



Cohort 8 Course Guides

Summer Term 2017

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Art

Course Overview

Learners will use the first half of this term developing a GCSE style project as part of the 'Making Time' study period. Learners commenced their study towards this topic in March and the extended nature of the project is designed to both prepare learners for GCSE study and to allow those learners who are not continuing with their art studies in Cohort 9 to develop their artwork within an authentic and independent context. Having spent the last term developing their collaborative practise, this term learners will develop their ideas individually as they create their own GCSE portfolio style project based on the title 'Apart/Together'.

Assessment Points

Sketchbooks will continue to be collected three times during each study period (approximately once a fortnight) and learners will be given structured guidance, via a simple feedback sheet, about how well they are developing their art skills, alongside their core learning attributes. Independent Study will be set every session and the Art Space, il@h page is always available to give access to all classwork and Independent Study information as well as links and resources to assist learners' progress. Showcasing is structured periodically throughout the course and is designed to encourage learners to focus on a particular element of their journey in more detail. A final showcase opportunity at the end of the study period allows learners to reflect on their progress towards project targets, and teachers to offer guidance as to how to further enhance and develop this learning.

Nature of Assessment

Teaching staff will consistently monitor each learner's progress against key targets, set at the beginning of the study period, and shared via a target sheet in the sketchbook. Teachers will offer weekly verbal guidance and written feedback is offered at three specific points during each study period. Learners engagement and application (organisation, concentration and meeting of deadlines) is also monitored and will be fed back to learners formally through the progress review cycle. Once again this will include an assessment of progress using the 4 part 'P' scale (P1: making excellent progress to P4: declining performance).

Guidance

Written guidance is offered through the target and feedback sheets in sketchbooks, and can be expected on 2-3 occasions per study period. In addition, learners are offered verbal guidance and feedback about ongoing work every session and digital (written or spoken) responses to showcase work will be placed directly on learners il@h learning journey page. Independent Study, which plans for, consolidates or stretches the work in session time will be set each session via assignment manager on il@h.

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English

Course Overview

Summer half term 1: ‘Our Day Out’ by Willie Russell

Learners will commence their Summer term by reading and exploring the play ‘Our Day Out’. The study of this piece will involve a tight focus of exploration into characterisation, plot, structure and the play’s themes. Learners will be engaged in learning how to analyse the structure of plays and how to write about them in a confident way. They will discuss modelled responses and will focus on exploring language and how it is used by the playwright.

A dual focus on reading and writing will be developed and elements of drama will be mixed in with learning sessions. Learners may also be involved in rewriting parts of the play and creating scripts and reviews.

Summer half term 2: Pre GCSE learning

During half term 2, learners will begin to develop their ability to respond to and craft answers to exam questions. This part of the course will encourage learners to discuss and develop their reading and writing skills, so that learners feel confident in answering exam style questions.

Preparation will involve breaking down questions, responding to exam material and developing exam technique. What this will do is prepare learners fully for starting Cohort 9 – it is an excellent way to prepare youngsters for the sorts of the material they will encounter as they start their GCSE learning, the following year.

Assessment Points

Learners will all complete one main key piece a half term. They will also focus on developing key skills through class work and independent study. Their learning summaries will provide an overview of what the learners have completed over the course of the year, focusing more heavily on more recent outcomes of study.

Nature of Assessment

English Literature (Summer term 1)

Learners will be encouraged to respond to the question: How does Russell present some of the differences between Mrs Kay and Mr Briggs? Learners will be guided to write about: what is different about Mrs Kay and Mr Briggs and what Mrs Kay and Mr Briggs’s language and actions show about them.

In their response, learners will look to use quotations from the text, recalled from memory and discuss a range of technical devices used by the playwright. They will also be expected to use a range of punctuation and paragraphs.

