

Subject	Guidance for Accessing Remote Learning
<b>Accounting</b>	<p>Past papers and teacher resources have been uploaded onto Doodle. This will include regular retrieval practice on previous topics:</p> <ul style="list-style-type: none"> <li>• Accounting principles – online study and quiz</li> <li>• Bank reconciliation statements – students to revise this topic - a PowerPoint has been uploaded for reference. Students have a printed copy of questions in their folder they could complete or reattempt.</li> <li>• Errors and suspense accounts – students to revise this and to attempt all the questions, including extension work – a PowerPoint has been uploaded for this as well as a link to a video</li> <li>• Opportunities for additional learning via free online short courses, which will help to support learning and UCAS personal statements/ apprenticeship applications.</li> <li>• Revision for Recap assessment. Details posted on Doodle.</li> </ul>
<b>ACE</b>	<p>Use this time to explore a topic beyond the school curriculum by completing a free MOOC (Massive Online Open Course) from Future Learn <a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a></p> <p>You can complete a course run by a range of leading universities in almost any topic on the planet and can download/print a certificate when you complete the programme. This is excellent preparation for university and will help your personal statement stand out when you complete your UCAS application in September. For those not applying to University, there are lots of courses linked to apprenticeships/employment too. Attempt one of the three questions on the ACE programme remote learning sheet. Should you like to write your own question, please run it by Mr Ashdown.</p> <p><b>Below are a selection of enquiry questions you may choose to research and answer. These tasks are designed to CHALLENGE you and to help you develop important transferrable skills as you research relevant, reliable sources to present your opinion and evaluate the facts.</b></p> <ul style="list-style-type: none"> <li>• Should the UK adopt China’s social credit ranking system?</li> <li>• How could COVID-19 affect the UK in the next 5 years?</li> <li>• What could be done to ensure you could buy a house before you are 33?</li> </ul> <p>Alternatively, students may devise their own question and submit it to Mr Ashdown for approval (<a href="mailto:RAs@goffs.herts.sch.uk">RAs@goffs.herts.sch.uk</a>). Answers must include arguments for and against the line of enquiry.</p> <p><b><u>Structure</u></b></p>

- You must present your work with a RANGE of relevant research - do not just look at the first website on Google!
- Ensure your work is supported by facts, not unfounded opinions. You can include opinions from reputable websites to back up your own ideas
- Use a PEEL (point>evidence>explanation>link) structure to ensure your points are relevant and well substantiated
- You should reference any websites you use at the bottom of your work, using footnotes. For example:
  - We want our students to grow as individuals with ambition, resilience and courage (1).  
Reference
- 1. <https://www.goffs.herts.sch.uk/251/school-vision-and-ethos>
- Remember to explore both sides of the argument in your answer
- Finish with a conclusion that summarises your findings and gives a clear indication of which side of the argument you agree with most (no sitting on the fence!)

### **Marking**

Your answers will be graded according to the list below:

**Distinction \*** - You will be rewarded an R5

- Outstanding knowledge and understanding
- Outstanding research
- Outstanding analysis/evaluation and/or discussion/explanation/development
- Outstanding, balanced arguments
- Outstanding structure throughout
- Accurate use of SPAG

**Distinction** - You will be rewarded an R4

- Very good knowledge and understanding
- Very good research
- Very good analysis/evaluation and/or discussion/explanation/development
- Very good, balanced arguments
- Very good structure throughout
- Accurate use of SPAG

**Merit** - You will be rewarded an R3

- Good knowledge and understanding
- Good research
- Good analysis/evaluation and/or discussion/explanation/development
- Good, balanced arguments

	<ul style="list-style-type: none"> <li>• Good structure throughout</li> <li>• Some accurate use of SPAG</li> </ul> <p><b>Pass</b> - You will be rewarded an R2</p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Satisfactory research</li> <li>• Satisfactory analysis/evaluation and/or discussion/explanation/development</li> <li>• Satisfactory, balanced arguments</li> <li>• Satisfactory structure throughout</li> <li>• Satisfactory use of SPAG</li> </ul> <p><u>Additional competitions to participate in</u> Why not challenge yourself with these online competitions to enter.</p> <p><b><u>Film</u></b> Can you review a specific film or a film of your choice: <a href="https://www.intofilm.org/competitions">https://www.intofilm.org/competitions</a></p> <p><b><u>History and English Language</u></b> Can you write a creative story but factually correct piece from History. <a href="https://www.walterscottprize.co.uk/young-walter-scott-prize/">https://www.walterscottprize.co.uk/young-walter-scott-prize/</a></p> <p><b><u>English Language (Entries up to 13 years of age)</u></b> Can you write a magical story involving a taxi!!? <a href="https://www.caabpublishing.co.uk/submit-competitions">https://www.caabpublishing.co.uk/submit-competitions</a></p> <p><b><u>Critical Thinking</u></b> Compete in a World Competition with the winners presented their award and hard copy of their short story in Paris! <a href="https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition">https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition</a></p>
<b>Art</b>	<p><b>Teacher responsible: TBR</b></p> <p>Personal Investigation continued (A2 Level 60% coursework)</p> <p>Students will be having small tutorials in week commencing 1st June to discuss where they are. They will be sent a Microsoft Teams invite for this through their school email.</p>

