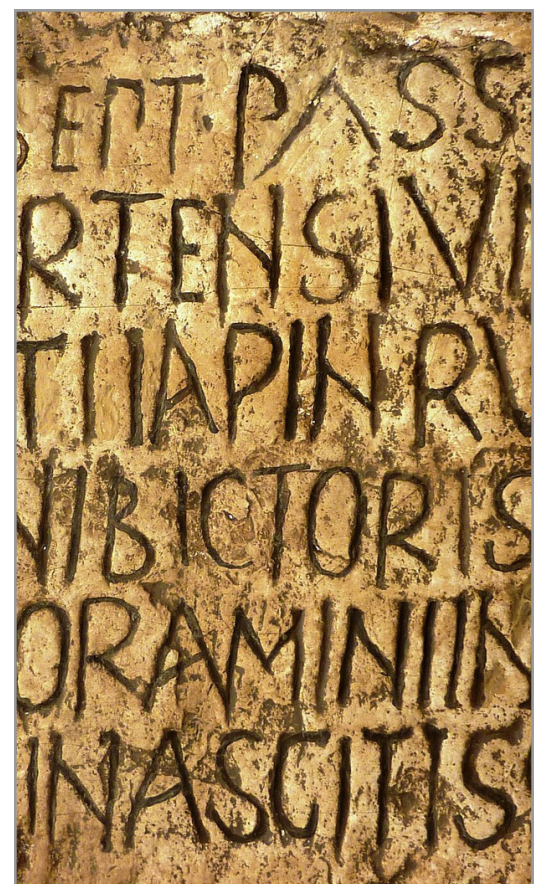
2) Consider the imperial careers of Augustus, Hadrian and Constantine. Which of these Roman emperors do you consider to have been the most influential?

3) Are Latin and Ancient Greek dead languages?

4) What did people in the Roman world do in their leisure time and what do you think that such activities reveal about Roman society?

TO SIGN UP FOR A PROJECT, GO TO:

<https://forms.office.com/e/SDm1Je4DpD>



<sixth & fifth form>

- 1) How effectively did Augustus market a brand image in the Roman world?
- 2) "The world of epic poetry is a man's world". Choose two epic poems and assess the role that women play within them.

3) Write a speech in the style of a Roman orator which either attacks or defends a prominent individual/issue in modern society.

4) Is the classical world still an important part of popular culture? Discuss with reference to literature, music, film, television or art.

5) Greek and Roman history is full of famous individuals, household names like Julius Caesar and Alexander the Great. There are many others whose names are not so familiar but who were of great significance. Choose TWO individuals, one Greek and one Roman, from the list below and evaluate their achievements:

Cleisthenes, Pericles, Hippocrates, Herodotus, Spartacus, Catullus, Vespasian, Diocletian

Point of contact:

Miss Stewart festewart@deanclose.org.uk



Computer Science



PROJECT: SMART CLASSROOMS <fourth form & remove>

Create a visual plan, model or specification for your ideas on how wearable technologies can be applied in classrooms to help reduce resource consumption, improve the learning environment, or support student health and well-being.

PROJECT: SMART ASSISTANT <sixth & fifth form>

A field of AI receiving a lot of media attention currently is Natural Language Processing. It focuses on enabling computers to understand, interpret, and generate human language. Can you realise its potential by designing a non-technical "Chatbot" to meet a specific need or developing your own technical implementation?



Point of contact:

Mr Fitzgerald dfitzgerald@deanclose.org.uk

Design Technology

PROJECT: REIMAGINE THE TEABREAK <all years>

Design is about making things better for people, business, and the world.

Come up with ideas on the theme of taking a break. Whether that's better for people, business or better for the world. This could be digital or physical, a new product experience, service or system.

