

The Academic Curriculum

The intent of our academic curriculum is to deliver **Powerful Knowledge** to our students. At Creative Education Trust this is not contextualised as ‘the knowledge of the powerful’, but specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. This curriculum is not only designed to endow children with the social assets, skills and cultural capital needed to succeed and achieve, but also to instil in our children the power and confidence to question, synthesise and scrutinise in a range of disciplines, a variety of social contexts and in their own lives. Beyond a range of academic qualifications, the intended impact of this curriculum is for our students to be able to integrate into any social, academic or professional environment, as well as to question, instigate change or lead within those environments.

Below you will find a detailed overview of what Year 11 students are learning in each of their subjects in Half Term 1 and 2 (September – December).

Subject	Autumn Term Topics
English	<p>Theme: Modern Prose: An Inspector Calls by J.B Priestley and Unseen Poetry</p> <p>Students are learning to develop their understanding of how poets create meaning and influence the reader (Literature Paper 2). Students will explore and develop:</p> <ul style="list-style-type: none">• How the poet uses language, structure and setting to communicate their ideas• Their understanding the context of the era and how this has influenced the poem and text• Their ability to engage with the poems and the text to formulate a perceptive and critical argument and make valid comparisons• Their understanding of the writers’ ideas and intended meaning• Their understanding of how the writer uses a range of linguistic and structural features to influence the reader• How to identify a range of versatile references from multiple poems and across a text• Their understanding of themes and motifs that are identified and explored across a text
Maths	<p>Students are learning a variety of topics dependent on prior attainment and gaps in knowledge from the end of year 10 PPE examinations</p> <p>Foundation Tier Shapes and Vectors</p> <ul style="list-style-type: none">• Constructions• Loci• Transformations• Congruence• Pythagoras

	<ul style="list-style-type: none"> • Trigonometry • Area and Perimeter • Volume and Surface area • Vectors <p>Representing and Analysing Data</p> <ul style="list-style-type: none"> • Displaying data • Interpreting data from charts • Averages and measures of spread • Scatter Graphs <p>Higher Tier</p> <p>Constructions, Loci and Vectors</p> <ul style="list-style-type: none"> • Construction • Transformations • Loci • Vectors <p>Representing and Interpreting Data</p> <ul style="list-style-type: none"> • Displaying data • Interpreting data and diagrams • Cumulative frequency diagrams • Histograms • Scatter diagrams
<p style="text-align: center;">Science</p>	<p>Biology: Homeostasis and response</p> <p>That cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems (nervous and hormonal) that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about a response. The structure of the nervous system explains how it can bring about fast responses called reflex actions. The hormonal system usually brings about much slower changes by glands secreting hormones that travel in the bloodstream to target organs. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. The role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.</p> <p>Triple Science – how hormones control plants and how they can be used commercially to improve yield</p> <p>Chemistry: Rates and Equilibrium</p> <p>Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired</p>

product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.

Chemistry Crude Oil and Fuels, Polymers (Triple only)

Students are learning that the chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.

(Triple only):

Students will be able to explain how the organic products of fractional distillation and cracking are converted into compounds which contain different functional groups. Organic molecules, such as alkenes, alcohols and carboxylic acids, undergo a series of chemical reactions in order to make new and useful materials such as polymers, pharmaceuticals, perfumes, flavourings, dyes and detergents.

Physics: Forces and Motion

Understand how forces interact in a wide range of contexts, referring to interaction pairs.

Know the connection between weight, mass and gravity including how to use the equation.

Draw freebody diagrams to show resultant force and vector diagrams (HT) to illustrate resolution of forces.

Know how to calculate work done

Know that the extension of an object is proportional to the force applied until elastic limit

Know how to calculate the energy stored in a stretched object.

(Triple) Know how to calculate moments and the effects of levers and gear systems

Know how to calculate pressure in a fluid and its effects, to include atmospheric pressure

Know how to describe motion using distance and displacement. Understand the difference between scalar and vector quantities.

