**Academic Year Planner 2017/18**

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1. Course introduction / discussion / motivation.
2. Strengthening skills including research and reporting.
3. Introducing topics for research and exploration.
4. Preparation for Papers 1 and 2

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| Subject | Global Perspectives A/S Level |
| Teacher | Mr. Chris Barnett |
| Group/Class | L6th |

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| Week | Date | Topic |

**CHRISTMAS TERM**

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| 1 | September 11 | Introduction to course – ideas behind the course (including “The Critical Path”), structure and short initial research tasks. Introduction to task on recent hurricane events – early opportunity to introduce topic from list of selected examples. (Scaffolding to build confidence) |
| 2 | September 18 | Continue research task introduced above – reviewing work so far before moving towards presentation in class.  Introduction of the concept of “argument.” First look at past paper example. |
| 3 | September 25 | Evaluation of argument strength, context and perspective. Introduced through topics which often provoke arguments – Examples: The activities so far of Donald Trump, Brexit, The behaviour of North Korea. |
| 4 | October 02 | Introduction of more advanced use of Google research, use of libraries, article research (early opportunity to introduce teamwork). |
| 5 | October 09 | Introduction of further topic from syllabus (e.g. Biofuels) Analysis of original source through structured questions. Selection of further sources. |
| 6 | October 16 | Assessment week & feedback (Short analytical exercise) |
| 7 | October 23 | Half Term |
| 8 | October 30 | Introduction of new topic (e. g. Gender Issues, Globalisation) exploring the development of questions, evaluating sources, evidence and perspectives. |
| 9 | November 06 | Source selection techniques and short essay on a topic selected above or from the original list in the teacher guide. |
| 10 | November 13 | PowerPoint techniques – work on presentation based on essay from previous week. Short presentation.  Selection of further topic for research and begin to design PowerPoint based on this presenting solutions to selected issue (Choice may be provided) |
| 11 | November 20 | Further preparation then short individual presentations.  Students produce review statement reflecting on personal experiences. |
| 12 | November 27 | Switch to seminar format.  Groups choose topic on ethics / moral obligation (e. g. Industrial pollution, GM crops, stem cell research) Aim is to produce arguments for and against attitudes / actions of organisations, governments etc. |
| 13 | December 04 | Extended work on above and discussion of findings based on opposing viewpoints. Personal opinions and review of work in this section. Pointer to first possible Paper 2 essay |
| 14 | December 11 | Revisions: Assessment week (Essay on response to material supplied on an “issue.”) |

**EASTER TERM**

1. Continue work on topics.
2. Begin seminar work.
3. Further work on research.
4. Begin work on Component 3.
5. Further work on Component 2.
6. Prepare for examination.

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| 1 | January 08 | Work through specimen Component 1 in class, linking to deconstruction skills learned so far. Introduce higher level resources (e.g. books) |
| 2 | January 15 | Begin second seminar topic on a contrasting topic (e. g. Multiculturalism) Introduce higher level resources (e.g. books) and for learners to give their own presentations in seminars. |
| 3 | January 22 | Continue this seminar sequence. Learners to give presentations including PowerPoints and Posters. |
| 4 | January 29 | Continue this seminar sequence. Learners to give presentations including PowerPoints and Posters. (Time allowed depends on size of group). |
| 5 | February 05 | **Further Component 2 Essay (Assessment?)** |
| 6 | February 12 | **Half term** |
| 7 | February 19 | **Begin work on Component 3 –** Briefing on exam board requirements. Team assembly to carry out research and identify a local issue with global significance. |
| 8 | February 26 | Teams to continue research – individuals to keep reflective logs |
| 9 | March 05 | Preparation / completion of individual presentations. |
| 10 | March 12 | Delivery of presentations to selected audience. Reflection on tasks, research, presentations and solutions found. |
| 11 | March 19 | Assessment if appropriate but priority given to preparation of work on Reflective Paper and review Component 2 and complete additional work on this component. |
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**SUMMER TERM**

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| 1 | April 16 | Practice for Component 1 – reviewing deconstruction skills and exam technique |
| 2 | April 23 | Mock Exam (TBA – out of sequence with rest of school) |
| 3 | April 30 | Review Mock Exam – possible second exam. |
| 4 | May 07 | Continue Component 1 Practice |
| 5 | May 14 | As above (Review Component 2 Entries if Required) |
| 6 | May 21 | As above. |
| 7 | May 28 | Half Term |
| 8 | June 04 | Exam TBA////////////////////////////////////////////////////////////////////// |
| 9 | June 19 | /////////////////////////////////////////////////////////////////////// |
| 10 | June 26 | ////////////////////////////////////////////////////////////////////// |