



**Goffs Academy**

**Year 11 into Year 12  
Transition Work**

# ART

Continue with direct observational drawings as per emailed hand-out.

Students are expected to email Miss Brown with photos of completed pieces for feedback:  
[tbr@goffs.herts.sch.uk](mailto:tbr@goffs.herts.sch.uk)

## Direct Observational Drawing

Make a still life of objects – here is a video to help you with composition (it's a photography one but it is good about how to compose a still life set up) <https://www.youtube.com/watch?v=CadByjgmT5U> and some images to inspire you:



You want it to be somewhere you can keep it set up for a period of time. Also consider the lighting - natural lighting or projecting some light onto it using a lamp.

This will give you a lot of scope to practice.

You can also set up smaller groups and zoom into parts of the still life; here are some examples by photographer Jan Groover. Look at surfaces that create reflections and maybe mix natural forms with manmade structures.



1: Start off with a continual line drawing of the still life - also known as a contour drawing - link to watch <https://www.bing.com/videos/search?q=still+life+drawing+using+continual+line&&view=detail&mid=8F6161DCECC8C42BF89D8F6161DCECC8C42BF89D&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dstill%2520life%2520drawing%2520using%2520continual%2520line%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pg%3Dstill%2520life%2520drawing%2520using%2520continual%2520line%26sc%3D0-39%26sk%3D%26cvid%3DAB90173E97AB4A5EA47D25EDD8C1CD6E>

**Really good to get you looking. Strongly advise you do some of these to practice looking carefully.**

2: Line drawing and tonal studies

Produce a series of studies of the still life you have set up. This could be the whole still life from different viewpoints; sections of the piece. The more you practice your direct observational drawing skills the easier the transition will be into Year 12.

Here is an example by one of your peers who has already started this process.



**External applicants** - please contact [tbr@goffs.herts.sch.uk](mailto:tbr@goffs.herts.sch.uk) directly for transition work.

# BUSINESS

For students that intend to take Business as an A Level, please find attached some information:

The specification can be found here:

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446912591\\_GCE2015\\_AS\\_BUS\\_WEB.PDF](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446912591_GCE2015_AS_BUS_WEB.PDF)

Useful websites/apps- register now:

- Register with <http://www.tutor2u.net> , a Business Studies blog especially written for students. A daily blog will be sent to you with interesting news articles that tie into the syllabus, comments from examiners and (later) tips and support for exam modules
- For (business) news stories use the BBC website <http://news.bbc.co.uk>

Tasks have been placed on Doodle

**External applicants** - please contact [toy@goffs.herts.sch.uk](mailto:toy@goffs.herts.sch.uk) directly for transition work.

# DRAMA

All work set on Doodle.

Students should watch a piece of theatre (through an online streaming platform of their choice) and write a live theatre evaluation on it. There will be links to potential performances provided on doodle.

**External applicants** - please contact [cho@goffs.herts.sch.uk](mailto:cho@goffs.herts.sch.uk) directly for transition work.

# ECONOMICS

All Economics students will be writing a report on the effects of COVID-19/ the Corona virus on the main economic groups. The instructions and structure will be placed on Doodle.

W/C 18/5 - there will be extension exercise tasks attached for students to complete to the same theme.

**External applicants** - please contact [toy@goffs.herts.sch.uk](mailto:toy@goffs.herts.sch.uk) directly for transition work.

# ENGLISH LITERATURE

Welcome to English Literature! – We are on Task 3. I have left Task 1 and 2 on here, in case you didn't see it. All tasks must be completed and will be checked. Collect all your tasks in a folder ready for the sixth form.

## **Task 3. Research social and historical, and literary context found in *The Great Gatsby*.**

Write a page of information on each and find out how it links to the novel. You can use web sites such as Sparknotes/Connell/Shmoop

You will find lots of video clips on Youtube, just type in the topic...

1. The American Dream
  - a) The Lost Generation
  - b) Post WW1 America
  - c) The Jazz Age /The Roaring Twenties .

Literary context

- a) The Waste Land by T.S Eliot
- b) Other work by Fitzgerald
- c) The Modernist movement
- d) Realism and Naturalism

## **Task 2. Victorian Poetry (last week's work)**

We will be studying some poetry by Christina Rossetti for AS level. Rossetti is a Victorian poet who writes in many different forms. Task 1. Research the following poetic forms and make notes on their main features:

Ballad, Sonnet, Dramatic monologue

One site you could use is <https://crossref-it.info/repository> Use the A-Z general definitions as a starting point, but make sure you look up any additional terms that you do not understand, in order to develop your knowledge of key terms.

