



# Biology A level: Developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

**Cultural Capital**  
provides health,  
well-being and  
growth



**Cultural Capital**  
lets us share our  
histories, our memories,  
the people, the places  
and the things that  
matter to us.



**Cultural Capital**  
creates the curiosity and  
confidence to make  
connections between  
the past, the present and  
the future.



**Cultural Capital**  
sparks generations of  
innovators.



**Cultural Capital**  
is to be found locally,  
nationally, globally -  
**everywhere.**



**Cultural Capital**  
nurtures inclusive  
communities.





**Cultural Capital**  
enriches today and  
inspires tomorrow.



**Cultural Capital**  
is ours to discover,  
ours to create,  
ours to share.



**Cultural Capital**  
belongs to me,  
belongs to you,  
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

### **Personal Development:**

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
<p>. The specification content gives students the opportunity to develop an in depth understanding of how organisms work internally and how they work together externally in complex ecosystems. The content students learn will give an appreciation of how to live healthily both individually and as part of a community.</p> <p>Intrapersonal skills: Adaptability – ability and willingness to cope with the demands of learning and applying new content, handling work and exam stress, adapting to different personalities, communication styles and cultures, and physical adaptability to indoor laboratory work and outdoor ecology work environments. self-management and self-development – ability to work in teams during practical work, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work</p>



## Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

### Element of the curriculum and/or enrichment

Biology A Level students can recognise and are able to analyse the complexity of organisms of all domains – environment interactions or organisms and how humans influence this, and appreciate how they underpin understanding of some of the key biological issues facing the world today.

Improve students understanding of the ways in which values, attitudes and circumstances have an impact on the research being undertaken in the field.

Develop a deep understanding of biological processes and be able to extrapolate that to make better social decisions

Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. In particular the concise nature of scientific communication and how it varies from classical forms of communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation

Meeting and talking to biology specialists including secondary teachers, lecturers, professors, researchers, and other biological professionals.

Group work activities when learning about conflict of interest and other concepts which are suitable for group role play and discussion activities especially in the realms of genetic screening.



## **Physical Development:**

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment

Biology A Level content is framed by intricate practical skills requiring dexterity and fine control of motor skills to work effectively.

Fieldwork – Studying the ecosystems in situ requiring coordination with team members and a variety of terrains and habitats

## **Spiritual Development:**

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

Understanding the considerations of new science developments and how they could affect the global population, forming opinions on the use of these new technologies and an appreciation for they might be accepted or not.

## **Moral Development:**

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

Biology A Level students are able to recognise and are able to analyse the impact of new technologies and build arguments for either side.

### **Genetics**

Students learn how genetic screening can be used to either diagnose, predict or even select organisms. They will develop an in depth understanding of the impacts of these technologies



Students learn about how genetic engineering can be used to enhance the world we live in but appreciate the need for regulations and careful thought experiments before releasing the technology into the main stream.

### **Ecology**

Students learn how the fine balance of life is interdependent and interdependent. They build an appreciation for the wider impact of the choices they make.

### **Cultural Development:**

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment

Students learn about the global community of science, how it communicates and how the entire scientific community set standards for communication ensuring validity of new findings. About how the global scientific community including private corporations have a moral duty to share research on global issues and spend time and money on projects that may not be profitable all as part of the responsibility of science.