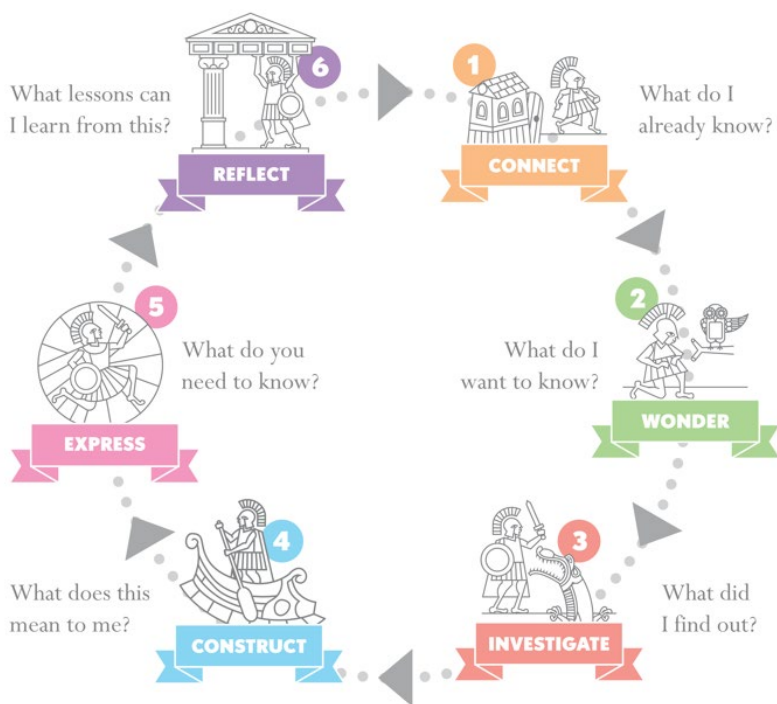


## Year 9 FOSIL Signature Work Inquiry 2024-5 Curriculum Booklet Entry

Inquiry, especially in the form of Signature Work, is a distinguishing feature of a contemporary liberal education.

Liberal education, as Jacques Maritain explains, is a fully human education because it has as its end “the fulfilment of the deepest potentialities of human being.” This requires us to prepare our students “to exercise their power to think in a genuinely free and liberating manner – equipping them for truth and making them capable of judging accordingly to the worth of evidence, of enjoying truth and beauty for their own sake, and of advancing, when they have become adults, towards wisdom and some understanding of those things which bring to them intimations of immortality”.



Inquiry is a potent means to this end, being the process of learning about something by investigating it for yourself with appropriate help, and is an essentially human response to the world we find ourselves in. This quest for knowledge and understanding is a heroic undertaking, so it is no surprise that the stages of the Hero's Journey are reflected in the stages of the Heroic Inquiry process.

Signature Work is inquiry that is directed towards understanding a question or problem of deep personal interest, and as such it proudly bears its maker's mark in the form of their signature, which vouches for the maker's integrity and guarantees the authenticity of their work.

The theme of Year 9 Signature Work is *Living Well in a World Worth Living In*, with a focus on Guernsey, and is framed through the United Nations Sustainable Development Goals with explicit reference to Catholic Social Teaching. Over the course of the year, students investigate a topic of their choice in relation to the theme, which integrates curricular work in a number of disciplines – such as Geography (development and globalisation) and History (industrialisation) – and culminates in the GCSE English Language Speaking and Listening Non-Examined Assessment (NEA).

Not only does the Signature Work integrate curricular content across disciplines into a coherent whole – "life in all its manifestations" as Alfred North Whitehead puts it – it also develops critical inquiry skills that, in turn, strengthen curricular learning in other disciplines, for example:

- Selecting evidence from multiple sources that is relevant, taking into account different perspectives, and including main ideas with supporting details in **Investigate**
- Forming opinions, judgments, and claims backed up by supporting evidence and clear reasoning in **Construct**
- Developing a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims in **Express**

This purposeful development of inquiry skills within the Year 9 Signature Work inquiry makes up half of the taught component of the Year 10 Higher Project Qualification (HPQ), and is excellent preparation

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for it. The HPQ is an inquiry-based exploration of a topic of your choice, and is offered in Year 10 as an optional timetabled subject that is worth half a GCSE. The HPQ, in turn, is excellent preparation for the optional Extended Project Qualification (EPQ) in Sixth Form, which is worth half an A-Level, and is highly valued by universities and employers.

## Year 9 FOSIL Signature Work Inquiry 2024-5 Curriculum Booklet Entry

FOSIL Signature Work Overview		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Connect               <ul style="list-style-type: none"> <li>• Connecting to personal interests and a desire to know, and gaining background knowledge</li> <li>• Reading for intellectual and emotional engagement</li> </ul> </li> <li>• Wonder               <ul style="list-style-type: none"> <li>• Asking questions that probe beyond simple fact gathering</li> <li>• Reading for entering into dialogue with the text</li> </ul> </li> <li>• Investigate               <ul style="list-style-type: none"> <li>• Investigating answers to gather evidence from multiple perspectives and sources</li> <li>• Reading for meaning in/ knowledge of the text rather than just information in the text</li> </ul> </li> <li>• Focus Tasks               <ul style="list-style-type: none"> <li>• One-minute oral presentation in English on inquiry topic</li> <li>• Two-minute oral presentation in Geography on inquiry question/ problem</li> <li>• Maintain Investigative Journal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Investigate               <ul style="list-style-type: none"> <li>• Investigating answers to gather evidence from multiple perspectives and sources</li> <li>• Reading for meaning in/ knowledge of the text rather than just information in the text</li> </ul> </li> <li>• Construct               <ul style="list-style-type: none"> <li>• Constructing new personal understanding and drawing conclusions with support from evidence</li> <li>• Reading for understanding beyond the text</li> </ul> </li> <li>• Focus Tasks               <ul style="list-style-type: none"> <li>• Maintain Investigative Journal</li> <li>• Essay plan for position paper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Construct               <ul style="list-style-type: none"> <li>• Constructing new personal understanding and drawing conclusions with support from evidence</li> <li>• Reading for understanding beyond the text</li> </ul> </li> <li>• Express               <ul style="list-style-type: none"> <li>• Expressing the new ideas through a variety of formats</li> <li>• Reading for communicating personal knowledge and understanding</li> </ul> </li> <li>• Reflect               <ul style="list-style-type: none"> <li>• Reflecting metacognitively on both the process and the product of learning</li> <li>• Reading for reflecting on learning</li> </ul> </li> <li>• Focus Tasks               <ul style="list-style-type: none"> <li>• Essay draft of position paper for English</li> <li>• Five-minute oral presentation followed by Q&amp;A based on essay draft in English for Speaking and Listening NEA</li> <li>• HPQ exploration</li> </ul> </li> </ul>

### References

- Jacques Maritain, in *The Education of Man: The Educational Philosophy of Jacques Maritain*.
- Alfred North Whitehead, in *The Aims of Education & Other Essays*.