Follow this link <https://genius.com/Christina-georgina-rossetti-sister-maude-annotated> and read the poem "Sister Maude" a few times, to explore the meaning. Now complete the tasks below:

- 1 Which events do you think have taken place and why?
- 2 How does the speaker feel about her sister, Maude, and how do you know this?
- 3 In which of the above poetic forms is "Sister Maude" written and how do you know this?

Task 1. 'The Great Gatsby' - complete a research task. Research the author, seeking relevant autobiographical context

1. Create a fact- file with 5 sub headings on 1a-e all about F. Scottt Fitzgerald's life and experiences, and how this may have shaped the novel. Use Lit Charts, Connell Guides, Cliffnotes, Seneca online to find out this information. Aim for a minimum of half an A4 page per heading.

Look at the following:

- a) Fitzgerald's life & early life
- b) Engagements and marriage
- c) Marriage to Zelda
- d) Marital infidelity
- e) How his life/experiences impacted on his work

# ENTERPRISE BTEC

Year 11's are going to be working on a breakfast cereal challenge. The instruction sheets will be placed on Doodle.

For students that intend to take BTEC Business at KS5, please find attached some information:  
The specification can be found here:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/9781446938218\\_BTECNationals\\_Bus\\_ExCert\\_Spec\\_Iss3C.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/9781446938218_BTECNationals_Bus_ExCert_Spec_Iss3C.pdf)

Useful website students can access:

<https://www.tutor2u.net/>

<https://www.bbc.co.uk/bitesize>

<https://revisionworld.com/gcse-revision/business-studies>

<https://www.s-cool.co.uk/a-level/business-studies>

<https://quizlet.com/en-gb/content/gcse-business-studies-revision>

<https://getrevising.co.uk/>

**External applicants** - please contact [toy@goffs.herts.sch.uk](mailto:toy@goffs.herts.sch.uk) directly for transition work.

# FILM STUDIES

## Year 11 Film Studies

Wider Knowledge Tasks for School Closure

Please complete the following tasks on a weekly basis. These tasks will help you practice and develop your Film Studies skills and knowledge. They are excellent activities to prepare you for Key Stage 5.

Week	Task
<b>Beginning</b>	
27/4/20	<b>Non-English Language Film</b> Watch any non-English language film you can access. Make sure that you watch a subtitled version of the film – not dubbed. Examples – All About My Mother, Train to Busan, Man On Wire. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
4/5/20	<b>Classic Cinema</b> Watch any 'classic' film you can access. Make sure that this is a film which has been given critical acclaim, won awards or is generally considered to be a classic. Examples – Jaws, The Godfather, North by Northwest, The Shining, Gone With the Wind. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
11/5/20	<b>1980's Film</b> Watch at least one film from the 1980's which is generally considered to be a good example of the era. EXAMPLES – The Goonies, Back to the Future, Pretty in Pink, The Breakfast Club. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
18/5/20	<b>Black and White Film</b> Watch at least one film in black and white (not necessarily an 'old' film which is of interest to you. EXAMPLES – Dead of Night, Night of the Hunter, Casablanca, The Lighthouse. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
25/5/20	<b>HALF TERM BREAK</b>
1/6/20	<b>Modern Film</b> Watch at least one film from the last 5 years. EXAMPLES – Underwater, Avengers Endgame, The Lighthouse. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
8/6/20	<b>Alfred Hitchcock</b>

	Watch at least one film by Alfred Hitchcock. EXAMPLES – Rope, Psycho, Strangers on a Train. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
15/6/20	<b>Quentin Tarantino</b> Watch at least one film by Quentin Tarantino. EXAMPLES – Once Upon a Time in Hollywood, The Hateful Eight, Inglourious Basterds. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
22/6/20	<b>Spielberg</b> Watch at least one film by Stephen Spielberg. EXAMPLES – ET, Duel, Jurassic Park Write a short 500 word review of the film discussing what you found effective and what you found less effective.
29/6/20	<b>Martin Scorsese</b> Watch at least one film by Scorsese. EXAMPLES – Goodfellas, Casino, Cape Fear. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
6/6/20	<b>Stanley Kubrick</b> Watch at least one film by Kubrick. EXAMPLES – Full Metal Jacket, 2001, Dr Strangelove. Write a short 500 word review of the film discussing what you found effective and what you found less effective.
13/6/20	

# FRENCH

## Preparation work for further study:

- Revise all grammar areas from GCSE  
[www.languagenut.com](http://www.languagenut.com)      [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- Improve your language skills by listening to French songs and finding the lyrics  
[www.lyricsgaps.com/fr](http://www.lyricsgaps.com/fr)      [www.lyricstraining.com/fr](http://www.lyricstraining.com/fr)
- Keep up-to-date with what is going on in France by watching news-clips and reading short articles in French on topics that interest you  
[www.tf1.fr/tf1](http://www.tf1.fr/tf1)      [www.lemonde.fr](http://www.lemonde.fr)

**External applicants** - please contact [nan@goffs.herts.sch.uk](mailto:nan@goffs.herts.sch.uk) directly for transition work.