	<p>They should have completed: Mind map 4 out of 6 observations and annotations (questions on the handout sent to them via Doddle)</p> <p>This week is their final observation week to complete observational drawing 5 and 6. Each drawing should take a minimum of 2 hours.</p> <p>The next phase of the investigation that will begin w/c 8th June is Artist research.</p>
<b>Business - AS</b>	<p>On Doddle, there is test on Human Resources. They must complete the tasks on the sheet provided. Year 12's will be assessed on both Themes 1 &amp; 2 when they return. The specification and instructions have been placed on Doddle.</p>
<b>Business - BTEC</b>	<p>Year 12's are working on their Unit 1 coursework. The task sheet will be placed on Doddle. I have also placed all the help sheets and PowerPoints for LAB, LAC, LAD and LAE on doddle for the students.</p>
<b>Childcare</b>	<p>Completing coursework for Unit 5 – assignment briefs are on doddle with relevant helpsheets.</p>
<b>Drama</b>	<p>Pupils will continue their analysis of live theatre evaluations. There will be a live Microsoft teams lesson based on this and other exam criteria. This will be held in the scheduled timetabled slots. Pupils will be invited to join the sessions via their school email addresses and should look out for these to join.</p>
<b>Economics</b>	<p>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 Doddle. In addition to this, extension tasks have been placed on Doddle.</p>
<b>English</b>	<p>Expand your knowledge From June 1st</p> <p>Follow the new timetable (check your emails) as your teachers will either arrange Teams meets/ Voiced Powerpoints and follow on tasks/Tutorials to support your learning.</p> <p>In our Time Podcast on Rossetti 40 mins - Have a look at the extensive menu of podcasts available <a href="https://www.bbc.co.uk/sounds/play/b017mvwy">https://www.bbc.co.uk/sounds/play/b017mvwy</a></p> <p><b>Unit 02:</b> Last year's Coursework/NEA titles All titles have to be agreed by the OCR exam board, but here are a few from previous years:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the presentation of the theme of the plight of female characters in '.....' and .....</li> <li>2. Compare and contrast the presentation of the theme of masculinity in .... and ...</li> </ol>

3. Explore and compare the presentation of death and endings in ...and .....
4. Compare and contrast the significance of the themes of memory and past decisions in ... and .....
5. Compare and contrast the way in which Miller and Hosseini present the themes of betrayal in ..... and .....
6. Compare and contrast how far the theme of expectations lead to destruction in ....and .....
7. Compare and contrast the presentation of relationship bonds in.....and.....
8. Compare and contrast the theme of the presentation of Father and son relationships in .....and...
9. Compare and contrast the presentation of the theme of platonic love in .....and...
10. Compare and contrast the theme of dependence on men in .....and.....
11. Compare and contrast the presentation of the theme of the treatment of women in ..... and ....
12. Compare and contrast the theme of loss and regret in ....and.....

**Task: You should have decided on a book and play to compare. Pick a question, draw 2 columns and plot where your themes are in the text/play. Which characters can you compare? You have to write about context too.**

**Try this for 2 or 3 questions.**

**Unit 03** is the coursework module, it's worth 20% and consists of 3,000 words:

- Mrs Wilson/Mrs Ali teach the poetry – 1,000 word essay on a collection of poems by Carol Ann Duffy called 'The World's Wife.' This will be taught when we return to school.
- Mrs Collins/ Mrs Petrou teach the comparison of a play and a novel 2000 words. This can be read independently and titles /ideas can be formed once the text has been read. Accompanying Powerpoints/reading will be put on Doodle:

**We recommend -**

'The Kite Runner' or 'A Thousand Splendid suns' both by Khalid Hosseini. However, there is some flexibility here and any academic -ish novels written after the year 2000 can be considered. Contact Mrs Collins by email in the first instance, if you wish to use a different text. This is compared to a modern play (1900s), such as 'A Streetcar Named Desire,' or 'The Glass Menagerie' by Williams or 'Death of A Salesman' or 'All my Sons' by Arthur Miller. Again, there is some flexibility if students know other plays.

