

Subject	Guidance for Accessing Remote Learning
Accounting	<p>Past papers and teacher resources will be uploaded onto Doodle. This will include regular retrieval practice and flipped learning for new topics:</p> <ul style="list-style-type: none"> • Accounting principles – online study and quiz • 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. • 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. • Opportunities for additional learning via free online short courses, which will help to support learning and UCAS personal statements/ apprenticeship applications. • Revision for Recap assessment. Details posted on Doodle.
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>

- 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"> • Good structure throughout • Some accurate use of SPAG <p>Pass - You will be rewarded an R2</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Satisfactory research • Satisfactory analysis/evaluation and/or discussion/explanation/development • Satisfactory, balanced arguments • Satisfactory structure throughout • Satisfactory use of SPAG
<p>Art</p>	<p>TBR- Personal Investigation Students have been set the brief on Doodle. Students should now be working on stage 3. They should be on their 3rd and 4th direct observational drawing.</p> <p><i>Investigation: the action of investigating something or someone; formal or systematic examination or research</i></p> <p>Stage 1: Choose your focus. It is a practical investigation, into an idea, issue, concept or theme, supported by written material. If you have work from YEAR 12 that is relevant this can also be submitted. Think about what you are most interested in. This focus is to be sustained for the period of the investigation up until the deadline of 4th February 2021. Before you make this decision final, discuss it with Miss Brown by Monday 27th April</p> <p>Stage 2: Once you have chosen this focus produce a mind map/brain dump – everything you already know about this subject and you can also include ideas for directions/concepts. (1-2 hours) Begin stage 3:</p> <p>Stage 3: Observational drawing stage 1: (NB there will be 2 stages of observational in the investigation) Now you have decided on a focus identify objects/subjects you could draw from using observation/direct observation. You should aim to use 60% direct observational (drawing from in front) of you and 40% observation (from imagery – predominantly primary sources).</p> <p>In total you should complete 6 strong observational studies at this stage. They can be:</p> <ul style="list-style-type: none"> • in any material • on any surface/ground that is suitable • They should be sustained and equate to 2 hours per drawing. This gives you a sense of how detailed they should be. • They can be small or large in size

	<ul style="list-style-type: none"> • They can be full views or sections of the chosen subject <p>(12 hours)</p> <p>These should be presented and annotated using the following questions (4 hours):</p> <ul style="list-style-type: none"> ➤ When creating your drawings/observations what have you learned about your chosen subject? ➤ Why did you choose the particular objects to work from? ➤ What materials have you used (including grounds/papers)? ➤ What techniques have you used to apply them? ➤ Has the choice of material communicated any visual information? ➤ Which of the formal elements have you used to capture it? (use subject specific vocabulary) ➤ Why did you decide to use this particular material & technique? (CONTEXT) <p>After this phase there will be an Artist research phase. This will be added to this brief closer to the deadline for Stage 3.</p>
Business - AS	On Doodle, there is an activity on Pricing Strategies. They must watch the video and complete the tasks on the worksheet provided. Year 12's will be assessed on both Themes 1 & 2 when they return. The specification and instructions have been placed on Doodle.
Business - BTEC	Year 12's are working on their Unit 1 coursework. The task sheet will be placed on Doodle. I have also placed all the help sheets and PowerPoints for LAB, LAC, LAD and LAE on doodle for the students.
Childcare	Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets.
Drama	Students will continue their analysis of set text A Servant To Masters. They will be choosing a key moment from the text to visualise.
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. In addition to this, extension tasks have been placed on Doodle.
English	<p>From May 18th - Have a look at last year's Coursework/NEA titles</p> <p>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"> 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.....

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.

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 Doddle 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://goffsfilmmedia.wixsite.com/tips>

Documents: FS12 NEA workbook Part 5 on Doddle

Geography

All work will be set on Doddle.

Topic for teacher 1: **Hazards**

Please email kcr@goffs.herts.sch.uk or sau@goffs.herts.sch.uk with any queries regarding this work.

Topic for teacher 2: **Hazards**

Please email jfl@goffs.herts.sch.uk with any queries regarding this work.

PowerPoint Presentations and worksheets will be uploaded to Doddle 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.

	<p>Pupils have also been given a past paper booklet which they can complete and email any answers to their teachers to mark and receive feedback. They have also been given Paper 1 and 2 content booklet which they can complete for revision. Please keep checking Doodle and keeping up to date with any work set.</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	Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets.
History	<p><u>NEA- Prep work</u></p> <p><u>12D/12E:</u></p> <p>Working on timelines, historians and finding x3 primary sources</p> <p>Helpful website link: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</p>
ICT/Computing	<p>Computing Project: You will now need to begin your project, which is worth 20% of your final mark (Mr Petrou has emailed you regarding this). You will need to complete the first part of the analysis section by define the problem and the stakeholders. Example projects and the project mark scheme were in the email sent and have also been added to Doodle.</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>
Maths	<p>Complete the exam papers set on Doodle. Students need to do one following and then email the work to their teacher:</p> <ul style="list-style-type: none"> • Print out the sheet, write your working out and answers on the sheet and then either scan it in or take pictures of the pages. • Have the questions on the screen and write the answers in a word document. • If you have access to a tablet you can write the answers straight onto the document. <p>If you do not know your teachers email address then please send the work to aco@goffs.herts.sch.uk and it will be passed on.</p> <p>Once the teacher has received the work they will send out some brief feedback and mark scheme for you to fully mark your work. Please make sure that this is sent to teacher by 9am Monday 1st June as remote learning of new A Level content will begin then.</p>