Recall and use the speed equation, calculating average speed for non-uniform motion and understanding the difference between speed and velocity

Draw distance time graphs and use them to determine speed, using tangents if appropriate.

Recall and apply the equation to calculate acceleration and find acceleration using velocity time graphs. Calculate distance travelled using velocity time graphs.

Know how Newtons Laws of Motion are applied

Know how a variety of factors affect stopping distance, thinking distance and braking distance

(Triple) know how to interpret graphs relating to stopping distances

Know how to practically calculate reaction times

Recall and apply the equation for momentum and know the principle of conservation of momentum

(Triple) know how changes in momentum affect safety and how a variety of safety features affect the rate of change of momentum, using equations to calculate momentum

Edexcel: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Paper 3 topic: Weimar and Nazi Germany, 1918–39

Key skills- Causation, analysis and evaluation of contemporary sources and later interpretations and reasons why interpretations may differ.

The Weimar Republic 1918-29

- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic and the strengths and weaknesses of the new Constitution. The early challenges to the Weimar Republic, 1919–23 Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. The recovery of the Republic, 1924–29- reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. Changes in society, 1924–29- changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.

Hitler’s rise to power 1919-1933

- Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.
- The growth in support for the Nazis, 1929–32: The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
- How Hitler became Chancellor, 1932–33: Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
- The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Nazi control and dictatorship, 1933-39

- The creation of a dictatorship, 1933–34: The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
- The police state: The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
- Controlling and influencing attitudes: Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature and film.

History

	<ul style="list-style-type: none"> • Opposition, resistance and conformity: The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates. <p>Life in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> • Nazi policies towards women: Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance. • Nazi policies towards the young: Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers. • Employment and living standards: Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. • The persecution of minorities: Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shop
<p>Geography</p>	<p>Half Term 1 Theme: Paper 2: Urban issues (continued)</p> <ul style="list-style-type: none"> • Students will know a case study of major city in the UK. • This will include: • Population change in the UK and a named city • Location and importance of a named UK city • Cultural change in a named UK city • Urban regeneration in a named UK city • Environmental challenges in a named UK city • Rural/urban differences in UK • Features of urban sustainability <p>Half Term 2 Paper 2: The Changing Economic World</p> <ul style="list-style-type: none"> • Students will learn that there are global variations in economic development and quality of life. They will explore the different strategies for reducing the development gap. Students will explore: • Development indicators (economic and social) and their use/usefulness. • DTM (Demographic Transition Model) • Causes and consequences of uneven development. • Disparities between global health and wealth. • Solutions to uneven development. • Tourism as a way of closing the development gap. • Case study of LIC/NEE (Low Income Countries/Newly Emerging Economies) - Industrial development and TNCs (Transnational Corporations) - social, economic and environmental change.

<p>Citizenship</p>	<p>Term 1 - Theme E By this point in the course students will have learnt about how diverse our culture is and the reasons for that as well as the political response to protecting everyone’s rights in society. Pupils will have started and researched a project to be completed in this term. This involves the pupils identifying an issue such as discrimination in school, or the use of mobile phones in education. Their task will be to undertake the project and attempt to successfully make a change in their chosen area. This project forms the basis for half of Paper 2.</p> <ul style="list-style-type: none"> • Stage 3: Review research and analyse different viewpoints held • Stage 4: Plan action • Stage 5: Carry out action • Stage 6: Evaluate • Half-term • How best to write about your project in the exam?
<p>Spanish</p>	<p>Half Term 1: Town and Region</p> <ul style="list-style-type: none"> • Students are learning to discuss: • Places in a town • Shops and souvenirs • Regions and what you can do there • Giving pros and cons about your town. • Shopping for clothes and presents. • • This includes: • se puede / se pueden + infinitive. The future tense • Si + present, + future. Demonstrative adjectives. The conditional • Irregular verbs in the conditional • so..., so much..., so many <p>Half term 2: Identity/Culture</p> <ul style="list-style-type: none"> • Students are learning to discuss: • mealtimes, • daily routine • illnesses • food and festivals • This includes: • Reflexive verbs • Estar and tener for illnesses. • The passive and avoiding the passive.