English Language (Summer term 2)

Learners will respond to exam questions from the new GCSE AQA, English Language syllabus. These will be created at the teacher’s discretion based on what learners have been preparing for in class. The styles of question include: comparisons, analysis of language

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features and structural techniques. Writing to describe and narrate as well as writing to argue and persuade will also be revised in detail, and learners will have the opportunity to respond to these in a confident way.

Guidance

Learners receive guidance in a variety of ways. These include marked assessments, feedback in books, on il@h, self and peer assessment as well as MLC appointments.

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Enterprise and Solutions

Course Overview

Learners will begin the final season of the course by developing their understanding of the recruitment process and the different methods that businesses choose to select their employees. Learners will then examine how to successfully construct and complete an application form, which they will then use to apply for and hopefully secure the job role that they want for the '*Ambitions for the Future*' week. Learners will then begin to focus on how businesses aim to expand. They will have the opportunity to study a number of multi-national businesses, and assess how these types of business have significant impacts on the communities in which they operate, both positive and negative.

Learners will then have a secure foundation of knowledge to embark on their final investigation of the year, in which they will be required to develop an expansion strategy for either a local airline, hotel/resort or fast food chain. Learners will be designated specific job roles and be required to collaborate and communicate with not only their own team, but also those with the same job roles from within the other teams. Key aspects of their 'marketing' knowledge will have to be applied throughout the investigation, as well as the main concepts and understanding that they would have developed throughout the first few sessions of Season 6. Learners contextual knowledge and understanding will not only be tested throughout the final season, but also their ability to effectively manage time and pressure. Even if learners have chosen not to go onto study GCSE Business Studies, they are sure to develop a number of key attributes that will facilitate success in which ever options they have chosen to study.

Assessment Points

There will be one key assessment point during the summer term, which can be delivered as a written project, but may also be accompanied by learners having to deliver collaborative presentations or sales pitches. This will take place during their Showcases, which are during either weeks 39 or 40. Showcasing will also include learners reflecting on their progress, in relation to both their subject knowledge and the MLAs, as well as peer assessment and feedback.

Nature of Assessment

Season 10: Being the Boss – Written project (Showcase: week 39 & 40)

Season 10: Being the Boss – Group presentation (Showcase: week 39 & 40)

Guidance

Written projects – Written feedback and guidance will be provided across 3 formats:

1. Knowledge and understanding.
2. Application of knowledge.
3. Explanations and justifications.

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Guidance will be given to learners to attach to their projects and store in their exercise books/folders, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on il@h.

Presentations – Verbal feedback and guidance will be provided as per *the 'Guided steps to Success'* (see above).

MLA Portfolios – Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussing during Showcasing.

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Expressive Arts

Course Overview

Throughout Cohort 7 and 8 learners have explored a variety of experiences in Drama, Music and Dance, learning about specific styles, techniques and practitioners. This term they will now be combining their understanding of all three disciplines in a combined Expressive Arts challenge. They will be embarking on a Musical Theatre project. They will look at different musical numbers, scripts and instrumentation to build on their knowledge and have the opportunity to develop their understanding and thinking in a variety of way.

They will explore the attributes of Curious and Capable but all MLAs will be referred to throughout the project.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions.

Nature of Assessment

The assessments will either be solo or group assessments, and there will be opportunities for performance in front of the class. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback from peers.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from not only the teacher but other learners as well.

Learners will also have written guidance through reports and emails, for example. Learners will also be able to use il@h to guide them through all of their learning and enable them to extend their thinking in a range of ways. Teachers will also offer regular feedback and guidance through learner's My Learning Journey page.

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French

Course Overview

During the third term the key focus in Cohort 8 will be to continue to build the confidence of using the different tenses in French, focusing on the topic area of leisure and sport. Learners will spend time researching UCPA and will focus on creating a project which will demonstrate their knowledge of the three main tenses in French. It will also include a range of paragraphs, including opinions and justifications.

Assessment Points

During the term there will be assessments across the four skill areas in French consisting of Speaking, Listening, Reading and Writing. Each will have an equal weighting of 25%. Learners will complete two reading and two writing tasks of their choice individually during the term and for speaking and listening they will complete one task as a whole group per half term.

