

| Subject | Guidance for Accessing Remote Learning |
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| Accounting | A lesson on Preparation of Income statements and Balance sheets will be placed on Doodle with related tasks. This will be followed by a face to face lesson based on the timetable issued by the school. |
| ACE | <p>Use this time to explore a topic beyond the school curriculum by completing a free MOOC (Massive Online Open Course) from Future Learn https://www.futurelearn.com/</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>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.</p> <ul style="list-style-type: none"> • Should the UK adopt China’s social credit ranking system? • How could COVID-19 affect the UK in the next 5 years? • What could be done to ensure you could buy a house before you are 33? <p>Alternatively, students may devise their own question and submit it to Mr Ashdown for approval (RAs@goffs.herts.sch.uk). Answers must include arguments for and against the line of enquiry.</p> <p><u>Structure</u></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ We want our students to grow as individuals with ambition, resilience and courage (1). <p style="margin-left: 20px;"><u>Reference</u></p> <ol style="list-style-type: none"> 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
- Good structure throughout
- Some accurate use of SPAG

Pass - You will be rewarded an R2

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

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| | <ul style="list-style-type: none"> • Satisfactory structure throughout • Satisfactory use of SPAG <p><u>Additional competitions to participate in</u> Why not challenge yourself with these online competitions to enter.</p> <p><u>Film</u> Can you review a specific film or a film of your choice: https://www.intofilm.org/competitions</p> <p><u>History and English Language</u> Can you write a creative story but factually correct piece from History. https://www.walterscottprize.co.uk/young-walter-scott-prize/</p> <p><u>English Language (Entries up to 13 years of age)</u> Can you write a magical story involving a taxi!!? https://www.caabpublishing.co.uk/submit-competitions</p> <p><u>Critical Thinking</u> Compete in a World Competition with the winners presented their award and hard copy of their short story in Paris! https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-ales-short-story-competition</p> |
| Art | <p>Teacher responsible: TBR Students should now be working on their Artist research. They will be completing 2 over 4 weeks. They will have their Teams live session on Tuesday at 2pm. They are expected to carry on with work remotely on Friday when they have no live meetings. There is a voiced over PowerPoint to support them with this.</p> <p>Task 4: For each artist you will need to complete the following (aim for a double page spread if you are using A4/square sketchbook; 1 page if you are using an A3 sketchbook):</p> <ul style="list-style-type: none"> ➤ Title: Artist name/movement of Art ➤ 6 images of the work ➤ SEMI analysis of the works using analysis questions (you pick the questions that are most relevant using the attached sheet ensuring you have answered questions from all 4 sections – you must do research into Intention to understand the why/audience) ➤ Any links to websites/book titles/authors you have used to explore ➤ 1 transcription – looking at a section of the work to scrutinise the surface, technique, materials |

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| | <ul style="list-style-type: none"> ➤ Annotation of the transcription process: <ul style="list-style-type: none"> • What materials have you used? <p>What have you learned about the application of the materials and colours used in the transcription?</p> |
| Business - AS | <p>A lesson on Planning will be placed on Doodle with accompanying tasks. A face to face teams lesson to follow based on the timetable issued.</p> <p>Year 12's will be assessed on both Themes 1 & 2 when they return. The specification and instructions have been placed on Doodle.</p> |
| Business - BTEC | <p>Year 12's are working on Human Resources by creating 8 different documents used by businesses and applicants for a specific job role. The documents they will be creating are a: Job Description, Person Specification, Job Advert, Job Analysis, Interview Record Form, CV, Application Form and a Letter of Application for a specific job role. Their teachers are putting voice lessons on Doodle and they will also have a virtual lesson based on the timetable sent.</p> |
| Childcare | <p>Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets. Live lessons also taking place.</p> |
| Drama | <p>Miss Holland and Miss Myers will be running two live lesson for pupils each week per the timetable distributed by the school. Every pupil will be invited via their school emails to admit themselves into the teams lesson.</p> <p>Prior to each lesson, Miss Holland and Miss Myers will email the pupils to inform them of the resources required for that lesson.</p> |
| Economics | <p>A lesson based on The Circular Flow of Income will be placed on Doodle as requested by students with accompanying tasks. This will be followed on with a face to face lesson on Teams. Students will be assessed on both Micro and Micro when they return to school.</p> |
| English | <p>Read final chapters of <i>The Kite Runner</i>, adding to your notes on the following themes:</p> <ul style="list-style-type: none"> • masculinity & lack of • relationships (father/son, friendship etc...) • conflict (violence, conflict between characters, religions/ethnicity, internal conflict, war etc...) • power & the lack of it • betrayal & redemption • memory/past • the treatment of women • platonic love <p>For each of the above themes you will need to:</p> |

- include a range quotations from different parts of the text
- explode the quotations
- include the method(s) used
- add social and historical where relevant
- add critics/ theories where relevant

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:

1. Compare and contrast the presentation of the theme of the plight of female characters in '.....' and
2. Compare and contrast the presentation of the theme of masculinity in and ...
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 inand
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 inand...
9. Compare and contrast the presentation of the theme of platonic love inand...
10. Compare and contrast the theme of dependence on men inand.....
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 inand.....