**Unit 01**

Here are some links for the edition of "A Doll's House" by Henrik Ibsen that we will be using in class, so that we all have the same translation. You may wish to order this now, so that you can start highlighting your own hard copy.

[https://www.amazon.co.uk/Dolls-House-Student-Editions/dp/1408106027/ref=sr\\_1\\_1?crid=3EALTZM3PLQV7&dchild=1&keywords=a+dolls+house+henrik+ibsen&qid=1588244727&s=books&sprefix=a+dolls+%2Caps%2C167&sr=1-1](https://www.amazon.co.uk/Dolls-House-Student-Editions/dp/1408106027/ref=sr_1_1?crid=3EALTZM3PLQV7&dchild=1&keywords=a+dolls+house+henrik+ibsen&qid=1588244727&s=books&sprefix=a+dolls+%2Caps%2C167&sr=1-1)

<https://www.waterstones.com/book/a-dolls-house/henrik-ibsen/nick-worrall/9781408106020>

<https://blackwells.co.uk/bookshop/product/A-Dolls-House-by-Henrik-Ibsen-Nick-Worrall-Non-Worrall-Michael-Leverson-Meyer/9781408106020>

<https://www.whsmith.co.uk/products/a-dolls-house-revised-edition/henrik-ibsen/nick-worrall/paperback/9781408106020.html>

If you want to get ahead for next year, York Notes Advanced on "A Doll's House" is very helpful.

[https://www.amazon.co.uk/Dolls-House-York-Notes-level/dp/1292138157/ref=sr\\_1\\_1?dchild=1&keywords=a+dolls+house+henrik+ibsen+york+notes+advanced&qid=1588244852&s=books&sr=1-1](https://www.amazon.co.uk/Dolls-House-York-Notes-level/dp/1292138157/ref=sr_1_1?dchild=1&keywords=a+dolls+house+henrik+ibsen+york+notes+advanced&qid=1588244852&s=books&sr=1-1)

### Unit 01

Action for now...

Students should purchase the play by Henrik Ibsen – 'A Doll's House' Published by Methuen. Teachers can put parts of the play on Doodle but we advise students to purchase a copy, as it is an exam text in Year 13. This copy has contextual notes.



All AS work should be revised as, teachers will be setting essays on all texts studied so far: Hamlet, Rossetti, Gatsby and Streetcar.

### Film Studies

#### Topic: Evaluative Analysis

**Work:** Use the workbook to help you write the first draft of your Evaluative Analysis (Part 1)

**Links:** <https://goffsfilmandmedia.wixsite.com/tips>

**Documents:** FS12 NEA workbook Part 7 on Doodle

### Geography

All work will be set on Doodle.

Topic for teacher 1: **Population and the Environment**

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

	<p>Topic for teacher 2: <b>NEA (Non-Examined Assessment)</b></p> <p>Please email <a href="mailto:jfl@goffs.herts.sch.uk">jfl@goffs.herts.sch.uk</a> with any queries regarding this work.</p> <p>PowerPoint Presentations and worksheets will be uploaded to Doodle for your son/daughter to access for each lesson they would have had in school. The instructions for the tasks are on these. Please ensure they complete all tasks. There will be teachers speaking over the PPTs to help understanding.</p> <p>Pupils will also have a video lesson with one of their teachers once a week. This is likely to be about the NEA. More explanation will be given during the video lessons.</p> <p><b>If your child has a CGP revision guide they can use this to guide them on the information they need and to revise for the exams.</b></p>
<b>Health and Social Care</b>	Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets.
<b>History</b>	<p><b><u>NEA- Prep work</u></b></p> <p><b><u>12D/12E:</u></b></p> <p>Face to face teaching to start with class teacher.</p> <p>Helpful website link:  <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</a></p>
<b>ICT/Computing</b>	<p><b>Computing</b></p> <p>Use their resources to go through content for component 1 and 2. They should practice exam questions as well. Students should go through topic they feel less confident with. Students should continue to revise.</p> <p><b>ICT</b></p> <p>Students will be given Unit 3 - Learning aim B and C assignment briefs in order to continue working on their coursework. They will also have their student workbooks to help them.</p>
<b>Italian</b>	<p><b>Current topics:</b></p> <ul style="list-style-type: none"> <li>• La mafia</li> <li>• Revision of pronouns <i>ci</i> and <i>ne</i></li> <li>• Fascism in Italy</li> <li>• Deportation of Jews from Italy</li> </ul>