Nature of Assessment

Assessment in French will be equally weighted across the four skill areas of Speaking, Listening, Reading and Writing. Listening and speaking assessments will be completed once a term as a whole group whereas with reading and writing, there will be a choice of assessment tasks to choose from depending upon the level of challenge. The expectation will be to complete at least one reading and one writing assessment task per half term. The written tasks will be open ended in nature and will require writing in the target language over a range of formats, e.g. letters, web blogs, letters, diary entries etc...

The speaking assessment will comprise of an open ended task in form of questions and answers or a short presentation in French (up to 3 minutes). Listening tasks will consist of a range of activities using questions in English and French, using information provided in the target language.

Guidance

In Cohort 8 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email, showbie and il@h. Following written and spoken tasks learners are also provided with the appropriate feedback sheet which shows which types of grammar have been correctly used with space for both teacher and learner comments.

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German

Course Overview

During the third term the key focus in Cohort 8 will be to continue to build the confidence of using the different tenses in German, focusing on the topic areas of leisure, sport and fashion. Learners will also spend time on a project entitled “Austausch Aspirations” and will focus on creating a project which will demonstrate their knowledge of the three main tenses in German. It will also include a range of paragraphs, including opinions and justifications.

Assessment Points

In the third term there will be assessments across the four skill areas in German consisting of Speaking, Listening, Reading and Writing. Each will be given equal weighting of 25% each. Learners will complete two reading and two writing tasks of their choice, individually, during the term and for speaking and listening they will complete one task as a whole group per half term.

Nature of Assessment

Assessment in German will be equally weighted across the four skill areas of Speaking, Listening, Reading and Writing. Listening and speaking assessments will be completed once a term as a whole group whereas with reading and writing, there will be a choice of assessment tasks to choose from depending upon the level of challenge. The expectation will be to complete at least one reading and one writing assessment task per half term. The written tasks will be open ended in nature and will require writing in the target language over a range of formats, e.g. letters, web blogs, letters, diary entries etc...

The speaking assessment will comprise of an open ended task in form of questions and answers or a short presentation in German (up to 3 minutes). Listening tasks will consist of a range of activities using questions in English and German, using information provided in the target language.

Guidance

In Cohort 8 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email, showbie and il@h. Following written and spoken tasks learners are also provided with the appropriate feedback sheet which shows which types of grammar have been correctly used with space for both teacher and learner comments.

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Geography

Course Overview

Learners will embark on an ‘international crisis challenge’. They will be split into teams and will take responsibility for countries such as North Korea, Somalia, China, Japan and the U.K. They will be provided with a range of international problems, each problem will assess their ability to use the knowledge that they have gained throughout Cohort 7 and 8 and to come to an informed decision. Just as they have overcome one crisis or problem something else might crop up or a decision made by another country may have a knock on impact that they now need to deal with. Throughout this event they will be preparing for a UN summit where they will each need to debate and get the other countries to see their point of view. This will rely on excellent research, learning, team work and skills of persuasion. Learners will have different roles they can assume such as President, Vice President, head of the military, international development minister, minister for trade etc... Their commitment to the task is the key to getting the rest of the world to agree with their ideas!

Assessment Point

This topic will be assessed at the end of Cohort 8 in a large UN debate.

Nature of assessment

Each group will present their solutions at a UN committee meeting. Their solutions will be assessed and scrutinised by the other teams. Each group will receive an overall recommendation based on their ideas, presentation and team work. Learners will then need to submit their finished personal plans for marking by their teacher.

Guidance

Learners will get feedback on the learning in learning sessions both in their exercise books and through verbal feedback. It is important that they identify when verbal feedback has been given, and act and reflect on the feedback that has been given to them, if this is the case.