- Irregular verbs in the preterite tense (tener, poner, poder, venir, traer, decir).
- Expressions followed by the infinitive (para, al, sin, antes de, después de ...)

French

Half term 1: Holidays

Students will be able to talk about holidays in detail, including locations, modes of transport, accommodation, weather and activities. Pupils will be able to discuss their own holidays as well as where they would like to visit.

Content:

- Talking about where you normally go on holiday
- Talking about what you normally do on holiday
- Booking a hotel room
- Talking about travelling
- Booking a train ticket
- Saying what you did on holiday
- Ordering in a restaurant
- Talking about holiday disasters
- Discussing where you'd like to go on holiday in the future

Grammar:

Opinions, including comparisons

- Regular and irregular present tense verbs (1st and 3rd person)
- Near future tense with ALLER to discuss future plans
- The conditional tense: *Je voudrais / J'aimerais*
- Common regular and irregular verbs in the perfect tense to discuss what they have done

Half term 2: Jobs and future plans

Students will discuss jobs and the world of work, including which job they would like to do and why. They will practice applying for jobs in French-speaking countries and say what they learnt on their work experience.

Content:

- Talking about jobs
- Discussing work preferences
- Talking about plans, hopes and wishes
- Discussing the importance of languages
- Talking about part-time jobs and earning money
- Discussing work experience

Grammar:

- Superlative- best/worst
- Asking questions

	<ul style="list-style-type: none"> • Regular and irregular present tense verbs (1st and 3rd person) • Near future tense with ALLER to discuss future plans • The conditional tense: <i>Je voudrais / J'aimerais</i> • Common regular and irregular verbs in the perfect tense to discuss what they have done
<p>Computer Science</p>	<p>Students will learn about network security, computer ethics, robust programs, programming languages and IDE.</p> <p>Students will learn how to prevent cyber-attacks:</p> <ul style="list-style-type: none"> • The threats posed to devices/systems • The knowledge / principles of each form of attack • Common prevention methods • The Impacts of digital technology on wider society • Legislation relevant to Computer Science <p>Students will learn how to create robust programs:</p> <ul style="list-style-type: none"> • What should be considered to ensure that a program caters for all likely input values • How to deal with invalid data in a program • Why commenting is useful and how to apply this appropriately • The purpose of testing • The types of testing • Using suitable test data • Characteristics and purpose of different levels of programming language • The purpose of translators • The characteristics of a compiler and an interpreter • Common tools and facilities available in an Integrated Development Environment (IDE)
<p>Creative iMedia</p>	<p>R094 Digital Graphics</p> <p>Student will be working on completing with R094 coursework unit.</p> <p>Second Coursework unit</p> <p>Students will be starting work on their second coursework unit that is set by the exam board.</p>

	<p>Exam Preparation</p> <ul style="list-style-type: none"> • Revision for the January sitting of the exam • Revise Preproduction documents • Revise Hardware and software • Revise Legislation • Revise work plans
IT Eduqas	<p>Term 1: Completing the set assignment from the exam board.</p> <ul style="list-style-type: none"> • Automated documents • Spreadsheets • Digital Graphics • Databases <p>Revision and preparation for the mock exams on unit 1.</p>
Art	<p>Personal Portfolio Preparation</p> <p>Students are developing a printing project exploring mono printing, poly block printing and lino printing exploring work produced by Sarah Jameson, Beth Knight and Rachel Newling.</p> <p>Throughout this term they will also continue to refine their Personal Portfolios.</p> <p>Students will be exploring and developing their own personal themes whilst producing sensitive, articulate and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be learning to critically analyse artists' work and produce a thought provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes.</p> <p>Students will develop their projects towards a final outcome worth 60% of their final Personal Portfolio grade.</p>
Photography	<p>Personal Portfolio Preparation</p> <p>Students will be developing a personal project using Vanitas artwork as a starting point for their own research and further photography. They will begin to personalise their responses to artists/photographic research towards an independent project. They will plan and create a final outcome/series of prints. Work will be inspired by Pieter Claesz, Paulette Tavormina, Sam Taylor Johnson, Joshua Caudewell and Patrice de Villiers.</p> <p>Students will develop their projects towards a final outcome worth 60% of their final Personal Portfolio grade.</p>
Graphics	<p>Autumn 1 & 2</p>