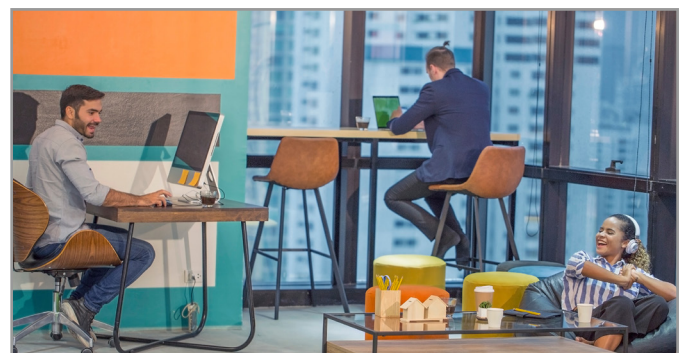
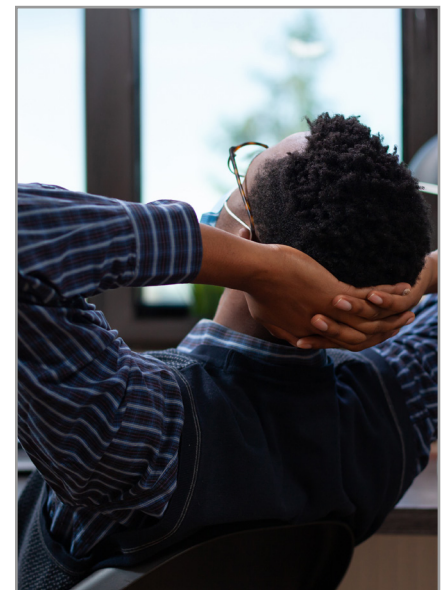
Submission can be submitted as 2 x A3 sheets or PowerPoint slides, but all types of media will be accepted (e.g., video, Audio, digital or more traditional design media.)

For more details on the project brief and format, see the [linked presentation](#).

Point of contact:

Mr Evans

ddevans@deanclose.org.uk



TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>

Drama

<all years>

PROJECT: CHOOSE A PLAY OR NOVEL / SHORT STORY AND...

EITHER:

1) Design and build a model set for a play of your choice. These can be presented however you wish (e.g., in sketch-book form or online). You should also write up to 800 words explaining your set designs, your inspiration for them, how they work with the script, style, period and themes of the author and play, and how they interact and aid the performers. Credit will be given for imaginative and stylish presentation.

OR:

2) Design the costumes for a play or novel of your choice. You should label your costume designs with fabric choices and other relevant information or attached material swatches. You should also write up to 800 words explaining your costume choices, your inspiration for them, how they work with the script and themes of the play, and how they are used by the performers. Credit will be given for imaginative and stylish presentation. There is no limit to the number of costumes, but between 4-8 is sufficient.

OR:

3) Write, plan, film and edit a short film on a subject of your choice. The film should be no longer than 10 minutes. You should also include up to 800 words reflecting on the process and some of the challenges and opportunities that you faced. You should aim your film at an age-appropriate school community audience - i.e. Senior for Sixth Form, and Junior for 4ths and Removes.

Point of contact:

Mr Shakeshaft

AShakeshaft@deanclose.org.uk



English



PROJECT:

SPIRITED POETRY

<fourth form & remove>

Produce a piece of poetry about your own ideas on a big religious or spiritual question. Submit it either as a piece of writing or as a performance. This could involve expressing your own ideas or comparing ideas from different religions and beliefs. Consider the views of believers, atheists, Christians, Muslims, etc., but most of all your own.

PROJECT:

LYRICISTS UNLOCKED

<sixth & fifth form>

Inspired by Taylor Swift, the project is to write the lyrics for an album - perhaps 6-8 songs - inspired by anything you like - lockdown, love, life... Lyrics should be submitted as a written document but could be accompanied by video or sound recordings for any singer-songwriters who would like to compose music to accompany their work, or by artwork to illustrate the songs.

Point of contact:

Mrs Gillett ejillett@deanclose.org.uk





Food Preparation & Nutrition

PROJECT: **SOURDOUGH FOR SCIENCE** **<all years>**

"The transformation of dough into a loaf is chemistry in action. With a bit of physics and microbiology. And love..."

Nic Flemming, Science Journalist, The Guardian

The aim of the project is to look into a variety of sourdough starters, create them at home and record your findings whilst they are developing. To do this well, you should...

- research the science behind the ingredients and external factors that will alter the process
- get creative - make a variety of product with your starters, consider proving methods, kneading methods and cooking methods as well as be creative with ingredients
- express your findings in report style, presentation, video, stop-motion, timelapse or any methods you feel suitable.