	<p><b>Tasks to complete:</b></p> <ul style="list-style-type: none"> <li>• Complete variety of tasks on <i>La mafia</i> (document on Doodle)</li> <li>• Revise how to use the pronouns <i>ci</i> and <i>ne</i> and complete the cloze and the translation tasks (documents on Doodle)</li> <li>• Complete the translation practice (document on Doodle)</li> <li>• Reading practice and summary of the chapter <i>Il viaggio - Se questo è un uomo, by Primo Levi</i></li> </ul> <p><b>Independent work:</b></p> <ul style="list-style-type: none"> <li>• Practise listening, reading, vocabulary and grammar on <a href="http://onlineitalianclub.com/">http://onlineitalianclub.com/</a></li> </ul>
<b>Maths</b>	<p>You will have two live lessons next week followed by an hours independent learning after each one. Check Doodle carefully for any uploaded worksheets or PowerPoints.</p> <p>This week you will be starting the A2 Differentiation and Radians chapters.</p>
<b>Maths (Further)</b>	<p>You will have two live lessons next week followed by an hours independent learning after each one. Check Doodle carefully for any uploaded worksheets or PowerPoints.</p> <p>This week you will be starting A2 Complex Numbers in Core Pure and A2 Critical Path Analysis in Decision.</p>
<b>Media BTEC</b>	<p><b>Topic: Regional and National Identity</b>  <b>Work:</b> Continue with the workbook and content sent to you via Doodle regarding national and regional identity.  <b>Links:</b>  <b>Documents:</b> Powerpoint and workbook with activities will be uploaded onto Doodle.</p>
<b>Media Studies</b>	<p><b>Topic: Finalising Ideas</b>  <b>Work:</b> Use the guidance and online lesson to help you write your statement of aims.  <b>Links:</b> <a href="https://goffsfilmandmedia.wixsite.com/tips">https://goffsfilmandmedia.wixsite.com/tips</a>  <b>Documents:</b> NEA Workbook Part 7: Statement of Aims</p>
<b>Music</b>	<p>Alfie should be preparing to perform his piano pieces and composition ideas live, using TEAMS for a lesson.</p> <p>Also he should be listening to the A LEVEL set works =  Haydn - SYMPH 104, Debussy – CLOUDS, Poulenc TRIO FOR OBOE, BASSOON and PIANO (2<sup>nd</sup> Movement) and other related pieces. (use “Alevelmusic.com” for further links and guidance)</p>

	Use the Revision Guide to work through the AS sections of the Rock & Pop and Jazz topics.
<b>PE - A Level</b>	<p><b>Sports Psychology</b> <u>Attribution:</u></p> <p>Weiner's model of attribution</p> <ul style="list-style-type: none"> <li>• stability dimension (unstable and stable)</li> <li>• locus of control dimension (internal and external)</li> <li>• controllability dimension</li> <li>• learned helplessness as a barrier to sports performance</li> <li>• mastery orientation to optimise sports performance</li> </ul> <p><b>Sport and Society</b> <u>Ethics in Sport:</u></p> <ul style="list-style-type: none"> <li>• drugs and doping in sport</li> <li>• legal supplements versus illegal drugs and doping</li> <li>• reasons why elite performers use illegal drugs/doping</li> <li>• consequences/implications to: <ul style="list-style-type: none"> <li>– society</li> <li>– sport</li> <li>– performers</li> </ul> </li> <li>• strategies to stop the use of illegal drugs and doping</li> <li>• violence in sport</li> <li>• causes in relation to players and spectators</li> <li>• implications to: <ul style="list-style-type: none"> <li>– society</li> <li>– sport</li> <li>– performers</li> </ul> </li> <li>• strategies to prevent violence in relation to players and spectators</li> <li>• gambling in sport</li> <li>• match fixing/bribery</li> <li>• illegal sports betting</li> </ul>
<b>PE - BTEC Sport</b>	Students need to ensure they have sent all of learning aim A,B and C to their designated teacher. Once your teachers have marked the one and sent back, please correct your work and send back.