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.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

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: *Intro to Screenwriting*

Work: *Watch the video lesson, take notes on screenplay format and write the first draft of your screenplay.*

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| | <p>Links: https://goffsfilmandmedia.wixsite.com/tips</p> |
| Geography | <p>All work will be set on Doodle.</p> <p>Topic for teacher 1: Population and the Environment Please email KAa@goffs.herts.sch.uk or sau@goffs.herts.sch.uk with any queries regarding this work.</p> <p>Topic for teacher 2: NEA (Non-Examined Assessment) Please email jfl@goffs.herts.sch.uk 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>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.</p> |
| Health and Social Care | <p>Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets. Live lessons also taking place.</p> |
| History | <p><u>NEA- Prep work</u></p> <p><u>12D/12E:</u></p> <p>Face to face teaching to start with class teachers.</p> <p>Helpful website link: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</p> |
| ICT/Computing | <p>Computing</p> <p>The coursework is worth 20% of your overall mark. It is split into 4 section (which represent the system life cycle) and is marked out of 70.</p> <p>I have included an example project from last year for you to read through so you can start thinking about what you would like to make. The key is that the project is considered to be complex and not basic programming. You can create whatever you want and the most common projects are educational games.</p> |

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| | <p>As you can see from the examples included, the first section is about “Problem Definition” and “Stakeholders”.</p> <p>Please can you all start to think about the project you want to complete and start to create the analysis section particularly the "definition of the problem" & "Stakeholders"</p> <p>ICT 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> |
| Italian | <p>Current topics:</p> <ul style="list-style-type: none"> Italian companies: <i>Caffo</i> and <i>Ducati</i> <p>Tasks to complete:</p> <ul style="list-style-type: none"> Download the PowerPoint presentation on Doodle and follow instructions to complete all tasks. Ensure you also download the pdf file with the same tasks <p>Independent work:</p> <ul style="list-style-type: none"> Practise listening, reading, vocabulary and grammar on http://onlineitalianclub.com/ |
| Maths | <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 continuing the A2 Differentiation and Radians.</p> |
| Maths (Further) | <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> |
| Media BTEC | <p>Students will continue to work on their mock assignment.</p> <p>This week’s work is to write a proposal for their idea.</p> <p>This will include technical media production processes, audience issues and logistical implications.</p> |
| Media Studies | <p>Topic: Designing the Front Page</p> <p>Work: Work through the learning video and workbook. Use all of the creative decision you have made so far to help you create your front page.</p> <p>Links: https://goffsfilmandmedia.wixsite.com/tips</p> <p>Documents: Learning resources to be sent through Doodle</p> |

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| <p>Music</p> | <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 (2nd Movement) and other related pieces. (use “Alevelmusic.com” for further links and guidance)</p> <p>Use the Revision Guide to work through the AS sections of the Rock & Pop and Jazz topics.</p> |
| <p>PE - A Level</p> | <p>Sports Psychology <u>Attribution:</u></p> <p>Weiner’s model of attribution</p> <ul style="list-style-type: none"> • stability dimension (unstable and stable) • locus of control dimension (internal and external) • controllability dimension • learned helplessness as a barrier to sports performance • mastery orientation to optimise sports performance <p>Contemporary Issues in Sport <u>Ethics and deviance in sport:</u></p> <ul style="list-style-type: none"> • drugs and doping in sport • legal supplements versus illegal drugs and doping • reasons why elite performers use illegal drugs/doping • consequences/implications to: <ul style="list-style-type: none"> – society – sport – performers • strategies to stop the use of illegal drugs and doping |
| <p>PE - BTEC Sport</p> | <p>Students are now on unit 2 – preparing for the controlled assessment.</p> <p>Students must engage in the scheduled live lessons with their teachers and will be given information on the research task. Students must then complete the word document of research questions, using the teacher guidance.</p> <p>The documents have been placed on doddle.</p> |

