

Subject	Guidance for Accessing Remote Learning
<b>Accounting</b>	A lesson on Statement of financial position for sole traders, 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. Students will be assessed on the AS content when they return to school, therefore revision of all topics should be completed at home alongside the current topic.
<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> <ul style="list-style-type: none"> <li>• You must present your work with a RANGE of relevant research - do not just look at the first website on Google!</li> <li>• Ensure your work is supported by facts, not unfounded opinions. You can include opinions from reputable websites to back up your own ideas</li> <li>• Use a PEEL (point&gt;evidence&gt;explanation&gt;link) structure to ensure your points are relevant and well substantiated</li> <li>• You should reference any websites you use at the bottom of your work, using footnotes. For example: <ul style="list-style-type: none"> <li>○ We want our students to grow as individuals with ambition, resilience and courage (1).</li> </ul> </li> </ul> <p style="text-align: center;"><u>Reference</u></p>

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

	<ul style="list-style-type: none"> <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>Teacher responsible: TBR</p> <p>Students are to continue work on the different stages they are at with their personal investigation.</p> <p>On their Teams sessions/face to face session in school they have been set individualised targets based on where they are.</p> <p>They have been sent resources including a voice over PowerPoint to talk them through the stages of work:</p> <ul style="list-style-type: none"> <li>➤ Mind mapping theme</li> <li>➤ Observational studies including presentation and annotation</li> <li>➤ Artist Research x 2</li> </ul> <p>Any issues please email: <a href="mailto:tbr@goffs.herts.sch.uk">tbr@goffs.herts.sch.uk</a></p>
<b>Business - AS</b>	A lesson on Corporate Objectives will be placed on Doodle with accompanying tasks.

	Year 12's will be assessed on both Themes 1 & 2 when they return. The specification and instructions have been placed on Doodle.
<b>Business - BTEC</b>	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. Students need to join the google classroom. Emails have been sent to students about this.
<b>Childcare</b>	Completing coursework for Unit 5 – assignment briefs are on doodle with relevant helpsheets. Live lessons also taking place.
<b>Drama</b>	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.  Prior to each lesson, Miss Holland and Miss Myers will email the pupils to inform them of the resources required for that lesson.
<b>Economics</b>	A lesson based on The <u>Determinants of Aggregate Demand</u> will be placed on Doodle as requested by students with accompanying tasks. This will be followed with a face to face lesson on Teams. Students will be assessed on both Micro and Macro when they return to school.
<b>English</b>	Yr 12 were welcomed back into school to work on coursework/exam skills. Any student unable to attend, will be invited to a live Teams lesson and resources will be posted/emailed. All students will receive 'The Grapes of Wrath' to read over the summer.  Read your chosen play on Doodle, adding to your notes on the following themes: <ul style="list-style-type: none"> <li>• masculinity &amp; lack of</li> <li>• relationships (father/son, friendship etc...)</li> <li>• conflict (violence, conflict between characters, religions/ethnicity, internal conflict, war etc...)</li> <li>• power &amp; the lack of it</li> <li>• betrayal &amp; redemption</li> <li>• memory/past</li> <li>• the treatment of women</li> <li>• platonic love</li> </ul> For each of the above themes you will need to: <ul style="list-style-type: none"> <li>• include a range quotations from different parts of the text</li> <li>• explode the quotations</li> <li>• include the method(s) used</li> </ul>

- 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 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.



### Film Studies

**Topic:** Write the descriptors for your storyboard

**Work:** Devise and write the descriptors for your sequence

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

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### Geography

All work will be set on Doodle.