# GEOGRAPHY

All work will be set on Doodle.

Pupils have been all been set on Doodle a booklet called **Preparation for A-Level Geography**.

This booklet has information about many different sources of information. Pupils can use this how they feel would best suit them, and what captures their interest. There are articles to read, documentaries to watch, websites to browse, and some books to read. All of these will be helpful in their studies at A-Level.

Please email [kcr@goffs.herts.sch.uk](mailto:kcr@goffs.herts.sch.uk) or [jfl@goffs.herts.sch.uk](mailto:jfl@goffs.herts.sch.uk) with any queries regarding this work.

**External applicants** - please contact the above directly for transition work.

# HISTORY

## Cold War (Edexcel, Paper 2)

### All Y11 classes: Transition work into year 12

#### Paper 1C- Tudors

The state of England in 1485

What kind of England did Henry VII take over. Produce a collage of images with written detail to represent England in 1485. Your collage should have images and written details on the following aspects, which you will need to research;

The Church – Structure, Roman Catholicism, Lollardy

Society – Nobility, Gentry, Middling sorts, Peasants, Regional divisions

Agriculture – Strip farming, subsistence farming, start of enclosure

Economy – Domestic Industry, Wool, Tin, Coal

#### Paper 2N- Russia

[https://www.youtube.com/watch?v=zXHybEb4b\\_o](https://www.youtube.com/watch?v=zXHybEb4b_o)

The above is a BBC documentary on the Russian Revolution. Students should watch the video (47 minutes) and then create:

1. A profile on key people that appear in the documentary
2. A list of causes of the revolution - Long (pre-1905) medium (1905-1914) and short (WW1 - Feb/March 1917)
3. A timeline of key events from 1900-1917

**External applicants** - please contact [ssa@goffs.herts.sch.uk](mailto:ssa@goffs.herts.sch.uk) directly for transition work.

# ICT/COMPUTING

## BTEC L3 IT

Please use the following link to read the specification for Pearson Edexcel BTEC L3 Information and Technology qualification that is offered at Goffs Sixth Form.

<https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html>

### Students should carry out the following tasks to help prepare for unit 3: Social Media

- Students need to research how different businesses use social media
- The different ways that businesses can advertise using social media
- Start to look at what kind of audience each type of social media attracts

### Students should carry out the following tasks to help prepare for Unit 2: Creating a management information system

- Students need to know what is a relational database management systems (database)
- They should know key terminologies linked to database such as primary key, foreign key, composite key, entity integrity, normalisation, entity relationships etc.
- Students will need to learn what is a database query, report and form. It is beneficial for students to find out how to create these using Microsoft Access database software.

## OCR AS / A Level Computer Science H046, H446

Please use the following link to read the specification for OCR AS / A Level Computer Science H046, H446 qualification that is offered at Goffs Sixth Form.

<https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/#as-level>

- Programming Tools and Standards 1. Compare the use of jpg, png and gif to store images, explaining the benefits, properties and uses of each image format
- Code breaking Decrypt the following message  
WYRAC WWDEE OBORI EIOWO NUILN UEKYL CPNRD HODLO HVEMF NHRIE OYIDA NEETW T
- Coding challenges

The coding challenges below will let you check your skills. Part of the transition to A-level is combining skills, and also ensuring that you plan and test your work thoroughly, so think about how you can re-use components and design your code for readability and robustness.

#### 1. Write a program to:

##### i) Ask the user to input

(1) *Their first name*

(2) *Their surname*

(3) *A date, in the format DD/MM/YYYY*

##### ii) The program should then output a customer ID as follows:

(1) *The date in the format YYYYMMDD, then the first three letters of the surname, then the first initial, then the length of their first name. All letters should be in capitals*

(2) *For example, John Smith, 27/05/2017 would give 20170527SMITHJ4*

- iii) The program should validate any inputs and keep asking for inputs until the user enters correct details or types “quit” at any point

Plan your algorithm first, using a flowchart or pseudocode Code your algorithm, and provide evidence of both your code and the working output Create a test plan for your algorithm, including testing your validation with normal, boundary and erroneous data