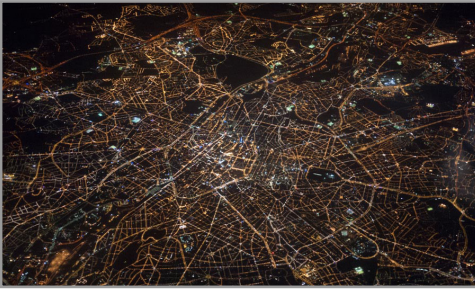
Point of contact:

Mrs Larkin-Lawton

gilarkinlawton@deanclose.org.uk



TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>



Geography

Junior Geography - A LOCAL ISSUE <fourth form & remove>



Submit a short video entry (2 – 5 minutes at most) on a geographical issue or phenomenon that is local to you.

It's completely up to you what you decide to focus on in your video, but you must be able to explain how it broadly relates to the study of Geography (human, physical or environmental).

Have fun and be creative with your videos! Why have you picked the topic you have, and how can you make it interesting to a wider audience? How are you going to style your video? You could take us on a guided tour; conduct interviews; make a performance piece; make an animation; or any other method you like.

Use whatever technology you have available to you for example, recording a video on your phone is completely fine. Remember to ask permission before recording anyone.

Senior Geography - HOW WILL CLIMATE CHANGE IMPACT THE ENVIRONMENT?

<sixth & fifth form>

Create a storymap / academic poster or write an essay on how climate change will impact an environment of your choice (eg: cold environments / tropical rainforests / coral reefs / urban environments). Suggestions for research:

- Sequestration
- Feedback loops
- Modern day anthropological climate change
- Animal life and biological implications
- Carbon and water cycles
- Historic climate change

Point of contact: Mrs Rath srath@deanclose.org.uk

TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>

History

JUNIOR HISTORY PROJECT: HISTORICAL ANNIVERSARIES <fourth form & remove>



Recent years have seen a number of historical anniversaries. Take one from the list and produce a piece of work explaining what happened and the event's immediate and long-term significance. You choose the form of your project - write an essay explaining the topic's significance, record a video, create a poster piece, a mini-exhibition, or something else that you think would work well. Feel free to discuss your ideas with Mrs McShane.

SENIOR HISTORY PROJECT: <sixth & fifth form>

Produce an essay or some other medium on one of the following - ask Mrs McShane if you would like to discuss a particular approach.

1. A piece of work focusing on an historical authoritarian leader from anywhere in the world. Examine how they came to power, what their key political aims were, and the methods that they used to maintain their power and govern the state.
2. A piece of work examining an historical empire outside of Western Europe. It should indicate how the empire came to prominence, its key systems of governance, the most significant challenges that it faced, and its historical legacy.
3. A piece of work examining the influence of two of the following historians: Tacitus, Gibbon, Ranke, Lucien Febvre, Keith Thomas, Hayden White, Carlo Ginzburg. Consider what their key works were, their approaches to writing history and how they differed, and how they influenced the practice of history. Do ask Mr Sheldon for a brief guide to their significance.

- 21st January 2024- 100 years since the death of Vladimir Lenin
- 4th April 1949- 75 years since the creation of NATO
- 7th April 1944-30th anniversary of the Rwandan genocide
- 6th June 1944-80th anniversary of D-Day
- 9th November 1989-35 years since the fall of the Berlin Wall

Point of contact:

Mrs McShane

ajmcshane@deanclose.org.uk

History of Art

REPRESENTATIONS <all years>

Through an essay, video or any other suitable format explore either...