Written projects – Written feedback and guidance will be provided across 3 formats:

1. Geographical knowledge and understanding of the topic they have studied.
2. Application of skills such as whether they have included appropriate maps at a range of scales and described them in writing.
3. To what extent the learner has managed to use evidence to back up their ideas.

Guidance will be given to learners to attach to their projects and store in their exercise books, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner’s showcase page on il@h.

Presentations – Verbal feedback and guidance will be provided as to the quality of the learner’s delivery of information and the geographical knowledge they have shown. There will be time given in sessions to record this, often in addition to peer marking.

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Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussing during Showcasing.

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History

Course Overview

In the summer term, learners will be investigating History in the 20th and 21st Century, so that they can better understand the world today. This will start with an investigation into World War Two and the Holocaust; before learners decide which other historical events have shaped today's world the most, from the Cold War, the Israel Palestinian conflict, 911 and the war on terror, the wars in Afghanistan and Iraq, and more.

Assessment Points

Learners will produce an answer, in the form of an essay, to the question “How can history help us understand the world today?”

Nature of Assessment

The essay will analyse the learner's ability to explain significance and cause and consequence, as well as their chronological understanding.

Guidance

Learners will get feedback on the learning in learning sessions in their exercise books, through verbal feedback and where appropriate on il@h. It is important that they identify when verbal feedback has been given, and act and reflect on the feedback that has been given to them, if this is the case.

Written projects – Written feedback and guidance will be provided across 3 formats:

1. Historical knowledge and understanding of the topic they have studied.
2. Application of knowledge in written format, this may be either in the form of essays or PEE paragraphs.
3. To what extent the learner has managed to explain justify their decisions.

Guidance will be given to learners to attach to their projects and store in their exercise books/folders, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on il@h.

Presentations – Verbal feedback and guidance will be provided as to the quality of the learner's oratory and knowledge of the subject. Learners will have to ensure that they record this feed in the learning journey and reflect on ways that they could develop their presentation further.

Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussed during Showcasing.

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Maths

Course Overview

During Cohort 8, learners follow a curriculum which is designed to allow them to be ignited by an idea and explore how maths might be linked to it. The following lists identify some of the content available to learners in each study period during the Summer term. All challenges are differentiated to allow all learners to access it at a level that is suitable to them and to enable them to go as far as they can.

During the study period commencing with Ignition Day 9 (Making Time) learners will learn about the following mathematical topics:

- Time
- Angles
- Standard form
- Timetables
- Graphs including distance time and real life.

During the study period commencing with Ignition Day 10 (Ambitions for the Future) learners will learn about a range of mathematical concepts which intrigue them and which they identify as being relevant to their own futures. Time will be spent looking at the following techniques:

- Investigating in mathematics
- Planning routes
- Revision techniques
- Preparation for learning at GCSE

Assessment for Learning Opportunities

During the sessions teachers assess learners constantly by asking questions to check understanding, by looking at what they have written in their books and by listening to discussions that are taking place.

Nature of Assessment

At the end of the year learners will complete a GCSE paper as an assessment. This will be used to inform our understanding of each child; their strengths and areas for development and their progress over the year. It will also be used to support them as they commence their course of GCSE study.

Guidance

Learners will be given verbal feedback in class which could sometimes be written in books and electronic feedback outside the classroom (via email, il@h or other apps) and they will be expected to respond to it to enable them to improve. After each assessment learners will receive an analysis of their results which will then be used to inform them of their strengths and areas for development.

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Physical Education

Course Overview

In Cohort 8 learners have two 100 minutes of PE each fortnight and this will continue for their time in Cohort 8. Between the Easter break and May half term all learners will learn and practice a range of athletic events. After May half term learners will experience a range of striking and fielding activities. The learners are encouraged to pick the sport they wish to explore/learn rather than making a choice based upon any other external influences. Within the sessions the learners will explore a range of sport specific skills, giving them the understanding of how they are able to progress within their chosen sport. Additionally, learners will be exploring and reflecting on key learning attributes which enables them to develop their MLA's and therefore become a well-rounded learner. After each session the learners are expected to engage with the Honywood il@h page where there is a short reflective task which will contribute towards their showcase at the end of the study period.

