

Key Stage 5: Global Themes and Perspectives (AS Level) 9239

Overall Curriculum Goals					
Half Term 1 Sept - Oct	Half Term 2 Oct – Dec	Half Term 3 Jan – Feb	Half Term 4 Feb – Easter	Half Term 5 Easter – May	Half Term 6 May - Summer
<p>Students will be introduced to the Global Perspectives course – gaining an understanding of the different components – essay, written exam, and the team project.</p> <p>They will also gain understanding of the Critical Path, they will have this modelled to them via lessons around relevant topics such as Human rights, Crime and Medical Ethics.</p> <p>Component 2 – Essay - 32% of AS Level</p> <p>The focus of this half term after introductory lessons are complete will be to develop research skills and explore some of the Global Topics as a class.</p> <p>Students will be taught how to reference a piece of work using Harvard style referencing.</p> <p>Some lessons will be dedicated to students exploring their own areas of interest from the specific topics.</p> <p>This will lead to students devising their own essay title on a global issue</p> <p>Students will then be given focussed independent lesson time to write their 1750–2000-word essay to be submitted towards the end of this half term.</p>	<p>During this half term students will develop skills around Component 1 – Written exam.</p> <p>Component 1 – Written exam – 36% of AS Level</p> <p>Students will gain experience of working with source documents that may present different perspectives on an issue of global significance.</p> <p>Students will engage in discussion and debate around global issues.</p> <p>As sources are provided with the exam paper, the focus in lessons will be on thinking and reasoning skills. In particular –</p> <ul style="list-style-type: none"> Analysing and evaluating arguments Interrogating evidence and contexts Comparing perspectives centred on global issues <p>There are 3 question styles that will be explored in depth. Amount of lesson time spent will increase as marks attached to question type increases.</p> <ol style="list-style-type: none"> 5 markers – based on two source documents. 15 markers – longer response on one source. 25 markers – longer, essay response based on two source documents. Providing a reasoned judgement based on arguments and perspectives. 	<p>During this half term students will continue their preparation for the written exam.</p> <p>Alongside this, students will be introduced to the team project component.</p> <p>Lessons will be split between exam prep and the team project. See previous half term for detail on written exam lessons.</p> <p>Component 3 – Team Project – 32% of AS Level</p> <p>Students will work in teams of two to five carrying out research on a local problem that has global relevance. Initial lessons will result in the team producing a statement around the local problem that allows for different perspectives. Each student will then be allocated a perspective and go on to carry out their own research into a solution for the problem.</p> <p>Students will then prepare their own 10 min presentation about their research and preferred solution.</p>	<p>Mock period will fall in this half term.</p> <p>A % of lesson time will focus on preparation for the written exam.</p> <p>The presentation will be recorded, and students should also write a transcript. External invigilators are in school over 3 days towards the end of this half term to witness presentations.</p> <p>Presentations provisionally planned to be Tuesday 19th March, Wednesday 20th March and Thursday 21st March.</p> <p>Alongside this, students will be given time to write a reflective paper on the team project completed last half term.</p> <p>This forms part of the submission for component 3.</p> <p>Students will be guided in how to –</p> <ul style="list-style-type: none"> Reflect on the effectiveness of the team collaboration (AO2) Reflection on the learning (AO2) <p>The outcome of these preparation lessons will be an 800-word reflective paper focusing on how effectively the team worked together, what could be improved, and any changes to their personal views.</p> <p>Students will be guided in applying reflective skills in this written task – modelled by teacher.</p>	<p>Submission of essay and team project work in May.</p> <p>Any final work to be done on team project reflection piece. Ensuring transcript is complete and the best it can be.</p> <p>Continuation of exam preparation lessons – see ‘half term 2’ for information on exam focussed lessons.</p>	<p>Students can use lesson time for independent work in preparation for their AS exams.</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>The Critical Path – Deconstruction, Reconstruction, Reflection, Communication and Collaboration.</p> <p>Global Topic themes - Technology Science Culture Economics Environment Ethics Politics</p> <p>Issues and Perspectives Primary and Secondary Data Provenance of a source</p> <p>Skills – Analysis Building contrasting perspectives Select and refer to a range of sources Assess and justify sources Compare and evaluate</p>	<p>The Critical Path – Deconstruction, Reconstruction, Reflection, Communication and Collaboration.</p> <p>Global Topic themes - Technology Science Culture Economics Environment Ethics Politics</p> <p>Issues and Perspectives Primary and Secondary Data Provenance of a source</p> <p>Skills – Analysis Building contrasting perspectives Select and refer to a range of sources Assess and justify sources Compare and evaluate</p>	<p>The Critical Path – Deconstruction, Reconstruction, Reflection, Communication and Collaboration.</p> <p>Global relevance Contrasting perspectives Local and global perspectives Harvard referencing</p> <p>Global Topic themes - Technology Science Culture Economics Environment Ethics Politics</p> <p>Skills – Analysis Building contrasting perspectives Select and refer to a range of sources Assess and justify sources Compare and evaluate Language to address the audience</p>	<p>Written exam specific skills -</p> <ul style="list-style-type: none"> Critical and comparative analysis. Analysing strengths and weaknesses of evidence. Identify and compare key components of arguments. Analyse and compare perspectives. Evaluate arguments and make judgements about arguments and perspectives. Communicate clearly and logically. <p>Skills relevant to reflective paper - Reflection Team collaboration</p>	<p>Written exam specific skills -</p> <ul style="list-style-type: none"> Critical and comparative analysis. Analysing strengths and weaknesses of evidence. Identify and compare key components of arguments. Analyse and compare perspectives. Evaluate arguments and make judgements about arguments and perspectives. Communicate clearly and logically. 	
CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular
<p>The very nature of the essay task gives students the opportunity to develop skills of a university assignment level – independent and research based. Engagement with Global Issues. Independent research into contrasting perspectives surrounding issue of choice. Students are made aware of sources available to them, including TES talks around relevant topics.</p>	<p>The Social Sciences Debate club will have started, and Global Perspectives students will be encouraged to attend to hone their analysis and deconstruction skills. This will also expose students to local and global issues.</p>	<p>Team research will make up a % of the lessons this term, encouraging communication and collaboration skills that will be beneficial in further education or workplace settings. Students will be guided in expanding their research outside of the classroom – watching relevant documentaries, carrying out interviews and primary research.</p>			