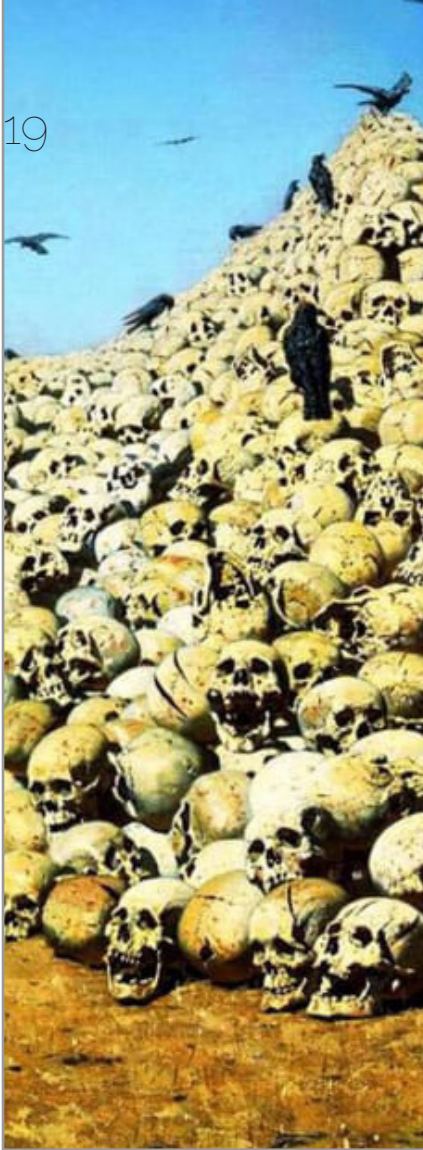
PROJECT: HOW PLACES AFFECTED BY WAR HAVE BEEN REPRESENTED IN PAINTING, SCULPTURE AND IN ARCHITECTURE.

OR

PROJECT: HOW HAS GENDER BEEN REPRESENTED IN PAINTING AND SCULPTURE WITHIN THE WESTERN EUROPEAN TRADITION?

Point of contact:

Mr Allen jmallen@deanclose.org.uk



TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>



"And now," cried Max, "let the wild rumpus start!"



Library

PROJECT: AUTHOR A PICTURE BOOK... FOR KIDS YOUNG (OR OLD) <all years>

A picture book tells a story primarily through images or illustrations. They are probably the first books you read and are among the books you best remember. They likely introduced you to reading, took you to new worlds of imagination, and pushed the boundaries of what you thought stories could be and do. Most picture books are created for children, some for adults, with, perhaps the best being for both.

This project is to create your own picture book, ideally for children, but perhaps for an older or broader audience. Use an artistic style, whether this be rough or refined, and a narrative style, whether this be traditional or more abstract, of your choosing. Whether you make it digitally or manually is also your choice.

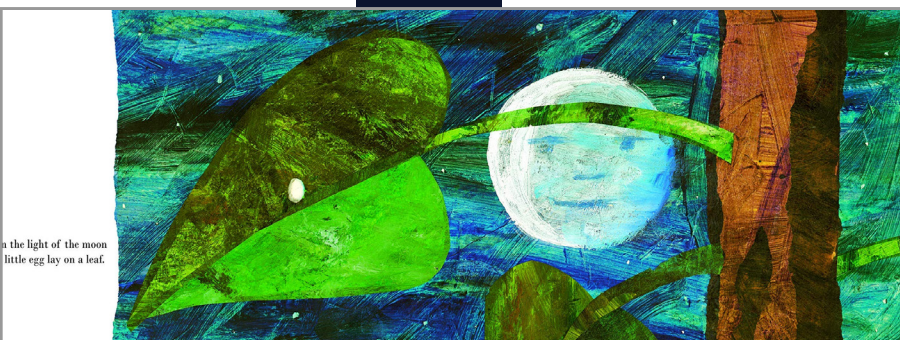
Explore a bookshop, online or your old book shelves for inspiration and get authoring.

Successful submissions will be published by DCsLibrary, if you are willing, and shared with DCPS / DCPPS.

Point of contact:

Mr Suckle

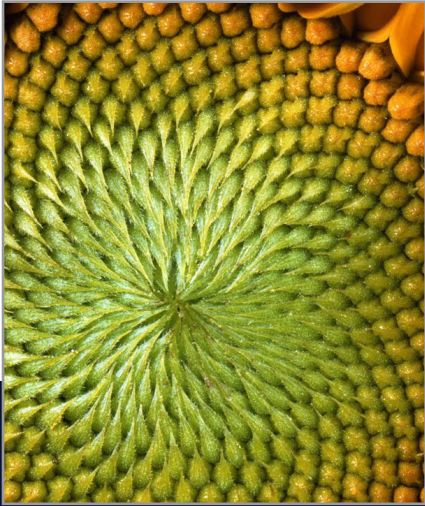
zsuckle@deanclose.org.uk



In the light of the moon
little egg lay on a leaf.

