

Discipline specific examples of questions

Art and Design	Unit: Modern Art (Year 9)	Entry question(s): Is modern art really art?
<p>Topical questions:</p> <ul style="list-style-type: none"> • What is modern art? How did it emerge from the periods that went before it? • In what ways do modern artists draw on previous periods? • Does modern art require as much technical skill as the art that went before it? • Which works of modern art are likely to endure – which artists are the Michelangelo’s and Rembrandt’s of the modern era? 	<p>Overarching questions:</p> <ul style="list-style-type: none"> • What is art? Who gets to define it? • Who decides how much an artwork is worth? • Is beauty really in the eye of the beholder or do societies have some standard conventions of beauty? Do these vary between different cultures? • Should art need to be explained or should it be up to each individual’s experience? • Does the intention of the artist matter as much as the experience of the beholder? • How can I use the work of other artists as inspiration while developing my own distinctive style? 	


Biology	Unit: Cells (Year 7?)	Entry question(s):
<p>Topical questions:</p> <ul style="list-style-type: none"> • What are cells? • How do scientists know they are there? • How (and why?) are plant and animal cells different? • How are the different cells in a human body different? • How do groups of cells work together to form organs? • How long do different types of cells live? • How do cells reproduce? • If my cells are constantly being replaced, why do I age? • How big are cells? • Why are cells so small? • How many cells are there in the human body? • What makes something a cell – do all cells have the same things in common? • How did life go from single cells to multicellular organisms? • How do cells communicate with each other? 	<p>Overarching questions:</p> <ul style="list-style-type: none"> • If the cells in my body are constantly being replaced, am I the same person today as I was yesterday? • Why is a person more than a collection of trillions of single celled organisms? • How do scientists find out about the world? • What is life? • Why has life become more complex and organised over time? • Does understanding how our bodies work make us more or less biased towards people who are different to us (e.g. historical racism, sexism based on perceived physiological inferiority)? 	

Business Studies	Unit: Managers, leadership and decision making (A-level)	Entry question(s): Is Tesla successful despite or because of Elon Musk?
Topical questions: <ul style="list-style-type: none"> • What does a company manager do? • What is Elon Musk's management style and how does that compare with those of his major competitors? • How do company managers usually make decisions? • To what extent is Elon Musk in charge of Tesla? Who else has a role in managing the business? • What are the mission and objectives of Tesla? How do these compare with other leading car companies? • It has been said that Elon Musk runs Tesla more like a tech company than a car company and that he is a great admirer of Apple. Does this show in his management style? • Musk has made some ethically dubious statements and decisions very publicly on Twitter. How does this relate to the ethics of his company and how does it affect Tesla's brand? 		Overarching questions: <ul style="list-style-type: none"> • How important are individuals in the fortunes of a company? • Are we buying a product or an aspiration? • Is all publicity really good publicity?

Chemistry	Unit: Acids and alkalis (Year 8)	Entry question(s): Which are more dangerous, acids or alkalis?
Topical questions: <ul style="list-style-type: none"> • How can I tell if something is an acid or an alkali? • What is the pH of various household substances? (what does pH mean? What is an indicator?) • What do acidic/ alkaline substances taste like ('don't try this at home' 😊)? Have we evolved to avoid one of these tastes more than the other? Why? • Am I more or less likely to find one or the other in food? In my body? • What are acids and alkalis used for? • How could an understanding of acids and alkalis help me to choose an appropriate cleaning product for a stain or a treatment for an insect sting? • How is acid/ alkali poisoning treated? • What happens when I mix an acid and an alkali? • How do animals use acids and alkalis? 		Overarching questions: <ul style="list-style-type: none"> • How can an understanding of Chemistry help me in my everyday life? • How can I work with hazardous chemicals safely? • What can I learn from a chemical formula? • How does classifying chemicals into groups (like acids and alkalis) help us to make sense of chemical reactions?