	<p>Students are now starting unit 2 – a research task. Students must complete the healthy living word document using the internet to research government guidelines to an active lifestyle. This document has been placed on doddle.</p>
<p><b>PE - M8 Sports Leaders</b></p>	<p>Continue to complete the learner evidence booklet. You need to complete all units except unit 6. Guidance power points are attached on doddle. Please email Miss Hague if you have any questions.</p>
<p><b>Photography</b></p>	<p><b>CBW</b>  Students will be issued with their BIG PICTURE OVERVIEW and ESSAY STRUCTURE for their Personal Investigation (Coursework component of A2 level – worth 60%)</p> <p><b>Overview:</b> Students will be focusing on their own SELF-DIRECTED THEME  The students will be given starting points and photographers to help develop their theme.  Students will have to use knowledge they have already to build a PowerPoint of their work. (researching photographers, SEMI analysis, Photoshoot plans, photoshoots, editing, analysis, etc)  Students will have to use their CAMERA PHONES to take photos to develop their work through taking photos and using APPS to edit their work. FACE to FACE will be done through small group tutorials on Microsoft Teams.</p> <p><b>Week 1:</b> Choose Focus. Create a visual MINDMAP with KEYWORDS—including physical responses and annotations to explain justifications. Ensure first part of your statement of intention is completed:</p> <ul style="list-style-type: none"> <li>• Overview – what you want to do, why you want to do it</li> <li>• List of Photographers the students have started to look at.</li> </ul> <p>Begin SEMI ANALYSIS for first chosen photographer (SEMI analysis resource will be provided).</p> <p>PowerPoint Portfolios will be sent to Ms Brew <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a></p>
<p><b>Product Design</b></p>	<p>Team meetings are scheduled for the week commencing 1st June. We will discuss the coursework so far ( section A&amp;B should now be complete) and ensure that the required criteria are complete and any opportunities to improve are identified before commencing with Section C.</p>
<p><b>Psychology</b></p>	<p><b>Topic: Review of Work</b>  For their first live lesson after half term we will be reviewing the work that students have completed. More specifically we will cover any misconceptions was noticed through completed work, give guidance on exam questions on certain topics, and complete activities to consolidate learning.</p> <p><b>Topic (second lesson): Comparison of Approaches</b></p>

	<p>A voice-over PowerPoint will be attached to Doodle for students to work through explaining how to compare the approaches in Psychology based on issues and debates, how scientific they are and real-world application. Students should work through the PowerPoint making notes of key points, complete activities embedded, and at the end write their own comparison essay using the guidance and model comparison paragraphs to help them.</p> <p>Students can also sign into the online textbook at:  <a href="https://illuminate.digital/aqapsych1/">https://illuminate.digital/aqapsych1/</a>  Username: SGOFFS  Password: STUDENT</p>
<b>RS/Sociology</b>	<p>Both cohorts are now having online lessons whether they are pre-recorded with a teacher available to contact or directly through Microsoft teams.</p> <p>Sociology – Students are to complete and submit the weekly questions set by Mr Bora via Doodle. These will inform future predictions.</p> <p>RS – Students are to complete and submit the weekly questions set by Mr Cahill and Lewis via Doodle. These will inform future predictions.</p> <p><b>Research/Reading:</b>  REonline Christianity - <a href="https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/">https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/</a> - Subject knowledge  REonline Ethics - <a href="https://www.reonline.org.uk/subject-knowledge/16-ethics/">https://www.reonline.org.uk/subject-knowledge/16-ethics/</a> - Subject knowledge  REonline Philosophy - <a href="https://www.reonline.org.uk/subject-knowledge/16-plus-philosophy/">https://www.reonline.org.uk/subject-knowledge/16-plus-philosophy/</a> - Subject knowledge  Guardian online - Religion - <a href="https://www.theguardian.com/world/religion">https://www.theguardian.com/world/religion</a> - news/current religious issues</p> <p><b>Podcasts/Videos:</b>  University of Oxford podcasts -  Theology &amp; religion - <a href="https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion">https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</a>  Philosophy - <a href="https://podcasts.ox.ac.uk/units/faculty-philosophy">https://podcasts.ox.ac.uk/units/faculty-philosophy</a>  Practical ethics - <a href="https://podcasts.ox.ac.uk/.../oxford-uehiro-centre-practical-...">https://podcasts.ox.ac.uk/.../oxford-uehiro-centre-practical-...</a></p> <p><u>BBC - podcasts &amp; programmes -</u>  Ethical theories -  <a href="https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU">https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</a>  Emotions - <a href="https://www.bbc.co.uk/programmes/topics/Emotions?fbclid=IwAR3eX2GnSPUjaDLNZLCJfkl68U6S4bVIIjoJ-kYfwtWrbcXo-J-rg3HvYBQ">https://www.bbc.co.uk/programmes/topics/Emotions?fbclid=IwAR3eX2GnSPUjaDLNZLCJfkl68U6S4bVIIjoJ-kYfwtWrbcXo-J-rg3HvYBQ</a>  Virtue - <a href="https://www.bbc.co.uk/programmes/topics/Virtue?fbclid=IwAR1emTCBGY4iVEKsDy30KCV6jD9n3hib5y240-Xvxvu-iT9yXm4JO_C6kPQ">https://www.bbc.co.uk/programmes/topics/Virtue?fbclid=IwAR1emTCBGY4iVEKsDy30KCV6jD9n3hib5y240-Xvxvu-iT9yXm4JO_C6kPQ</a>  Ethical concepts -  <a href="https://www.bbc.co.uk/programmes/topics/Concepts_in_ethics?fbclid=IwAR3sXzqZTkhR3aFub7ItRKiGf9m-7fAO0a-7-">https://www.bbc.co.uk/programmes/topics/Concepts_in_ethics?fbclid=IwAR3sXzqZTkhR3aFub7ItRKiGf9m-7fAO0a-7-</a></p>