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Mathematics



PROJECT: NATURE, MUSIC, & ART - MATHS IS EVERYWHERE

<all years>

Maths doesn't just appear in maths and science textbooks - it is everywhere, including places you wouldn't necessarily expect. Choose one, or more, of the three sections - Nature, Music or Art - and investigate further.

In a format of your choosing, (e.g., essay, video, or something else), present your findings.

<sixth & fifth form>

EITHER

PROJECT: NATURE, MUSIC, & ART - MATHS IS EVERYWHERE

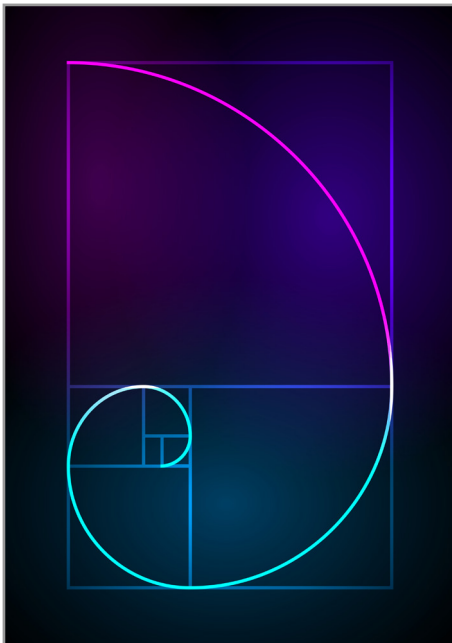
OR

PROJECT: MOST INSPIRATIONAL MATHEMATICIAN

In a format of your choosing, discuss which mathematician has been most inspirational to you and why?

Point of contact:

Mr Sayers rosayers@deandlose.org.uk



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MFL

PROJECT: INDEPENDENTLY, OR IN A TEAM OF UP TO THREE PARTICIPANTS, PREPARE, RECORD, AND SUBMIT, A PRESENTATION ON A TOWN OR REGION IN THE FRENCH OR SPANISH-SPEAKING WORLD.

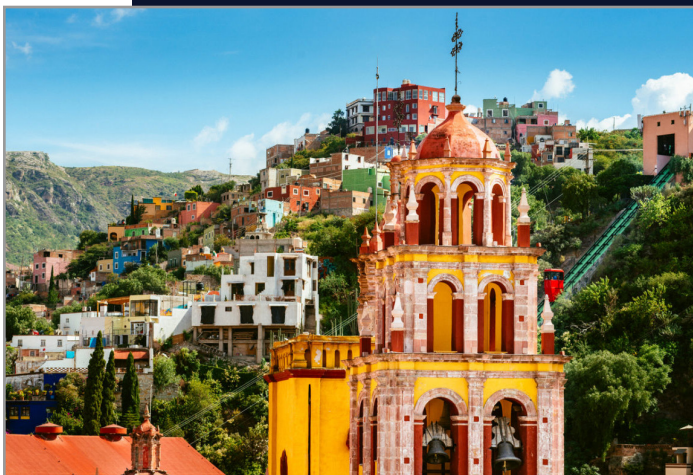
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Your presentation should include:

- An introduction to your town / region.
- Reasons for choosing this town / region.
- A range of information selected from the following topics: history of the area; geographical situation; cultural and sporting highlights; current political and economic situation; any notable festivals or events; religious and cultural background; any particular challenges the town / region is currently facing.

The presentation should last for between 5 and 10 minutes, with a maximum of 2 minutes of music or video clips.

And OF COURSE everything must be in the foreign language – all information on the slides, everything you say, and even the music or videos!