Classics	Unit: Domestic life (Year 8)	Entry question(s): What did the Romans ever do for me?
Topical questions: <ul style="list-style-type: none"> • How can we tell what everyday life was like for the Romans? • Would I have enjoyed living in ancient Rome? • What would a typical day have been like? • What proportion of the population of Rome were citizens, slaves and free non-citizens (when)? How would life have been different for these different groups of people? • Are there any features of Roman life that are still important today – society, culture, inventions, language, food, politics, religion, buildings...? 		Overarching questions: <ul style="list-style-type: none"> • How is gathering evidence about ancient history different to the work of modern historians? • What is the point of archaeology? • Should dead languages be allowed to die? • How do we know what spoken Latin sounded like? • How can learning Latin help us with grammar, vocabulary and culture in English? Does it matter? Is it particularly useful in certain disciplines such as Science and Law? • Does an understanding of Ancient History have an impact on our understanding of the world today? • Does an understanding of classical life and language give me any insight into my own cultural heritage? • Should more state schools teach Latin? Why is there a state/private divide? Is learning classics a social class issue and does it have an impact on social mobility?

ICT and/or Computer Science	Unit(s): Digital devices/ Systems architecture memory and storage (GCSE)	Entry question(s): <ul style="list-style-type: none"> • How is a computer like a brain? Is my brain a computer? • Are we living in the new Dark Ages?
Topical questions: <ul style="list-style-type: none"> • What is a computer? • What different types of digital device are there? What are their features? • If my brain were a type of digital device, how would I describe its “portability, performance, storage, user interface, connectivity, media support, energy consumption, expansion capability, security features”? • What is the difference between software and hardware? • What does my brain’s operating system look like? • What sorts of input and output devices do I have? How do they compare with conventional digital input and output devices? 		Overarching questions: <ul style="list-style-type: none"> • Will AI one day be able to successfully pass for a human being? Would that be a good or bad thing? What would happen next? What, at that point, marks us out from the robots as human?
<ul style="list-style-type: none"> • How does a computer’s memory work? • What choices do I have for secondary storage media? • How long do these different types of storage last (compared to paper or stone tablets, for example)? • How do I create a robust digital archive, and how do I make sure that it remains accessible? • How much of the information around today will future generations be able to access? 		<ul style="list-style-type: none"> • How do our storage decisions today impact future generations of historians? • What consequence will this have for society? • In the flood of information produced every day, what information is worth preserving? Whose job will that be? • What responsibilities do we have to future generations?

Design and technology	Unit: Graphic design: logos (A-level)	Entry question(s): Would Apple still be as successful as it is today if it had kept its original logo?
<p>Topical questions:</p> <ul style="list-style-type: none"> • What does a logo say about a company? • What are the key graphic design principles that apply to designing logos? • What does a company need to understand about itself before it can design an effective logo? Can a logo communicate a company's values? • How much does a logo really matter? Does changing a logo affect a company? • Do logos need to be different for different media (e.g. online, print, incorporated into product)? • If I were marketing myself, what would my logo be? Why? 		<p>Overarching questions:</p> <ul style="list-style-type: none"> • How are we influenced by brands and branding? • Naomi Klein wrote a famous book criticising corporate globalisation called <i>No Logo</i>. Why do you think she chose that title? • Would a rose by any other name smell as sweet? • Does style over substance work in the short/medium or long term?

Drama	Unit: Devising - Dorothy Counts (Year 8)	Entry question(s): Should casting be colourblind? (and what about disability, gender, orientation...)
<p>Topical questions:</p> <ul style="list-style-type: none"> • What happened to Dorothy Counts? • Why might all the people involved have behaved the way that they did (including Dorothy, her parents, the white students, their parents, the teachers and the police)? • Who do you identify with in this event? Why? • How can we use techniques like still image, thought tracking and role play to develop an understanding of all the different characters involved? 		<p>Overarching questions:</p> <ul style="list-style-type: none"> • How can we tell stories authentically when they are outside our personal experience? • How important are the physical characteristics of the actor in the experience of the audience? • How might a literal approach to casting discriminate against minorities? • How can we identify and challenge discrimination when we see it? • How do we learn to play characters that we dislike or disagree with? Why does this matter? • How might drama help us to develop empathy?