2. Write a program to:

- i) Ask the user to input
  - (1) *The name of a product*
  - (2) *Its cost in pounds*
  - (3) *The program should keep asking for inputs until the user types “None”*
- ii) The program should then output:
  - (1) *The name and price of the most expensive item*
  - (2) *The name and price of the least expensive item*
  - (3) *The average price of the items*
  - (4) *The total cost of the items*
    - (a) *Items over £50 get a 5% discount*
    - (b) *VAT is added at the end at 20%*
- iii) The program should validate any inputs

Plan your algorithm first, using a flowchart or pseudocode Code your algorithm, and provide evidence of both your code and the working output

Create a test plan for your algorithm, including testing your validation with normal, boundary and erroneous data.

# ITALIAN

## **Current topics:**

- Revision of reflexive verbs in the present tense

## **Tasks to complete:**

- Refer to the grammar support to revise how to conjugate reflexive verbs. Then complete the tasks accordingly (documents on Doodle)
- Complete listening tasks on routines (document on Doodle)
- Complete a writing practice (document on Doodle)

## **Independent work:**

- Practise the present tense of reflexive verbs on [www.conjuguemos.com](http://www.conjuguemos.com)
- Practise your listening skills on <https://easyitaliannews.com/>
- Continue working on the Language Immersion Challenge (document on Doodle).

**External applicants** - please contact [mam@goffs.herts.sch.uk](mailto:mam@goffs.herts.sch.uk) directly for transition work.

# LAW BTEC

1. What is the difference between Criminal and Civil Law
2. Research the court system in the UK. What courts deal with which? What is the order of seniority?
3. For someone to be guilty of a crime they must have;
  - a. Actus reus
  - b. Mens rea

What do these terms mean? Why is it so important that someone who is guilty has both? Can you think of situations where someone has Actus reus but not Mens rea?

4. Does someone have to sign a contract for it to become legally binding?

# MATHS

Work through the transition material set on Doodle. New content will be uploaded after half term.

For the next few weeks, the best idea would be to really consolidate the GCSE topics that are prominent in the A Level course. To help you do that please have a look at the documents uploaded to Doodle, they are similar so no need to do both but one might appeal more to you. Read the examples and have a go at the questions – mark your work once you've finished. If there is anything there you aren't sure about, you can either use HegartyMaths. MathsGenie, CorbettMaths to help you or email your teacher for help.

Also, currently amazon are offering a FREE kindle download of the CGP Head Start to A Level Maths guide, which I highly recommend downloading soon before they start charging again. This can be found at [https://www.amazon.co.uk/Head-Start-Level-Maths-2017-2018-ebook/dp/B06XD29GX2/ref=sr\\_1\\_1?crid=34WFUW5Q0KPUP&keywords=head+start+to+a+level+maths&qid=1585570961&srefix=head+start+ to+%2Caps%2C142&sr=8-1](https://www.amazon.co.uk/Head-Start-Level-Maths-2017-2018-ebook/dp/B06XD29GX2/ref=sr_1_1?crid=34WFUW5Q0KPUP&keywords=head+start+to+a+level+maths&qid=1585570961&srefix=head+start+ to+%2Caps%2C142&sr=8-1)

Working through the guide will also help give you a solid foundation in the key topics needed for A Level Maths

Once you have worked through those then try the document on Doodle titled 'A Level Style Questions' which has A Level exam style questions based on those key GCSE topics that you consolidated.

**External applicants** - please contact [aco@goffs.herts.sch.uk](mailto:aco@goffs.herts.sch.uk) directly for transition work.

# MEDIA BTEC

## Year 11 Media BTEC

Wider Knowledge Tasks for School Closure

Please complete the following tasks on a weekly basis. These tasks will help you practice and develop your media skills and knowledge. They are excellent activities to help you prepare for Key Stage 5 courses.