PROJECT: THIS IS NOT THE END

<sixth & fifth form>

Re-write the ending of one of these films in no more than 1500 words. Your re-writing must pick up where the film leaves off, from the following points:

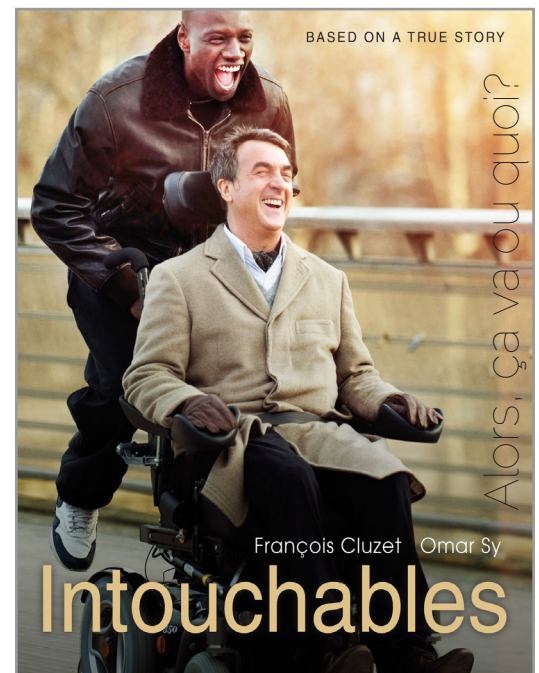
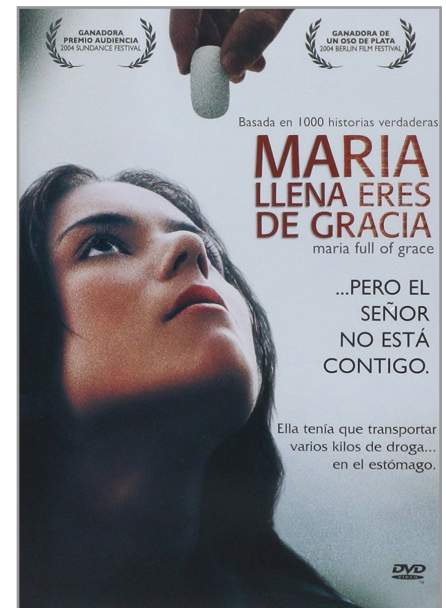
María llena eres de gracia (Marston, 2004) - What happens to María after her decision to remain in the States?

Intouchables (Toledano, 2011) - from 1h40, when Driss says "Alors, ça va ou quoi?"

You can work in English, Spanish, or French.

Don't worry. We won't give extra credit to entries written in target language – this is an exercise in creativity, rather than a language test! – but we do encourage you to give writing in target language a go if you're tempted, and we won't penalize entries for any spelling or grammar mistakes.

Use your imagination, and present your re-writing in any format you like – essay, screenplay, short film, storyboard, etc... There is nothing stopping you from watching the 'real' ending and then modifying it as you see fit. Indeed, you might find this helpful. We're looking for creative, entertaining and inventive new endings, which address as fully and plausibly as possible the strands of the story that are left unresolved at the end-points we've specified above.



Point of contact:

Miss Carames-Castelo

imcarames-castelo@deanclose.org.uk

Music

AI SONGWRITING PROJECT

<all years>

Demonstrate independent learning, compassion, empathy, creativity, collaboration. Compose a song / instrumental piece reflecting on the theme of 'Artificial Intelligence meets Music'. Your song can be in any genre or style (e.g., classical / popular / jazz / filmic). You might wish reference the threat to music composers posed by AI, or take the opposite view and produce a piece showing the benefits of Music Technology and automation. The limit is your creativity!

Songs should include a minimum of 3 parts: e.g. melody line, chords, and at least one other part (e.g., drums, bassline, strings, vocal harmony). They should be no shorter than 2 and no longer than 4 minutes. You can notate your compositions (e.g., on Sibelius or Noteflight) or record it on a phone or sequencing device (e.g., recording and layering parts on Garageband or Cubase).

Collaborations are very welcome - why not submit a joint application with a friend (e.g., one person writing and singing the vocal line, one composing the chord sequence)? It should be clearly stated who was responsible for each part. As an alternative to a song, choose to compose an instrumental piece. This should include a programme note of up to 50 words explaining the meaning / intention of the piece (e.g., a moody film score showing the coming threat of AI; a piece called 'The Matrix' representing a computer's take on music).