English	Unit: Retelling of mythological tales (Year 7)	Entry question(s): Is there anything new under the sun?
<p>Topical questions:</p> <ul style="list-style-type: none"> • What is the value of retelling old stories in new contexts? • Do we learn anything new about ancient myths and legends from books like Percy Jackson? • Do these kinds of books bring the old stories to new audiences? • Are the retellings likely to be as enduring as the original stories? Why/ why not? • What is so special about myths and legends that they have such enduring popularity over such a long period? • Is it lazy writing to ‘borrow’ from other stories like this? Should writers create their own mythology? Is there such a thing as a new myth? • What literary techniques does Rick Riordan use to draw you into his writing? How are these different to the techniques used in other retellings of these myths? • How can we use ancient mythology to inspire our own original writing? 		<p>Overarching questions:</p> <ul style="list-style-type: none"> • Have all stories in one sense been told before? • Do you agree with Joseph Cambell that all heroes essentially follow the same journey? • Can we tell truly original stories, or are all the stories we tell shaped by our experience, understanding and memories? Do they come from inside us or from outside? • When does borrowing become plagiarism? • How can we give ourselves the richest possible range of experiences, ideas and techniques to draw on in our own writing? • How does our cultural heritage inform our writing? • Do readers need to share a cultural heritage with writers in order to fully appreciate and understand what they are reading? Are there key stories/ideas that everyone should know?

Food technology	Unit: Healthy eating (Year 7)	Entry question(s): <ul style="list-style-type: none"> • Is it really possible for a family of 4 to eat a healthy diet on a food budget of £20 a week? • or Do people really only need to use food banks because they ‘can’t cook’ ?
<p>Topical questions:</p> <ul style="list-style-type: none"> • What do we mean by a healthy diet? • What are the different major food groups and what proportions of them do we need in our diet? • What counts as a portion of fruit and vegetables? • Why is variety important? • Is cooking from scratch always healthier? And cheaper? • How expensive are different types of food? • How do different cultures eat healthily? • How can we improve the flavour of food without making it less healthy or much more expensive? • How can we make a specialist diet (GF, vegetarian, vegan...) healthy? Can we keep that in budget? 		<p>Overarching questions:</p> <ul style="list-style-type: none"> • What are the basic cookery techniques that everyone should know? • Why does being able to cook matter? • What can we learn from other cultures? • Is food just fuel?

Geography	Unit: Global warming and severe weather (Year 7)	Entry question(s): Is it too late to stop climate change?
Topical questions: <ul style="list-style-type: none"> • What causes climate change? • Is man-made climate change now accepted by most scientists? Are there still people who disagree? Why? • Is climate change reversible? • Can my actions really have a significant effect? We can't all be Greta Thunberg! • How will climate change affect Guernsey? • How is climate change linked to severe weather events? • Are such events increasing? • Which parts of the world will be most severely affected? • Do industrialised nations have the right to tell developing nations not to follow in their footsteps? • Do industrialised nations owe developing nations compensation for the effects of climate change? • How might climate change affect global migration and security? 		Overarching questions: <ul style="list-style-type: none"> • Where does our energy come from? How do we increase energy security in the future without making climate change worse? • How does weather and climate affect economic development? • How do physical and human geography affect each other? • How do scientists and geographers study our changing planet? • How does the way scientific findings are communicated affect the way people respond to them? • Is it important for good citizens to have a strong understanding of both human and physical geography? Why?

History	Unit: World War 1 (Year 9)	Entry question(s): What was so great about the Great War?
Topical questions: <ul style="list-style-type: none"> • How and why did World War 1 begin? • Why was it called 'the war to end all wars'? • Did the War lead to significant medical, technological, social or strategic advances (and would these have happened without it)? • Is the literature a WW1 an accurate reflection of the reality? • Why did so many countries get drawn into the War? • What was the scale of killing compared to wars before or since? • Why were so many people killed? • Is trench warfare ever an effective strategy? • Did WW1 cause WW2? • Why did the Allies win (and what would have happened if they had lost)? • How was Guernsey affected by WW1? 		Overarching questions: <ul style="list-style-type: none"> • How do historians know what happened in the past? How do we decide which evidence to trust? • Do the victors really write history? • How do wars begin and end? • Is war ever a good way to solve disputes? • Do wars bring about important social/ political/ technological/ medical changes? • Do we learn from history or are we doomed to repeat past mistakes? • Why hasn't there been a WW3 (yet)? Would that be the war to end all wars? • How can the international response to the conflict in Ukraine be informed by our historical understanding of war? • Is it important for good citizens to be historically literate? • Are the lessons we learn from different historical time periods equally important?