	<p>Pupils continue to combine their CAD skills when using photoshop and illustrator. They will continue to perfect their use of mixed media (pencil, paint, collage and photography) within their portfolio work. Pupils will confidently structure their portfolio. Pupils will focus on all assessment objectives, A01 (develop), A02 (refine), A03 (record) and A04 (present). This portfolio is worth 60% of the total GCSE.</p> <p>September – October – Pupils to complete portfolio 1 including final outcomes. October – December – Pupils to self-evaluate, revisit and refine portfolio work. Pupils to prepare for externally set task.</p>
<p>Food</p>	<p>Autumn 1:</p> <p>NEA 1 is the focus for Autumn 1 in double lessons. NEA 1 represents 15% of their overall GCSE grade. Students complete a food investigation where they demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. Students produce a 1,500–2,000 word report including photographic evidence of the practical investigation.</p> <p>In lessons, students will recap section 3.2 of the specification which is on the topic of Food, nutrition and health. Students will be taught the content again and students will practise their exam answering technique. Homework will coincide with this learning.</p> <p>Autumn 2:</p> <p>Students will refine and complete their NEA 1 reports and submit in the early part of this term. Students will then start on their NEA 2 portfolios. NEA 2 represents 35% of the overall grade. Briefs released. Students to pick their NEA 2 brief. Students to complete the below parts of NEA before Christmas:</p> <ul style="list-style-type: none"> • Section A – Research to be completed, Questionnaires to be completed, selecting dishes table. • 1 x cooking trials planned/completed. Students to practise recipes over the Christmas holidays! <p>Exam topics focus this half term are to:</p> <ul style="list-style-type: none"> • Consolidate nutritional knowledge • Learn about nutritional software • 3.5.1 - Factors affecting food choice – food marketing, fair trade, religious and cultural diets. • Primary and secondary processing (milk processing and cheesemaking) <p>Seneca homework coincides with learning.</p>

<p>Engineering</p>	<p>Autumn 1</p> <p>Revision of key topics that pupils found challenging in YR 10. Students to particularly focus on how to structure and answer the 9-mark questions. The examined assessment is worth 40% of this overall qualification. Pupils to sit this exam in Summer 2024.</p> <p>Pupils to finish their YR 10 project work in preparation for the official YR 11 NEA (non-exam assessment) brief release. Pupils introduced to the YR 11 NEA brief towards the end of September. The project is set by NCFE and is worth 60% of the Level 2 Technical award. Pupils will start on Task 1 of the NEA which is the research section.</p> <p>Autumn 2</p> <p>Pupils will continue with weekly revision sessions. Revision will also be entwined into NEA project work, homework and first five tasks.</p> <p>Pupils continue to develop their NEA project work. Pupils have 18 hours plus 2 hours preparation and research time to complete this. Pupils to refine and complete the Task 1 research section the NEA and will start on Task 2 (hand drawings) and Task 3 (CAD drawings).</p>
<p>PE</p>	<p>Students will be tackling complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>Pupils should be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games. They will further develop their technique and improve their performance in other competitive sports. They will take part in a range of environments which present intellectual and physical challenges, which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best and continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. The students will also have the opportunity to explore and focus on options that they may pursue outside of school which will explicitly link to their lifelong participation.</p>
<p>BTEC SPORT</p>	<p>During the second half term students continue to study Component 2 – Taking part and improving performance.</p> <p>Students develop their knowledge and understand of the following areas:</p> <ul style="list-style-type: none"> • How different components of fitness are used • Be able to participate in sport and understand rule and regulation • Demonstrate ways to improve participants performance <p>This is in preparation for their Pearson Set Assignments.</p>