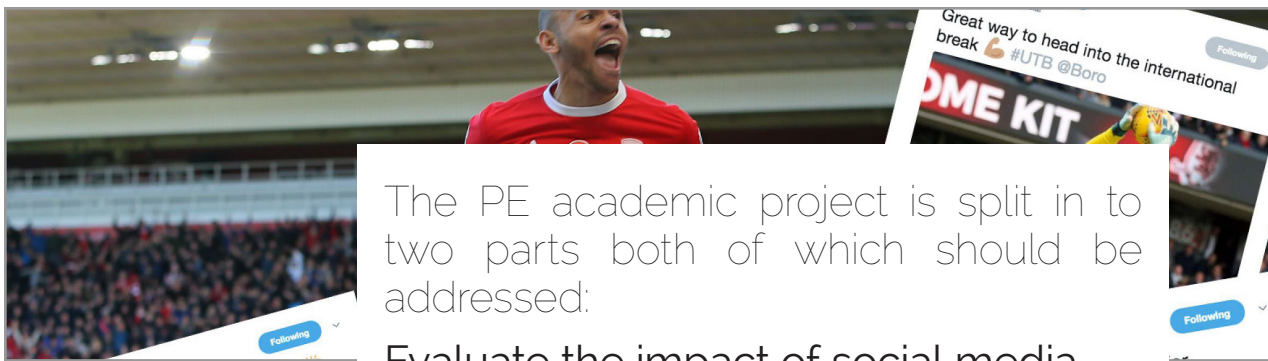


Point of contact: Mr Franks dafranks@deanclose.org.uk

TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>

PROJECT: SOCIAL MEDIA AND MENTAL HEALTH IN SPORT

<all years>



The PE academic project is split in to two parts both of which should be addressed:

Evaluate the impact of social media on sport in society at both elite and amateur level.

Discuss stress management techniques and mindfulness that could be used to improve performance in a sport of your choice.



Point of contact:

Mrs Donaldson rjdonaldson@deanclouse.org.uk



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Physics

There are several fundamental challenges facing humanity over the next 50 years, all of which will be impacted by climate change. Finding sustainable energy resources and managing our consumption is one challenge that physicists will have a substantial contribution toward.

We would like you to complete a research project into one of the following aspects of this very challenging field:

- Expected energy resources including renewable resources, fusion, energy management (e.g., what to do when there is no wind).
- Transportable energy sources – for cars, planes, and trucks, etc.
- Energy consumption and efforts to be more efficient or reduce energy demand.

You should consider how the UK compares in their pledges compared to the rest of Europe or the world, what the expected timeframe for future solutions are, and what political choices need to be made to achieve them.

PROJECT: FUTURE- PROOFING ENERGY PRODUCTION AND CONSUMPTION

<all years>



Fourth Form & Remove should look to support their findings with valid sources (correctly referenced) and explore a wide range of solutions to their chosen aspect.

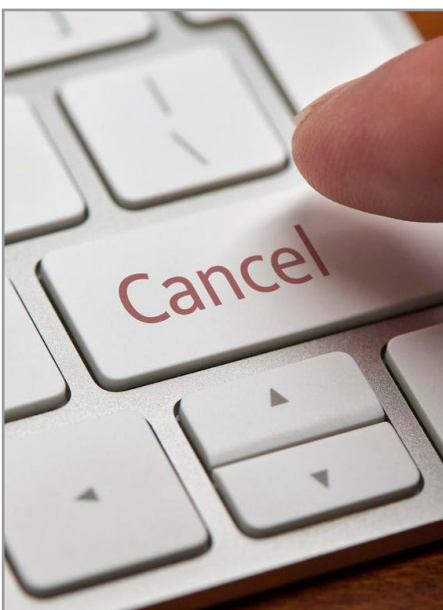
Sixth & Fifth Form would need to focus on several specific solutions and provide a reasoned and evidence-based decision about what you understand are the most likely resolutions.

Point of contact:

Dr Roome njroome@deanclose.org.uk

Politics

SENIOR POLITICS PROJECT <sixth & fifth form>



Produce a piece of work for one of the below options. Whilst your work could take the form of an essay or extended piece of writing, feel free to consider other possibilities; do discuss with Mr Sheldon if you want to take a different approach.

1. Produce a guide to the political system of a state other than the UK or the USA. Include a discussion of the nature of the constitution, the main political parties / key figures, its relationship with other international institutions, and any major political developments / debates / challenges of recent years. The system does not have to be a liberal democracy.
2. Imagine you have been hired by No.10 to implement one particular piece of policy. What would you choose and why? Explain the reasoning behind your choice - why this particular problem needs tackling, how your chosen policy would contribute to resolving the issue, what costs / challenges your policy would face, and how you would measure the future success of your policy.
3. Produce a piece of work addressing the question: 'should we be worried about 'cancel culture'?