Week	Task
<b>Beginning</b>	
27/4/20	<b>Photoshop Skills</b> Read the photoshop tutorial attachment. Highlight the main points and learn the names and functions of the key tools in the standard toolbar.
4/5/20	<b>Advertising Analysis</b> Choose any printed advertisement. This could be from a magazine, billboard or a poster. Carry out a textual analysis of this text and write a brief analysis which discusses how gender is represented, how media language is used and how it follows the key conventions of its form and genre.
11/5/20	<b>Advertising Analysis 2</b> Choose any moving advertisement. Carry out a textual analysis of this text and write a brief analysis which discusses how gender is represented, how media language is used and how it follows the key conventions of its form and genre.
18/5/20	<b>Advert Production – Concept and representation</b> Create the ideas and plans for your own moving image advertisement. Decide what product you are advertising and what will happen in your advert. Decide also on how you will represent gender and/or ethnicity or age.
25/5/20	<b>HALF TERM BREAK</b>
1/6/20	<b>Advert Production – Storyboarding</b> Create a basic storyboard for your moving image advert. Draw the panels of your storyboard onto blank paper and make sure that you show camera angle and movement. This does not need to be well-illustrated. You can simply use stick figures – it is your ideas and planning which count here.
8/6/20	<b>Film Analysis 1</b> Choose any film that you have watched recently and strongly liked. Write a short 500 word review of the film explaining exactly what it got right.
15/6/20	<b>Film Analysis 1</b> Choose any film that you have watched recently and strongly disliked. Write a short 500 word review of the film explaining exactly what it got wrong.
22/6/20	<b>Newspaper Analysis</b> Buy a copy of The Mirror and The Daily Mail from the same day. Read the main stories and analyse the front cover. Identify specific differences in the ways that the main

	stories have been represented across the two newspapers. Write a short report comparing the two papers.
29/6/20	<b>Newspaper Production</b> Choose a story which has been discussed in the media in recent times. Design a newspaper front page (on computer or simply using pen and paper) which shows a clear viewpoint on this story. This should be from either a left wing or right wing perspective.
6/6/20	
13/6/20	

# MEDIA STUDIES

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6/6/20	
13/6/20	

# PHOTOGRAPHY

**TBR: work has been emailed to those opting for Year 12 course.**

**In preparation for starting the Year 12 theme of 'bodyscapes'.**

We would like students to start to build up subject knowledge of artists/photographers who work within this theme. Subject knowledge is very important – students who have been taught Photography or Art in the department know that teachers can reel off names of artists/photographers who could be of interest. This is a chance for students to build upon or start their own encyclopaedia.

They can evidence it however they would like to: PowerPoint, Word, scrap book of printed pictures and notes. Use the names of the 6 artists/photographer we have given them, then find 5 of their own who they could justify links to the theme of 'bodyscapes'.

They must include:

- images of the artists work
- a list of characteristics of the artists work (e.g. colourful, black and white, cropped)
- a list of techniques the artist uses (e.g. artificial light, long shutter speed, appropriation)
- also look at different sources to gather your information and record these (i.e. record the URL links to websites).

Here is a list of 6 to get them going:

Robert Mapplethorpe  
Cindy Sherman  
Irving Penn  
Yosumasa Morimura  
Richard Avedon  
Tim Walker

**External applicants** - please contact [tbr@goffs.herts.sch.uk](mailto:tbr@goffs.herts.sch.uk) directly for transition work.

# PRODUCT DESIGN

2 week Year 11 into Year 12 transition project.

Create a design sheet - Use sketching to show how to improve the design of everyday products (PPT on Doodle) to Make them more 'inclusive' by considering the end users and how easy/ difficult it might be to interact with the selected product. Show development sketches in a variety of techniques including Isometric, close ups and detail sketches with annotations - examples of design sheets will be on doodle.

Project uploaded to Doodle.

**External applicants** - please contact [mfu@goffs.herts.sch.uk](mailto:mfu@goffs.herts.sch.uk) directly for transition work.

# PSYCHOLOGY

## Topic: Transition Tasks

Two documents have been added onto Doodle to prepare students who are considering Psychology at A Level.

The main document is a booklet that corresponds to a free online course from the Open University, titled 'Starting with Psychology'. The course goes through some key principles in Psychology and will take roughly 5-6 hours to complete. They should complete the booklet. Students are achieve a certificate once the course is completed.

The second document outlines some tasks students can do to further prepare them for A Level. Some tasks are continuous that students can add to every week, and some tasks require them to look at information in depth and create resources.

## How to complete the booklet.

1. The booklet is designed to run alongside the Open University's free course 'Starting with psychology' You will need to **log onto the OU website and create an account** then **enrol on the 'starting with psychology course'** when you have completed the course you can print off a free certificate of participation from the OU, please attach that to the booklet when you are finished.
2. The course has a number of activities to complete as you work through it. Record your responses/notes in the places provided in the booklet. I have set additional questions for you to answer as you progress. I hope you enjoy it, I did.

**Follow this link** to the Open University website <https://www.open.edu/openlearn/>

Click 'free courses' from the bar across the top of the screen.

Scroll down and search 'starting with psychology' in the search bar.

Under the blue heading 'health, sport and psychology', third from the bottom select 'starting with psychology'.

Then click 'create account/sign in'

Create an account and submit

Then click 'sign in to return to the page you were on'.