Assessment Points

Learners will be assessed at the start and end of each of their activities, this will then be used to gauge the progress they have made, assessment will also be made on the depth and accuracy of their reflection that is shared via their showcasing.

Nature of Assessment

During this term the learners develop their skills regarding peer and self-assessment. They will be taught to analyse their own and others' performance with a focus on improving the range and application of skills. GCSE criteria will be used as a guide, however the focus is progress, therefore the GCSE grades will not be reported.

Guidance

Feedback on subject skills will mostly be given verbally throughout each and every session due to the practical nature of the subject. We encourage learners to record this feedback and use it as a point of reflection for their reflective task which is set for Independent Study. Written feedback is given on il@h with a focus in aiding learners to become more effective in documenting their learning journey within PE.

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Product Design

Course Overview

Learners have now completed their GCSE option choices so we have created a project for the remainder of the year to allowing the learners to work in a team with a collection of different materials. The design task is based on Superheroes and there are a selection of briefs using the different materials.

Learners will work in teams and will have to complete the tasks, they will need to use the resources created to organise and delegate so all contribute. Learners will be shown practical demonstrations which are also supported with physical examples and printed laminated sheets to help guide them. We continue to circulate the room guiding and supporting when needed, we will respond to the class or individuals needs to bring learners back and address any misconceptions.

Learners will create a showcase of their learning journey and in one of the last learning session rooms will be set up to allow all of the learners to see each other's work and reflect on their project and identify strengths and areas they could improve. All teams will have to pitch their superhero to see which one will save the day!

Assessment Points

Work will be assessed during and at the end of each project.

Nature of Assessment

Teachers will set up Showbie accounts for learners' work along with giving them a folder to keep all paper based work in. The weighting of the practical work along with the paper based research and design are equal.

Guidance

Learners will be given prompt questions for their showcase reflections, this will have a range of both subject skills along with attributes that we feel are relevant in their projects. This will be uploaded onto il@h and Showbie along with their Independent Study and project work. This will allow us to use all of the work to give verbal and written feedback and guidance along with focused learning conversations about their learning journey identifying individual targets.

Learners will be able to access all of the guides for the Superhero project via il@h. The final session will see each group pitch for their superhero in a competition to find the best villain and take questions from their peers.

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Science

Course Overview

Following the Easter break Cohort 8 learners in science will be introduced to the study period 'Ambitions for the Future' which will conclude their KS3 science studies at Honeywood before moving on to the AQA 9-1 Science GCSE course in September 2017. Learners will begin this term by taking the role of pioneering scientists in their chosen fields exploring recent developments in the world of Scientific Technology. Following a period of study learners will then have to deliver a pitch to obtain funding for further research into their chosen field. In the past learners have found this series of learning sessions extremely engaging and have thoroughly enjoyed the element of competition this gives rise to. Some of the fields learners are able to explore include exoskeleton technology, driverless cars, Mars One, three parent babies and eradicating HIV.

Following this first section of study and showcasing, learners will complete a transition test in order to provide us with an understanding of their individual skills in scientific thinking and experimentation which we will use to prioritise areas for development and focus in their GCSE studies. This will allow us to best prepare and support our learners in their preparations for their exams in the summer of 2019. Learners will then progress to studying a short pre-GCSE science course titled 'Biomimicry' (the influence the world around us has on design, architecture and understanding) designed specifically to prepare learners for this next step in their learning, bridging the gap between studying science at KS3 and KS4 level. Both interactive practical investigations and the learning of specific subject content is covered through this course.

The sessions throughout this study period aim to prepare learners for GCSE science learning through developing the necessary skills, attitudes and understanding of scientific process required of them.

