

Subject	Guidance for Accessing Remote Learning
Accounting	Past papers and teacher resources will be uploaded onto 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> <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). <u>Reference</u> 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
- Satisfactory structure throughout

	<ul style="list-style-type: none"> • Satisfactory use of SPAG
Art	<p>Personal Investigation Students have been set the brief on Doodle. First stages to complete during week 27th April</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)</p> <p>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). 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 • 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)

	After this phase there will be an Artist research phase. This will be added to this brief closer to the deadline for Stage 3.
Business - AS	Past papers for Theme 1 will be placed on Doodle.
Business - BTEC	Year 12's are working on their Unit 1 coursework. The task sheet will be placed on Doodle.
Childcare	Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets.
Drama	<p>Students will be exploring A Servant To Two Masters in preparation for the written exam (section A).</p> <p>They will be required to follow the link/ instructions on doodle and use the resources provided to complete a powerpoint presentation on a character assigned to them by Miss Holland.</p>
Economics	Past papers will be uploaded to Doodle as the specification has been completed.
English	<p>Usually, we would start reading unit 03 texts in May/June, therefore, I am suggesting students read a book called 'The Kite Runner.' I have uploaded the full text on Doodle, or you can purchase on line. The novel, will be compared with a play. 2 suitable plays have been added to Doodle.</p> <p>Unit 03 is the coursework module, it's worth 20% and consists of 3,000 words:</p> <ul style="list-style-type: none"> - 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: <p>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. 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.</p> <p>The Great Gatsby, Hamlet and Rossetti -poetry will continue to be studied as they are carried over into Yr13. Students will be set essays.</p> <p>Unit 01 Students need to annotate any remaining poems using the Unsworth Guide and crossref-it. They will need to focus on exploring "Goblin Market" in detail using the audio resource, above guides and the allocated worksheet.</p>

	<p>Action for now...</p> <p>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.</p>  <p>Students will be set lessons on this after Easter.</p> <p>All AS work should be revised as after the Easter holidays, teachers will be setting essays on all texts studied so far: Hamlet, Rossetti, Gatsby and Streetcar.</p>
<p>Film Studies</p>	<p>Topic: Generating Ideas for the NEA</p> <p>Work: Complete the workbook on Doodle. This week’s tasks are based on developing and improving ideas for your film project (the coursework task)</p> <p>Links: https://goffsfilmmedia.wixsite.com/tips</p> <p>Documents: FS12 NEA workbook Part 3 on Doodle</p>
<p>Geography</p>	<p>All work will be set on Doodle.</p> <p>Topic for teacher 1: Hazards Please email kcr@goffs.herts.sch.uk or sau@goffs.herts.sch.uk with any queries regarding this work.</p> <p>Topic for teacher 2: Hazards 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.</p>

	<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>Tudors/Russia</u></p> <p><u>12D/12E:</u> Revision lessons + past paper packs (for both Paper 1C [Tudors] and Paper 2N [Russia] uploaded to Doodle</p> <p>For all lessons, students to work through the PowerPoints on Doodle. For Paper 2, students have an electronic copy of the textbook</p> <p>Helpful website link: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</p>
ICT/Computing	<p>Computing 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>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>Work through some of the problem solving style questions and task on Underground Maths. Use the links below to see content that is most relevant to the AS but feel free to browse the site and complete tasks that interest you.</p> <p>https://undergroundmathematics.org/quadratics https://undergroundmathematics.org/circles https://undergroundmathematics.org/exp-and-log</p>
Maths (Further)	<p>Work through some of the problem solving style questions and task on Underground Maths. Use the links below to see content that is most relevant to the AS Further Maths but feel free to browse the site and complete tasks that interest you.</p> <p>https://undergroundmathematics.org/vector-geometry</p>

	https://undergroundmathematics.org/divisibility-and-induction
Media BTEC	<p>Topic: Target Audience</p> <p>Work: Analysis of specific social groups and how they are targeted across the media.</p> <p>Links:</p> <p>Documents: Powerpoints with activities will be uploaded onto Doodle.</p>
Media Studies	<p>Topic: Representation</p> <p>Work: Consider which social group you will represent in your coursework and how you will do this.</p> <p>Links: https://goffsfilmandmedia.wixsite.com/tips</p> <p>Documents: NEA Workbook Part 3 on Doodle</p>
Music	<p>(4 lessons per week)</p> <p>Alfie should be composing ideas for his Western Classical composition at the piano.</p> <p>Also he should be listening to the Haydn (SET WORK) 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 <i>Analysing Movement with Technology:</i></p> <ul style="list-style-type: none"> • definitions and uses of: • limb kinematics • force plates • wind tunnels • how each type of technology may be used to optimise performance in sport <p>Sports Psychology <i>Social Facilitation:</i></p>