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| <p>PE - M8 Sports Leaders</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>Booklets need to be completed by Friday 26th June. (Details are on doddle)</p> |
| <p>Photography</p> | <p>CBW 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>Overview: 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)</p> <p>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.</p> <p>Week 3 (continuation of Week 2) Students will continue to research their Artists that may inspire their work. They need to look for at a further 3 Photographers that inspire them or that they find interesting. They will need to then complete the SEMI Analysis sheet and write about their Photographers; this must include some images (4-6) of the photographer’s work.</p> <p>Students are then to move onto their Statement of INTENT, where they need to write about what they plan on doing with their project, they must talk about the Photographers that have initially inspired them, and why they want to do the subject they have chosen, keeping in mind the essay they will also need to write alongside the work they have chosen to do.</p> <p>FACE to FACE will be done through small group tutorials on Microsoft Teams.</p> <p>PowerPoint Portfolios will be sent to Ms Brew cbw@goffs.herts.sch.uk</p> |
| <p>Product Design</p> | <p>Team meetings are scheduled for the 17th & 19th. Focus on Section C progress and supporting research preparation for modelling and practical experimentation in school from the 22nd.</p> |
| <p>Psychology</p> | <p>Topic: Biopsychology Localisation of Function</p> <p>This week students will be starting the Year 13 content for biopsychology. This week they will be examining the parts and functions of the brain -</p> |

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| | <p>looking at the four lobes of the brain, and 6 key areas.</p> <p>Students will have an independent task to summarise the key areas and label a diagram of the brain, before discussing the areas in more detail in the live lesson.</p> <p>For their pre-recorded lesson, students will complete the topic by evaluating the theory of localisation using the information provided, and answering exam style questions to apply and consolidate their knowledge.</p> <p>Students will also be given a 'Brain Hat' pdf for them to print off and make their own brain to help visualise where the different areas of the brain are. These brain hats will need to be coloured in to highlight the four different lobes.</p> <p>Students can also sign into the online textbook at: https://illuminate.digital/aqapsych1/ Username: SGOFFS Password: STUDENT</p> |
| RS/Sociology | <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 Mr Lewis via Doodle. These will inform future predictions.</p> <p>Research/Reading: REonline Christianity - https://www.reonline.org.uk/subject-knowledge/16-plus-christianity/ - Subject knowledge REonline Ethics - https://www.reonline.org.uk/subject-knowledge/16-ethics/ - Subject knowledge REonline Philosophy - https://www.reonline.org.uk/subject-knowledge/16-plus-philosophy/ - Subject knowledge Guardian online - Religion - https://www.theguardian.com/world/religion - news/current religious issues</p> <p>Podcasts/Videos: University of Oxford podcasts - Theology & religion - https://podcasts.ox.ac.uk/units/faculty-theology-and-religion Philosophy - https://podcasts.ox.ac.uk/units/faculty-philosophy Practical ethics - https://podcasts.ox.ac.uk/units/oxford-uehiro-centre-practical-ethics</p> <p><u>BBC - podcasts & programmes -</u> Ethical theories -</p> |

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| | <p>https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU Emotions - https://www.bbc.co.uk/programmes/topics/Emotions?fbclid=IwAR3eX2GnSPUjaDLNzLCJfkl68U6S4bVlljoJ-kYfwtWrbCxo-J-rg3HvYBQ Virtue - https://www.bbc.co.uk/programmes/topics/Virtue?fbclid=IwAR1emTCBGY4iVEKsDy30KCV6jD9n3hib5y240-Xvxvu-it9yXm4JO_C6kPQ Ethical concepts - https://www.bbc.co.uk/programmes/topics/Concepts_in_ethics?fbclid=IwAR3sXzqZtkhr3aFub7ItRKiGf9m-7fAO0a-7- Philosophical concepts - https://www.bbc.co.uk/programmes/topics/Philosophical_concepts?fbclid=IwAR1d2rriQ9IKhFa3Qey3_d8j0sJhHWmRa_83r7NxshTEr6AhFL History of philosophy - https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0IfAVOxypgWuS3H2CUEB1tjemeVj4zbAykqf0 Ethics - https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGq</p> <p>Crash Course Philosophy - https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldN MrMcMillanREvis - https://www.youtube.com/user/MrMcMillanREvis/playlists - AS/A2 Revision - The Existence of God BBC In Our Time - Religion - https://www.bbc.co.uk/programmes/p01gvqlg BBC In Our Time - Philosophy - https://www.bbc.co.uk/programmes/p01f0vzr</p> |
| Science | <p>Starting Y13 content:</p> <ul style="list-style-type: none"> • Biology – Populations in ecosystems & Gene expression • Chemistry – Carbonyl chemistry & Aromatic chemistry • Physics - Thermal Physics & Advanced Mechanics • Applied Science – Year 13 course work: Unit 10 Task A Biological and metabolic pathways <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 & 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>https://snaprevise.co.uk/login?gclid=EAlaIqobChMIn-TOWcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDDevD_BwE https://www.kerboodle.com/users/login https://www.physicsandmathstutor.com/ https://www.goffs.herts.sch.uk/307/subject-information</p> <p>All Y12 & 13 students have been provided with exam question packs in preparation for their exams. Mark schemes will be loaded onto Doodle.</p> |
| Spanish | Topic: Introduction to the A' level course (2) |

Tasks: Complete the preparation and reading work assigned on Doodle linked to the A' level content.

Independent work:

Continue to work on consolidating key grammar points using booklet on Doodle and www.dynamiclearning.org.uk