Assessment Points

During every study period in Cohort 8 learners will have opportunities to undertake scientific investigations which can be assessed for subject knowledge as well as the development of essential scientific skills to enable them to be successful at GCSE and beyond. In addition to this part way through each study period learners will complete a feedback sheet, which will give them an opportunity to reflect on the progress they have made and following teacher feedback, set themselves targets for improvements and challenging themselves further.

At the end of the first part of this study period learners will be assessed on the pitch for funding to further research their chosen pioneering field they deliver and their approach to studying in preparation for this. In each class one group will go forward to the 'semi-finals' and from this round a final two groups will pitch their idea to Cohort 8 during LS3 time. At this point a feedback sheet will be completed for learners to take forward to the pre-GCSE course they will then be embarking on. The pre-GCSE course is launched by the completion of a skills based transition test which we will use to provide valuable guidance and priorities for learners' development and focus in their GCSE studies. A final feedback sheet will then be completed nearing the end of the term for learners to take forward to their GCSE studies.

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Nature of Assessment

The assessment for this term is unique as it firstly takes the form of a pitch and learners preparations for this, it then will consist of a formal skills based test. For the pitch aspect of this study period learners will be able to use previous work, their iPads, teachers and peers to support them and they are able to complete this as a group. Further support and guidance will be provided through learners being supplied with a list of criteria for completing the task successfully.

The feedback sheets we will be using will provide learners with a progress grade at the mid and end points of a study period. The progress grades given will follow the same format as those used in learners' reports, P1 representing exceptional progress to P4 indicating declining progress. As mentioned above learners will also have the opportunity following teacher feedback to reflect on the progress they have made and set themselves targets for progressing further in the next study period using these feedback sheets.

Guidance

Throughout learning sessions, we will regularly give learners verbal feedback for the studying they are doing both in sessions and independently out of learning session time. Depending on the class teacher some of this feedback will also take the form of written guidance.

At the end of a study period will be asking learners in science to upload their showcase work to their il@h pages which we will also give written feedback for. As part of this showcase we will expect to see evidence of learning taken place during the study period, the assessed task completed and feedback sheets given which will have been completed by both the learner initially, the teacher and then a final learner response.

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Glossary of Terminology

Bookcreator – Bookcreator is an app on the iPad that allows a person to use text, images, audio and visual recordings of their learning. At each showcasing point youngsters are expected to have reflected using their Bookcreator app. The learning is then uploaded to their 'My Learning Journey' site in il@h for staff to access.

DfL – Design for learning, a series of learning sessions that have been designed by the teacher for each study period.

il@h – Independent Learning at Honywood. A learning platform located on the school's website where youngsters can log in and access resources as well as their My Learning Journey.

IS – Independent Study is where learners carry on their learning beyond school. This may take the form of research, reflection or consolidation of what they have been doing in learning sessions.

MLA – My Learning Attributes – of which there are 8. There is a strong focus on developing youngsters learning attributes, attributes that will stay with them, long after leaving Honywood and which will strengthen their capacity to have happy and successful lives. The attributes are: Communicative, Considered, Curious, Collaborative, Craftsmanlike, Constructive, Capable and Confident.

MLC – My Learning Choices. The opportunity for youngsters to book a one to one session with a teacher. Youngsters can also book such appointments in pairs or in small groups.

MLJ – My Learning Journey. A site on il@h where youngsters can upload examples of their learning for showcasing.

MLP – My Learning Programme. An app on youngsters iPads that shows their timetable. They can also record their Independent Study as well as book My Learning Choices appointments.

Showcasing – Showcasing happens at the end of every study period in Cohort 7 and Cohort 8. It is an opportunity for a youngster to demonstrate understanding and evidence of a personal learning journey. Showcasing can be in the form of a written reflection, a log of the process they went through whilst learning, a journal, a learning map, a presentation or a one to one conversation. Whilst showcasing, learners are expected to demonstrate their thinking about:

 'Where was I?'
 'Where am I now?'
and 'Where could I be?'