Sign in

Click 'enrol now'

And begin the course,

*If you have problems creating an account in that you get a message saying there was an error, keep trying. I had to try a few times before the website finally worked, be persistent.*

3. You need to print off the booklet, or if printing is a problem make your own booklet by hand.
4. At the end of each section create a key word list. There is a sheet at the end for you to fill in as you go along.

5. Enjoyed it? Probably not the questions part though, the Open University offer other free psychology courses including forensic psychology and developmental psychology. I have not written questions for these, I promise.
  
6. FOR MY RECORDS, YOU WILL NEED TO HAND IN ON RETURN IN SEPTEMBER:
  1. **The completed booklet**
  2. **Your certificate of participation**

**External applicants** - please contact [ozl@goffs.herts.sch.uk](mailto:ozl@goffs.herts.sch.uk) directly for transition work.

# RELIGIOUS STUDIES

Ready for A- Level tasks – students can pick from an A Level RS research-based activity booklet or complete the questions from the A Level Sociology taster session.

**Complete electronic copies can be emailed to [Ebo@goffs.herts.sch.uk](mailto:Ebo@goffs.herts.sch.uk) where I will log rewards.**

**External applicants** - please contact [ebo@goffs.herts.sch.uk](mailto:ebo@goffs.herts.sch.uk) directly for transition work.

# SCIENCE

## Transition to A level science work:

Work for **Goffs students** will be set on Doodle. Select the A Level science you wish to study to access the work.

## For external students:

### BIOLOGY

Welcome to the A Level Biology course - this is what I would like you to do.

#### Week 1:

- 1) Join this class on Seneca  
<https://app.senecalearning.com/dashboard/join-class/ff5wh8y38y>
- 2) Download the kindle app (phone and laptop friendly)
- 3) Download the CGP head start book for free from <https://www.amazon.co.uk/Head-Start-level-Biology-Level-ebook/dp/B00VE2NIOI>
- 4) From the CGP Head Start to A-Level Biology book please read through pages 1 - 5 and answer the questions at the bottom of each page which you will need to email the answer to me:  
[iro@goffs.herts.sch.uk](mailto:iro@goffs.herts.sch.uk)

#### Week 2:

- 1) From the CGP Head Start to A-Level Biology book please read through pages 6 - 10 and answer the questions at the bottom of each page which you will need to email the answer to me either directly on the email or attached as a word or PowerPoint file: [iro@goffs.herts.sch.uk](mailto:iro@goffs.herts.sch.uk)
- 2) Log into Seneca learning and complete the assignment Cells, Tissues & Organs

### CHEMISTRY

Welcome to the A Level Chemistry course - this is what I would like you to do.

#### Week 1:

- 1) Join this class on Seneca  
<https://app.senecalearning.com/dashboard/join-class/xtph05o1ee>
- 2) Download the kindle app (phone and laptop friendly)
- 3) Download the CGP head start book for free from <https://www.amazon.co.uk/Head-Start-level-Chemistry-Level-ebook/dp/B00VE2NIGG>
- 4) Read and take summary notes on the first 3 pages, answer the questions on P3 and send them to me by email in picture form or as a word document.

- Look at [www.futurelearn.com](http://www.futurelearn.com) or <https://www.myheplus.com/>. You will be given time to start a research project of your own from next week - I need you to have an idea in mind by next Monday.

You can email me on: [ENI@goffs.herts.sch.uk](mailto:ENI@goffs.herts.sch.uk)

### Week 1:

- 1) Using the kindle book look at the next 3 pages and answer the questions. Send me the answers so that I can check you are on the right track
- 2) Choose a course that interests you on [www.futurelearn.com](http://www.futurelearn.com) or [www.myheplus.com](http://www.myheplus.com), register and spend 2 hours working on the course. Send me some information about what you have chosen and what you have done so far
- 3) I would like to know a little more about what you are looking at doing in the future so that if I see anything that may be of interest I can pass it on - drop me an email and let me know what your plans are

## PHYSICS

### Week 1:

Welcome to the A Level Physics course - this is what I would like you to do.

- Join this class on Seneca  
<https://app.senecalearning.com/dashboard/join-class/ksksruow1q>
- Download the kindle app (phone and laptop friendly)
- Download the CGP head start book for free from <https://www.amazon.co.uk/Head-Start-level-Physics-Level-ebook/dp/B00VE2NII4>

### Week 2:

Log on to Seneca and join the class code with the following link. Complete the 2 set tasks. One is a GCSE to A level task the other is a task on Measurement and Errors, which is one of the first subject areas covered in the course. This is a new posting for this week.