Maths	Unit: Probability (Year 9)	Entry question(s): <ul style="list-style-type: none"> • How likely is it that someone in my class shares my birthday? • Why does the casino always win? • Is it worth playing the national lottery?
Topical questions: <ul style="list-style-type: none"> • What does probability mean? • How can I tell how likely something is to happen? • Why is it really easy to calculate the probability that I will throw a six (assuming the die is fair) but really hard to calculate the probability that there is life on other planets? • Does a 'fair die' really exist? • How can I combine probabilities to predict the chances of a sequence of events happening? • What is the 'law of averages'? • Why do rare events seem to happen so often (in big populations)? • How can understanding probability help me to understand coincidences? • How can perceptions of probability be used to manipulate and deceive? (games of chance, magic shows, astrology, media headlines) • How can probability be expressed in different ways (e.g. 1 in 10 chance, 10% chance, probability of 0.1)? How does this affect our perception of risk? How can this be used to manipulate us (e.g. in the media or in advertising)? • How are probabilities used in criminal trials and forensic science? • How is probability used in medical trials? 		Overarching questions: <ul style="list-style-type: none"> • How can an understanding of basic mathematical concepts make me a better citizen? • How important is it to society that jurors are mathematically literate? • Are less mathematically literate people more likely to be caught by scams?

MFL (French and Spanish)	Unit: Identity and culture (GCSE)	Entry question(s): If my family suddenly moved to France/ Spain, what would I need to know to be able to get by?
Topical questions: <ul style="list-style-type: none"> • What are the key areas of vocabulary that I need to use every day? Is the kind of vocabulary I would need as a resident different to what I would need if I went there on holiday? • How important are things like tense and gender in making myself properly understood? • Are there important cultural differences that I would need to be aware of that might help me to fit in? • How does the school system work? • How does the healthcare system work? • What might my parents need to adapt to? • Are there different holidays and festivals? • Are there things I would miss? Things I would enjoy? 		Overarching questions: <ul style="list-style-type: none"> • In imagining how I might feel if I moved to a non-English speaking country, can I think of things I could do to support non-English speakers who move to Guernsey and join my class? • How can an understanding of other languages and cultures make us better citizens? • How can an understanding of other languages and cultures enrich our experience of our own language and culture? • Would the world be better or worse if everyone spoke the same language?

Music	Unit: Film music (GCSE)	Entry question(s): If my life were a film, what would the score sound like (and who would I like to write it?)?
<p>Topical questions:</p> <ul style="list-style-type: none"> • How important is music to successful films? Would classics like Star Wars have been so successful without the particular scores they have? • How well are composers paid compared to actors in the film industry? • How is a score different to a soundtrack? • How does it feel to view a film with the score/ musical soundtrack stripped away? • How would changing the score (and nothing else) change the film? • How is music used to stimulate emotion, create atmosphere or highlight themes? • What effect does the use of different instruments have? • How does an international film industry take account of musical cultural differences? • What difference does an entirely original score as opposed to a soundtrack using well known music make? • Should you notice the soundtrack to a film or should it be 'invisible'? • How is film music different to video game music? How are they similar? • How do video game composers allow for the more self-paced aspect of video games? • Is there a stigma attached to composing for film or video games? 		<p>Overarching questions:</p> <ul style="list-style-type: none"> • How and why does music affect us emotionally? • Does the same music have different effects on people from different cultural backgrounds? • Can music be used to manipulate me – and am I less susceptible if I understand how?

