

## **Ten Week Program (20 Lessons)**

### 1. Week 1: Introduction to Interview Techniques

This class will deal with the normal structure of interviews at leading private schools and the type of questions one should expect, which can usually be broken down into three groups: (a) personal (e.g. what is your favourite subject and why?), (b) debate-style questions (e.g. should zoos be banned? Or should we pay teachers according to how well their students do?), which test thinking skills, and (c) current affairs questions, often about recent events or general political points.

### 2. Weeks 2-5: Debate-Style Questions

Four lesson class on how to answer debate-style questions which have previously been asked in school interviews. These lessons will teach students to provide a balanced view to both sides of the argument and then to provide a conclusion of which side is stronger. It will also teach students how to deal with gentle rebuttal by interviewers or probing of their position and how to prevent panic.

### 3. Weeks 6-7: Current Affairs, including primer on UK politics

Using the skills learnt in the debate section, we will move onto debating and discussing current affairs. This will usually involve a two-week “crash course” introduction to UK politics and current topical debates (e.g. COVID-lockdowns, affirmative action, online work/study, Brexit, climate change, AI). The next two weeks will involve students preparing their own “reports” on recent BBC news stories and then presenting them to the class, who will then ask questions about the report and discuss other points. These reports broaden students’ knowledge and improve their presentation skills.

### 4. Weeks 8-9: Photographs and Art

In light of more schools asking students to provide descriptions and analysis of photographs or well-known works of art, we will assess how to analyse these images. This will include making educated guesses about placing the images in historical and social context and analysing the intention or bias (if any) of the photographer/artist. Below are several possible examples.

### 5. Week 10: One-on-One Interviews (15 minutes per student with 10 minutes personal feedback)

I will do one-on-one interviews with students and then provide a report on them which outlines their strengths and points to build on. I am also available through VMWEdu for further one-on-ones if required.



(This is a well-known photograph called “Lunch atop a Skyscraper”, though students are unlikely to know that. There are a lot of possible topics for discussion. Is the photograph “real”? Is it a promotion? What does it say about workers’ safety? Where and when might it have been taken?)



(This image was taken in 2004 when it was illegal to photograph the coffins of US soldiers. When was the image taken? The shot is blurry - what might this tell us about the photographer? What effect is it meant to have on the viewer and on the public? Does the flag change this where it otherwise would not? Are there ever situations where a ban on images by the government might be justified?)



(This is a well-known Rothko called “Orange, red, yellow”). I would probably give the children a hint here to say that this work sold for c.£54m and ask them along the lines of: What do we mean by art? Can anything be art? How can we value art? Do you like this piece of art? What, if anything, does it make you think of?)