<https://app.senecalearning.com/dashboard/join-class/ksksruow1q>

On Doodle is a PDF document, which needs completing, which is an introduction document to A Level Physics.

There are 2 powerpoints which show the formulas and concepts covered in the A level course.

You can email me on: [RAL@goffs.herts.sch.uk](mailto:RAL@goffs.herts.sch.uk)

## APPLIED SCIENCE

Welcome to the BTEC Applied Science course - this is what I would like you to do.

### Week 1:

- First task... please download the free copy of CGP 'Head start to A-level Biology' kindle book ... its free ☺ and the link is here....  
<https://www.amazon.co.uk/Head-Start-level-Biology-Level-ebook/dp/B00VE2NIOI>  
Next... the Chemistry version of this....  
<https://www.amazon.co.uk/Head-Start-level-Chemistry-Level-ebook/dp/B00VE2NIGG>

Next ...you can guess.... The physics version.....

<https://www.amazon.co.uk/Head-Start-level-Physics-Level-ebook/dp/B00VE2NII4>

- Please add yourself onto Seneca learning by following this link. You will be added to the BTec intro class.
- <https://app.senecalearning.com/dashboard/join-class/irvgb4bkxc>
- If you can't add yourselves this way... please use this method ....
- Go to .... [app.senecalearning.com/join-class](https://app.senecalearning.com/join-class) and then type in the following code: **irvgb4bkxc**
- There are 2 video links below, chose 1 link and watch it all the way through. We learnt about cells in Y11 but now you are going to learn about cells in a whole new way....
- Once you have watched the video, I would like you to then go and complete the Seneca learning task.
- <https://www.youtube.com/watch?v=xLcwJnTL2WM>  
<https://www.youtube.com/watch?v=dLJdRs5w4u4>

### **Week 1:**

Hi from MKE. I hope the first lesson for the Applied Science was an enjoyable insight into the course.

There are 4 more lessons for this week for you to do. Each week the subject focus will change. Last week and 3 of this week's sessions are biology topics. We will then lead into Chemistry and Physics.

Please make sure you have set up all of last week's intro so that you can access the work that will be set.

If there are any issues, please contact me on [mke@goffs.herts.sch.uk](mailto:mke@goffs.herts.sch.uk)

### **Lesson 2: Cell research task**

Your task for this lesson is to research the history of the microscope.

Without microscopes, scientists would not understand the things they do now about cells.

The points I would like you to cover are:

- Who invented the first microscope?
- What did Robert Hooke discover using cork?
- What did the first microscope lead onto next?
- What is an electron microscope? How does this differ from a light microscope?
- What are scientists able to look at now with microscopes?

Remember not to copy text. With BTec, you are required to read information and then write it in your own words.

Please email me your work on: [mke@goffs.herts.sch.uk](mailto:mke@goffs.herts.sch.uk)

### **Lesson 3: Cell structures**

This is a task I really enjoy.... Drawing!

Your task today is to draw both types of eukaryotic cells (plant and an animal cell).

Your drawings must follow these points:

- Use a sharp pencil
- Have nice continuous lines
- No shading
- Labels of each structure which are use straight lines from structure to label

Then.....

- You need to write a brief description of what each structure does. You need to know the organelle and its function for this course.

#### Lesson 4: When DNA can go wrong

Please go to this link and complete the 4x reading activities on diabetes. Then the question sheet.

<https://www.myheplus.com/post-16/subjects/medicine/understanding-diabetes>

The screenshot shows a webpage with the following content:

**Understanding Diabetes**

If you are doing A Level Biology, you should have encountered the concept of feedback loops in the human body. As part of a negative feedback loop, the body recognizes that a certain variable has deviated from its original 'setpoint', and so activates mechanisms to correct that change. Hormones can act as blood-borne, biochemical messengers in negative feedback loops of the body. For instance, you would already have learned about insulin, which helps maintain blood glucose at 4-7mM in the human body.

A rise in blood glucose is sensed by beta cells in the islets of Langerhans in the pancreas. As glucose is metabolised by the islet cells, this produces energy (ATP) that then activates multiple signalling events, finally leading to insulin release from islet cells. The greater the rise in glucose above the setpoint, the more the insulin secreted. Insulin is carried by the bloodstream to its target organs. In organs such as skeletal muscle, adipose (fat) and liver, insulin initiates responses that convert glucose into long-term energy stores (anabolism) or use it immediately as fuel for cellular functions.

Patients with diabetes mellitus have abnormally high blood glucose levels. This arises when the pancreas's ability to produce insulin is impaired (Type 1), or target organs are less responsive to insulin, even if insulin is being produced by the pancreas (Type 2).