	<p>Philosophical concepts - <a href="https://www.bbc.co.uk/programmes/topics/Philosophical_concepts?fbclid=IwAR1d2rriQ9IKhFa3Qey3_d8j0sJhHWmRa_83r7NxsHTEr6AhFL">https://www.bbc.co.uk/programmes/topics/Philosophical_concepts?fbclid=IwAR1d2rriQ9IKhFa3Qey3_d8j0sJhHWmRa_83r7NxsHTEr6AhFL</a></p> <p>History of philosophy - <a href="https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyppWuS3H2CUEB1tjemeVj4zbAykqf0">https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyppWuS3H2CUEB1tjemeVj4zbAykqf0</a></p> <p>Ethics - <a href="https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGq">https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGq</a></p> <p>Crash Course Philosophy - <a href="https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldN">https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldN</a></p> <p>MrMcMillanREvis - <a href="https://www.youtube.com/user/MrMcMillanREvis/playlists">https://www.youtube.com/user/MrMcMillanREvis/playlists</a> - AS/A2 Revision - The Existence of God</p> <p>BBC In Our Time - Religion - <a href="https://www.bbc.co.uk/programmes/p01gvqlg">https://www.bbc.co.uk/programmes/p01gvqlg</a></p> <p>BBC In Our Time - Philosophy - <a href="https://www.bbc.co.uk/programmes/p01f0vzr">https://www.bbc.co.uk/programmes/p01f0vzr</a></p>
<p><b>Science</b></p>	<p>Starting Y13 content:</p> <ul style="list-style-type: none"> <li>• Biology – Populations in ecosystems &amp; Gene expression</li> <li>• Chemistry – Carbonyl chemistry &amp; Aromatic chemistry</li> <li>• Physics - Thermal Physics &amp; Advanced Mechanics</li> <li>• Applied Science – Year 13 course work: Unit 10 Task A Biological and metabolic pathways</li> </ul> <p>Students will be expected to complete the work assigned by their teacher via doddle. Teachers will set work that indicates when the student would have had that lesson, so they can allocate time appropriately e.g. Mon P1.</p> <p>Many resources &amp; links to web sites will be provided by each teacher directly on doddle. In addition to these, the following web sites can be used to support students studying at home:</p> <p><a href="https://snaprevise.co.uk/login?gclid=EAlaIqobChMIn-TOwcyh6AIVR7TtCh0eHgIPEAAYASABEgLDevD_BwE">https://snaprevise.co.uk/login?gclid=EAlaIqobChMIn-TOwcyh6AIVR7TtCh0eHgIPEAAYASABEgLDevD_BwE</a>  <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>  <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a>  <a href="https://www.goffs.herts.sch.uk/307/subject-information">https://www.goffs.herts.sch.uk/307/subject-information</a></p> <p>All Y12 &amp; 13 students have been provided with exam question packs in preparation for their exams. Mark schemes will be loaded onto Doddle.</p>
<p><b>Spanish</b></p>	<p><b>Topic:</b> Introduction to the A' level course</p> <p><b>Tasks:</b> Complete the preparation and reading work assigned on Doddle linked to the exam format and A' level content. Fill in the Grammar Personal Learning Checklist.</p> <p><b>Independent work:</b></p>

	Grammar booklet and exercises (on Doodle)
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