Maths (Further)	<p>Complete the exam papers set on Doodle. Students need to do one following and then email the work to their teacher:</p> <ul style="list-style-type: none"> • Print out the sheet, write your working out and answers on the sheet and then either scan it in or take pictures of the pages. • Have the questions on the screen and write the answers in a word document. • If you have access to a tablet you can write the answers straight onto the document. <p>If you do not know your teachers email address then please send the work to aco@goffs.herts.sch.uk and it will be passed on.</p> <p>Once the teacher has received the work they will send out some brief feedback and mark scheme for you to fully mark your work. Please make sure that this is sent to teacher by 9am Monday 1st June as remote learning of new A Level content will begin then.</p>
Media BTEC	<p>Topic: Regional and National Identity</p> <p>Work: Complete the work in the workbook on Doodle based on representation of national and regional identities</p> <p>Links:</p> <p>Documents: Powerpoint and workbook with activities will be uploaded onto Doodle</p>
Media Studies	<p>Topic: Finalising Ideas</p> <p>Work: Finalise your ideas and write the first draft of your statement of aims</p> <p>Links: https://goffsfilmandmedia.wixsite.com/tips</p> <p>Documents: NEA Workbook Part 6: Statement of Aims</p>
Music	<p>Alfie should be composing ideas for next year's A level FREE composition and trying out piano pieces for next year's performances.</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>
PE - A Level	<p>Anatomy and Physiology</p>

Muscles and Joints:

Shoulder:

- flexion, extension, abduction, adduction, horizontal flexion/extension, medial and lateral rotation, circumduction
- deltoid, latissimus dorsi, pectoralis major, trapezius, teres minor

Elbow:

- flexion, extension
- biceps brachii, triceps brachii

Wrist:

- flexion, extension
- wrist flexors, wrist extensors

Hip:

- flexion, extension, abduction, adduction, medial and lateral rotation
- iliopsoas, gluteus maximus, medius and minimus, adductor longus, brevis and magnus

Knee:

- flexion, extension
- hamstring group: biceps femoris, semi-membranosus, semi-tendinosus
- quadriceps group: rectus femoris, vastus lateralis, vastus intermedius and vastus medialis

Ankle:

- dorsi flexion, plantar flexion
- tibialis anterior, soleus, gastrocnemius
- planes of movement:
 - frontal
 - transverse
 - sagittal

Sports Psychology

Goal Setting:

Importance and effectiveness of goal setting

- for attentional focus
- persistence on tasks
- raising confidence and self-efficacy
- control of arousal and anxiety
- to monitor performance
- the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased)

	<p>Sport and Society</p> <p><u>Emergence and Evolution of Sport:</u></p> <p>How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain:</p> <ul style="list-style-type: none"> • social class • gender • law and order • education/literacy • availability of time • availability of money • type and availability of transport <p>How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain:</p> <ul style="list-style-type: none"> • social class <ul style="list-style-type: none"> ○ amateurism and professionalism • gender/changing status of women • law and order • education/literacy • availability of time/changing work conditions • availability of money • transport notably the railways • influence of public schools: <ul style="list-style-type: none"> ○ on the promotion and organisation of sports and games ○ on the promotion of ethics through sports and games ○ the 'cult' of athleticism – meaning, nature and impact ○ on the spread and export of games and the games ethic
<p>PE - BTEC Sport</p>	<p>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> <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>PE -</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>

M8 Sports Leaders	
Photography	<p>CBW: Deadlines will be set on Doodle.</p> <p>WORKPACK</p> <p>Continue to work through Photographer Studies. Ben Heine and Paperboy Photography studies</p> <p>Students are to use the work pack and produce a study for each photographer:- Ben Heine and Paperboy</p> <p>They are to read through the information on both photographers and then are to choose two images of both photographers to write about using the SEMI analysis sheet.</p> <p>Students are then to produce photos inspired by the photographer's work.</p> <p>Students can present their work either on a power point or by hand.</p> <p>Students are to analyse and evaluate their work, with the analysis and prompt sheets that are attached to the work pack.</p> <p><i>Work should be completed by 20/05/20. Please also submit your 30 Day challenge as a PowerPoint.</i></p>
Product Design	<p>Complete the exam questions on Doodle, these questions are maths related. You should also continue to work on section C of your NEA. I am still waiting to receive student work.</p>
Psychology	<p>Topic: Research Methods</p> <p>Students will need to make notes on Reporting Psychological Investigations. They should make notes on the main sections of a psychological research article (abstract, introduction, method, results, discussion, references and appendices) - looking at what is included in each section and why they are important.</p> <p>To fully illustrate the importance of writing up a report, students can conduct a mini study into authoritarian personality. Using the pdf file attached, they can work through the sheet drawing up a questionnaire to measure how obedient people are (closely following ethics and ensuring standardised instructions), analyse their results and do a mini write up on the last page detailing their study.</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 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/uni.../faculty-theology-and-religion Philosophy - https://podcasts.ox.ac.uk/units/faculty-philosophy Practical ethics - https://podcasts.ox.ac.uk/.../oxford-uehiro-centre-practical-...</p> <p><u>BBC - podcasts & programmes -</u> Ethical theories - 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=IwAR2EXdw0C4A2dv0IfAVOxyggWuS3H2CUEB1tjemeVj4zbAykqf0 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

	<ul style="list-style-type: none"> 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=EAIaIQobChMIn-TOwcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDevD_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 Doddle.</p>
<p>Spanish</p>	<p>Topic: Revision of Theme 1 & 2</p> <p>Tasks: Complete all exercises in the booklet from the chapter on ‘Customs and Festivals</p> <p>Further independent work: Students should complete tasks on www.dynamiclearning.org.uk to revise all topics and grammar points for Themes 1 and 2.</p>