This resource assumes basic knowledge of insulin and diabetes mellitus as taught in A Level Biology. It aims to build on that understanding in exploring:

1. The typical profile of a patient with Type 2 diabetes mellitus,
2. The biology behind the symptoms and complications of Type 2 diabetes mellitus,
3. Proposed mechanisms of insulin resistance in Type 2 diabetes mellitus, as compared to insulin resistance in other diseases,
4. Treatments for insulin resistance.

280 users have voted.

**Download Resources**

- [Activity 1 - epidemiology and classification of diabetes mellitus.pdf](#)
- [Activity 2 - Understanding the symptoms and complications.pdf](#)
- [Activity 3 - Understanding Insulin resistance.pdf](#)
- [Activity 4 - How can we better manage insulin resistance in patients.pdf](#)
- [Questions.pdf](#)

**Exploring the Brain**

What can you remember from completing this topic?

[Start Quiz](#)

#### Lesson 5: The Period Table

- On the word document attached to doddle/school website (screen shot below). There is a report on the periodic table needed to find out what you know so far.
- It is important to know the structure as this leads onto revision of ionic, covalent and metallic bonding.

## The Periodic Table

By now you should have an understanding of the information provided in the periodic table and how useful it is. This is an opportunity to consolidate your knowledge.

The periodic table provides a systematic layout for atoms based upon recurring chemical properties. Provide a piece of work **that explains the development & different patterns in the periodic table** and how they enable us to determine the electron configuration of each type of atom and its ability to bond.

Include the following information:

1. How the periodic table was developed, including why Newlands' 'law of octaves' was not accepted, yet Mendeleev managed to convince doubters.
2. How atomic structure is linked to the periodic table. You should explain what relative atomic mass and atomic number are & how these are used (if at all) in organising the periodic table
3. State why specific atoms are placed in the same group, relate this to the electron configuration of each atom in a group, use the term valency in this description. Describe how the group of an element can provide useful information on the ability of an atom to form or ionic bonds. You can provide diagrams of these and label them. Give a comparison of the differences between group 1, 7 and 8.
4. State why specific atoms are placed in the same period. Refer to the electron configuration of atoms in the same period.

The homework should take the format of a **short** report, using diagrams where appropriate. You can use BBC bitesize to help or your own research, just remember not to copy and paste information.

[http://www.bbc.co.uk/schools/gcsebitesize/science/triple\\_aqa/periodic\\_table/](http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/periodic_table/).

# SOCIOLOGY

Ready for A- Level tasks – students can pick from an A Level RS research-based activity booklet or complete the questions from the A Level Sociology taster session.

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# SPANISH

## Preparation work for further study:

- Revise all grammar areas from GCSE  
[www.languagenut.com](http://www.languagenut.com)      [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- Improve your language skills by listening to Spanish songs and finding the lyrics  
[www.lyricsgaps.com/sp](http://www.lyricsgaps.com/sp)      [www.lyricstraining.com/sp](http://www.lyricstraining.com/sp)
- Keep up-to-date with what is going on in Spain by watching news-clips and reading short articles in Spanish on topics that interest you  
[www.elpais.com](http://www.elpais.com)      [www.rtve.es](http://www.rtve.es)

# SPORT BTEC

Students are to complete the work booklet. The content includes labelling the muscular system, identifying the muscles that are used during specific sport movements and extended questions relating to muscle movement in exercise.

This is an extended task and is due 1st June. Students can use the internet to research their answers.

Students can send work to [cba@goffs.herts.sch.uk](mailto:cba@goffs.herts.sch.uk) for marking/corrections.

## Transition Task 1 BTEC Sport

### Muscular System

Label at least 20 muscles on the diagrams below:



<u>Muscle Name</u>	<u>Sport Example</u>
Eg. Hamstring	Eg. kicking a ball in football



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.....

Q2. Analyse the muscles that would be involved in a golf swing

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Q3. Explain the muscles that would be involved in a cricjet bowl

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Q4. Anaylse the muscles that would be used in the plank position

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Q5. Explain the muscles that would be involved in a rugby scrum

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Q6. Complete the table

<u>Sporting Movement</u>	<u>Muscles used</u>
Bicep Curl	
Squats	
Lateral raise	
Star jump	
Skipping	
Lunges	
Bench press	
Russian Twists	
Burpees	
Plank	

# TEXTILES

I would like you to complete the following course

<https://www.futurelearn.com/courses/fashion-and-sustainability>

The environment and sustainable fashion is a big part of the A level paper(s) and can feed into anything from design work to more extended questions. Please work through this course and write a summary report based on what you have learnt.