Physical education	Unit: Commercialisation of physical activity and sport (A level)	Entry question(s): <ul style="list-style-type: none"> • Should junk food companies be allowed to sponsor leading sports teams? • OR Did Roman Abramovich ruin British football? • OR Why do wealthy foreigners want to buy British football clubs?
Topical questions: <ul style="list-style-type: none"> • How do sponsors choose which sports/ teams/ individuals to sponsor? • How do teams/ individuals choose which deal to accept – is it just about money or are there ethical/ brand issues to consider on both sides? • Is it dishonest to accept a sponsorship deal for a brand you don't use? • Are individual sports stars obliged to promote brands that sponsor their clubs or tournaments (e.g. Ronaldo and Coca Cola at Euro 2020)? • How can choosing the wrong sponsorship deal damage a brand/team or individual? • In what ways can sponsors support athletes? • What do the sponsors get in return – is it good value for money for them? • How important is the role of sponsorship in both professional and amateur sport? • Does sponsorship keep costs down for fans – or does it just drive up wages? • Should a sport's governing body have a role in deciding what kinds of sponsors are appropriate, or should that be up to teams/individuals? • Does it matter if a product is not really compatible with the sport itself? Does the connection with the sport make us unconsciously think the product is healthier than it is? • How influenced are we by sponsorship? Are we more likely to buy a product if the company sponsors our favourite team? 		Overarching questions: <ul style="list-style-type: none"> • Is there too much money in some sports? Does more money encourage more cheating and unsportsmanlike conduct? • If we are not paying for a service that we use, does that make us the product? • Do sports stars have a responsibility to promote a healthy lifestyle to their fans? • The dystopian novel Jennifer Government by Max Barry portrays a world where corporate sponsorship is more powerful than governments themselves. Does sponsorship give corporations (and sometimes state sponsored agents) power over how sport is run? Should we be concerned about this? Is sponsorship of school sport a good or bad idea?

Physics	Unit: Heating and Cooling (Year 7)	Entry question(s): What happens when you put a coat on a snowman?
Topical questions: <ul style="list-style-type: none"> • What is temperature and how do we measure it? • What is happening to the molecules in an object when its temperature changes? • How is thermal energy transferred (by conduction, convection, radiation and evaporation)? • If there's such a thing as 'heat (thermal) energy', why isn't there 'cold energy'? • How can we use our understanding of thermal energy transfer to slow down heating and cooling? Which method of thermal energy transfer is most important in different situations? • When/why might we want to do this? • Does heating and cooling change the size of an object? Why? Are all materials affected in the same way? 		Overarching questions: <ul style="list-style-type: none"> • What do we mean by energy? • How do scientists know what is happening at a molecular level? • How do scientists design experiments? • What is a fair test and why does it matter?

Psychology	Unit: Memory (A level)	Entry question(s): If I lost my memory, would I still be me?
Topical questions: <ul style="list-style-type: none"> • How far is identity tied up with memory? Are we largely just collections of memories? • Can memory be trusted – how does memory work? • Why do we forget really important things and remember really trivial ones? • Can memory be trained? • Do some people just have better memories than others, or is it a learnt skill? • How can we improve the memories of others (e.g. eyewitnesses) by the way we treat them? • How reliable is eyewitness testimony and what factors affect this? 		Overarching questions: <ul style="list-style-type: none"> • What does it mean to be me? • Does understanding how my brain works help me to use it better? • Does understanding how others' brains work help me to understand how they think and to relate to them better?

Theology	Unit: Study of Mother Theresa (Year 7)	Entry question(s): Do you have to be perfect to become a saint?
Topical questions: <ul style="list-style-type: none"> • Who was Mother Theresa and why was she declared a saint? • Who were the 'untouchables' and how did Mother Theresa help them? • Mother Theresa was accused of being a friend of poverty not of the poor (by atheist Christopher Hitchens), and by Indian activist Aroup Chatterjee of presiding over a 'cult of suffering'. Do you think this is fair? • Did Mother Theresa make mistakes in the way she cared for the poor? • Did Mother Theresa's work improve the situation for the very poorest in India? • Do you think Mother Theresa deserved the Nobel Peace Prize? • What 'small things done with great love' can we do to help those around us? 		Overarching questions: <ul style="list-style-type: none"> • How does someone become a saint in the Catholic Church? Do other Christian denominations use the word in the same way? • What is a miracle, and can we ever prove beyond doubt that one has occurred? • Why do religious people often get involved in charity work? • How does the proportion of religious and non-religious people involved in charity work compare? • Does this change when we consider radical life changing commitments to charitable causes? • Do Christians only help people because they want to convert them to Christianity? • Is there a solution to the problem of poverty? • Is it better to do something imperfectly than to do nothing?