Point of contact:

Mr Sheldon jmsheldon@deandclose.org.uk

Psychology

PROJECT: BIOLOGICAL PSYCHOLOGY <all years>

BORN NOT MADE: THE IMPLICATIONS OF BIOLOGICAL PSYCHOLOGY RESEARCH

WHAT IF CRIMINAL BEHAVIOUR IS DETERMINED BY BRAIN STRUCTURE/FUNCTIONING?

WHAT IF AGGRESSION IS INHERITED?

CAN BIOLOGICAL KNOWLEDGE OF ADDICTION SUPPORT THE DEVELOPMENT OF EFFECTIVE TREATMENT?

SHOULD CONTACT SPORTS BE PLAYED IN SCHOOLS?

Present biological psychology research related to one or more of the questions.

Assess the implications of the research, for society, and for psychological debates (e.g., nature versus nurture).

Format: create pages within a booklet showing the details of the research and the implications. These can be formatted in any style – tabled debate, mind maps, essay... etc.

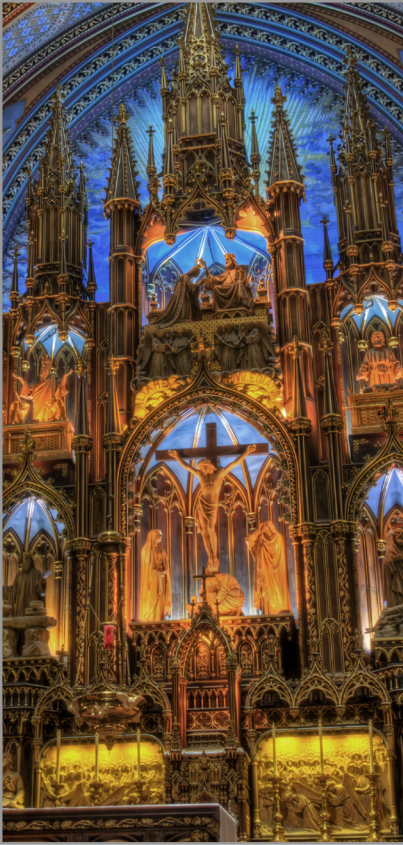


Point of contact:

Ms Williams twilliams@deanclose.org.uk



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TPE



PROJECT: SPIRITED ARTS 2024 <fourth form & remove>

Produce an expressive response to one of the below religious/spiritual questions. The medium is entirely up to you; it could range from a drawing, to an outfit, to a video montage. Your piece of work needs to reflect your personal response to the question, and it will need to have an accompanying written evaluation explaining how your piece answers the stimulus question. Also try to incorporate the views of alternative religious and non-religious traditions.

The questions/themes for this year are:

- Faith in Humanity: 'no to racism, yes to respect'
- Looking Beyond
- How do we envisage God?
- Wise words? Holy words?
- Green faith, green future?: 'God's good earth'
- Why do animals matter?

Full details and more guidance can be found here: <https://www.natre.org.uk/about-natre/projects/spirited-arts/>

Outstanding entries will be put forward as Dean Close's contribution to this international competition.

PROJECT: I WATCH THEREFORE I AM

<sixth & fifth form>

Films can teach us valuable philosophical lessons. Provide a written commentary upon a film that has a moral dilemma as its central focus. Create a question based upon the film and explore your solution, using the work of theorists/scholars to help explain and advise on the situation.

Films of choice might include: Force Majeure, Gattaca, The Martian, Sophie's Choice or Eye in the Sky.

Point of contact:

Mrs Barley cbarley@deanclose.org.uk



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Free Choice



<all years>

PROJECT: Choose a topic of particular interest to you and complete a project following the guidelines set out in the front of this booklet.


It will be worth checking with the relevant Head of Department that your research question is appropriate.

Point of contact:

Relevant Head of Department

or Mr Hole jahole@deanclose.org.uk

TO SIGN UP FOR A PROJECT, GO TO: <https://forms.office.com/e/SDm1Je4DpD>



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