	<ul style="list-style-type: none">• definition of social facilitation and social inhibition• the effect of an audience on:<ul style="list-style-type: none">– introverts/extroverts– beginners/experts– simple/complex skills– gross/fine skills• evaluative apprehension• strategies to minimise social inhibition. <p>Sport and Society <u>Global Sporting Events:</u></p> <p>hosting global sporting events</p> <ul style="list-style-type: none">• positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup)<ul style="list-style-type: none">– sporting– social– economic– political <p>Please see Doodle for powerpoint. Complete the 3 exam questions and email answers to Miss Hague. Use the resources attached on Doodle to guide your answers.</p>
PE - BTEC Sport	<p>All students should have sent their completed assignments for learning aim A & B to their designated teacher by Friday 27th March. It is imperative you do not fall behind with deadlines. We will be monitoring this closely.</p> <p>Students need to start learning aim C. This is a portfolio of information for your chosen career.</p> <p>This consists of:</p> <ul style="list-style-type: none">-Create a Job Advert-Write a Job description-Write a cover letter for the Job-Application form for the job- blank template and one completed. <p>Once the above is complete you need to add to create 10 interview questions suitable for your job role. Record these on a word document and then prepare your answers.</p>

	All guidance PowerPoint presentations have been attached on doddle.
PE - M8 Sports Leaders	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.
Photography	<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 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. Students can present their work either on a power point or by hand. Students are to analyse and evaluate their work, with the analysis and prompt sheets that are attached to the work pack.</p>
Product Design	<p>Section B: Producing a design brief and specification (to be completed over 2 weeks)</p> <p>Students are required to produce a clearly stated and challenging design brief that addresses the context and meets the needs of the intended user(s). So must have established client contact to do this. Students need to produce a fully detailed design specification that is informed by their investigations and makes full use of the research collated so far. See page 320-322 in your text books examples will also be on doddle.</p>
Psychology	<p>Topic: Revision / Exam Practice</p> <p>As students have completed the content for Year 1 of the A Level course, they need to work on their exam skills. As students have not completed any past papers for Paper 1 (social influence, memory and attachment) I would like them to complete two papers - AS paper 1 2017 and 2018. They can write their answers on a word document if they are not able to write directly on the pdf file or print them.</p> <p>Preferably, students should try and complete the papers without their notes, and in timed conditions giving them 1 hour and 30 minutes to complete one paper. As they go along, if they struggle to answer any questions they should make a note of these and revise that topic in more detail. If possible, they can send them to Ms Zloh to mark to give feedback.</p> <p>These papers should make up 3 hours out of the 4 hours of taught time a week. For the fourth hour they would have had for lessons students will need to look at the Psychodynamic approach which starts the Year 2 content of the course. For their notes students should make notes on:</p> <ul style="list-style-type: none"> • Key assumptions of the approach • The role of the unconscious • Differences between the conscious, preconscious and unconscious • The tripartite theory of the personality - the id, ego and superego • Ego defence mechanisms - repression, displacement and denial

	<ul style="list-style-type: none"> • Freud's psychosexual stages (5 stages) and apply these to his study of Little Hans • Evaluation of the approach <p>Students will have access to the PowerPoint to help them understand the approach and make notes.</p> <p>Students can also sign into the online textbook at: https://illuminate.digital/aqapsych1/ Username: SGOFFS Password: STUDENT</p>
RS/Sociology	<p>RS – Students are to complete and submit the weekly questions set by Mr Cahill and Mr Lewis via Doodle.</p> <p>Sociology – Students are to complete and submit the weekly questions set by Mr Bora via Doodle.</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>BBC - podcasts & programmes - 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=IwAR2EXdw0C4A2dv0lfAVOxypgWuS3H2CUEB1tjemeVj4zbAykqf0</p>

	<p>Ethics - https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGg</p> <p>Crash Course Philosophy - https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldN</p> <p>MrMcMillanREvis - https://www.youtube.com/user/MrMcMillanREvis/playlists - AS/A2 Revision - The Existence of God</p> <p>BBC In Our Time - Religion - https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>BBC In Our Time - Philosophy - https://www.bbc.co.uk/programmes/p01f0vzr</p>
<p>Science</p>	<p>Revision & consolidation of A level content for each science:</p> <ul style="list-style-type: none"> • Biology • Chemistry • Physics <p>Applied Science – Year 13 course work starts: Unit 10 Task A Biological and metabolic pathways</p> <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=EA1aIQobChMIn-TOWcyh6AIVR7TtCh0eHgIPEAAYASABEgLDevD_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>
<p>Spanish</p>	<p>Topics: Revision of all topics</p> <p>Tasks: (all attached on Doodle)</p> <ul style="list-style-type: none"> • Translations- English into Spanish • Essay on Volver- 2019 questions. • Finish practice papers listening, reading and translation- Zig zag booklet issued to students. Listening audios are on Doodle. <p>Further online tools to help: www.dynamiclearning.org.uk (students have individual log-in details). Students should complete tasks to revise all topics and grammar points for Themes 1 and 2.</p>