<p>Drama</p>	<p>Students are studying Component One of the GCSE: Understanding Drama</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Strengthening prior knowledge studied • Characteristics of performance texts and dramatic works • Social, cultural and historical contexts • How meaning is interpreted and communicated • Subject terminology and application • The roles and responsibilities of theatre makers in contemporary professional practice • Live theatre production – Billy Elliot
<p>Music</p>	<p>In the first half of the term: pupils are continuing to work on Component 2- Learners will plan and create two musical outcomes that will develop their musical skills</p> <ul style="list-style-type: none"> • Learners must show how your musical outcomes have evolved through development of skills in TWO of the following areas: <p>Music Performance</p> <p>Creating original music</p> <p>Music Production</p> <p>In the second half of the term pupils will be assessed through a non-exam internal assessment.</p>
<p>Finance</p>	<p>Term 1 – Unit 2 Finance in Business</p> <p>Pupils will study:</p> <ul style="list-style-type: none"> • How a business contributes to the economy • The wider consequences of individual financial choices • Business Taxation <p>Pupils will complete a 10 hour case study NEA task</p> <p>Half term 2 – Unit 3 – The Financial Services Sector</p> <p>Pupils will study:</p> <ul style="list-style-type: none"> • Financial careers • Financial regulatory bodies • The impact of government policy and other political factors

<p>Health and Social Care</p>	<p>Learning outcome B: Understand the skills, attributes and values required to give care.</p> <p>B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care.</p> <p>B2 Values in health and social care Learners will explore the values that are required when planning and delivering care.</p> <ul style="list-style-type: none"> • The 6 Cs <p>B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face.</p> <ul style="list-style-type: none"> • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. • Potential obstacles and their impact on the individual <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice Learners will explore how skills, attributes and values benefit individuals when receiving care.</p> <p>Learners will be preparing and undertaking their second Pearson Set Assessment in this term.</p>
<p>Child Development</p>	<p>Learning outcome B: Understand how children’s learning can be supported through play Learners will consider how learning through play can occur during planned activities in the following environments: at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups, after-school clubs. Learners will need to consider and plan play opportunities and activities for individual children and small groups of children.</p> <p>B1 Physical play</p> <p>B2 Cognitive/intellectual play</p> <p>B3 Communication and language play</p> <p>B4 Social play</p> <p>B5 Emotional play</p> <p>B6 How play can be organised to promote learning</p>

	<p>Learners must be able to describe how play can be organised and the potential advantages and disadvantages of each style.</p> <p>B7 The role of adults in promoting learning through play</p> <p>B8 Planning play opportunities for children</p> <p>Learners will need to know how to plan activities for all the following age groups:</p> <ul style="list-style-type: none"> ● 0–18 months. ● 18 months–3 years. ● 3–5 years. ● Considerations for planning activities <p>Learners will be preparing and undertaking their second Pearson Set Assessment in this term.</p>
<p>Business</p>	<p>Unit 4 business Operations</p> <p>Student will learn how a business operates day to day including:</p> <ul style="list-style-type: none"> ● Production ● Production process ● Quality of goods and services ● The sales process ● Customer service ● Consumer Law ● Business location ● Working with suppliers <p>Student will revise and prepare for the CET mock exams, students will revise</p> <ul style="list-style-type: none"> ● Unit 1 Business activity ● Unit 2 Marketing ● Unit 3 Human resources
<p>Ethics</p>	<p>Term 1 - 'Who am I?'</p> <p>This unit is all about discovering more about who we are, what we think and how we might fit in our society today. In a world more polarised than ever, it is increasingly important to ensure that each young person has considered who they are and what they believe.</p>

We look at the following things:

- Who am I and what is my personality type?
- Who am I and what do I believe politically?
- Who am I and what do I believe about God?
- Who am I and what do I believe about Life after death?
- Who am I and is my online persona Me?