	<p>Topic for teacher 1: <b>Population and the Environment</b> Please email <a href="mailto:KAa@goffs.herts.sch.uk">KAa@goffs.herts.sch.uk</a> or <a href="mailto:sau@goffs.herts.sch.uk">sau@goffs.herts.sch.uk</a> with any queries regarding this work.</p> <p>Topic for teacher 2: <b>NEA (Non-Examined Assessment)</b> 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. Live lessons also taking place.
<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 teachers.</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>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> <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" &amp; "Stakeholders"</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>• Seconda generazione di immigrati in Italia</li> </ul> <p><b>Tasks to complete:</b></p> <ul style="list-style-type: none"> <li>• Download the PowerPoint presentation on Doodle and follow instructions to complete all tasks. Ensure you also download the two word documents attached on Doodle.</li> <li>• Ensure that you complete at least one of the essay questions you have not yet completed (Io non ho paura).</li> </ul> <p><b>Independent work:</b></p> <ul style="list-style-type: none"> <li>• Revise the use of <i>proprio</i> in Italian <a href="https://www.almaedizioni.it/it/almatv/grammatica-caffe/uso-di-proprio/">https://www.almaedizioni.it/it/almatv/grammatica-caffe/uso-di-proprio/</a></li> <li>• Practise listening, reading, vocabulary and grammar on <a href="http://onlineitalianclub.com/">http://onlineitalianclub.com/</a></li> </ul>
<b>Maths</b>	You will be in school next week for lessons on Differentiation. Check Doodle after for the resources added from the session.
<b>Maths (Further)</b>	You will be in school next week for lessons on Complex Numbers. Check Doodle after for the resources added from the session.
<b>Media BTEC</b>	<p>Students will continue to work on their mock assignment.</p> <p>This week's work is to write a pitch for their idea.</p> <p>This will include technical media production processes, audience issues and logistical implications.</p>
<b>Media Studies</b>	<p><b>Topic: Designing the Double Page</b></p> <p><b>Work:</b> Work through the learning video and workbook. Use all of the creative decision you have made so far to help you create your advertorial page.</p> <p><b>Links:</b> <a href="https://goffsfilmandmedia.wixsite.com/tips">https://goffsfilmandmedia.wixsite.com/tips</a></p> <p><b>Documents:</b> Learning resources to be sent through Doodle</p>
<b>Music</b>	<p>(2 TEAMS lessons per week)</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 =</p> <p>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></p> <p><u>Attribution and Skill Classification:</u> Students will undertake revision questions on The EverLearner to consolidate their knowledge of Attribution and Skill Classification</p> <p><u>Emergence and Evolution of Sport:</u> Students will undertake revision questions on The EverLearner to consolidate their knowledge on sport of Pre and Post Industrial Britain</p>
<b>PE - BTEC Sport</b>	Students are now on unit 2 – preparing for the controlled assessment. 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. The documents have been placed on Doodle.
<b>PE - M8 Sports Leaders</b>	<p>Continue to complete the learner evidence booklet. You need to complete all units except unit 6. Guidance power points are attached on doodle. Please email Miss Hague if you have any questions.</p> <p>Booklets should have been completed by Friday 26<sup>th</sup> June. (Details are on doodle)</p> <p>If you have already finished and you are able to scan the booklet to Miss Hague by email please do. Please check doodle for information regarding drop in box</p>
<b>Photography</b>	<p><b>Teacher responsible: CBW</b></p> <p><b>Students will be issued with their BIG PICTURE OVERVIEW and ESSAY STRUCTURE for their Personal Investigation (Coursework component of A2 level – worth 60%)</b></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)</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>FACE to FACE will be done through small group tutorials on Microsoft Teams. Please make sure if your son/daughter is unable to make this meeting that an email is sent with the reason. Work will still need to be submitted.</p>

	<p><b>Week 5</b> Students will be introduced to the ESSAY element of their PERSONAL INVESTIGATION; the essay runs alongside the Practical work that they have begun to explore. (An essay proforma is attached to the PowerPoint)</p> <p>Students will continue to research their Artists that may inspire their work. They will need to then complete the SEMI Analysis sheet and write about <b>their</b> Photographers; this must include some images (4-6) of the photographer's work.</p> <p>Students may need continue to develop 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><b>PowerPoint Portfolios will be sent to Ms Brew <a href="mailto:cbw@goffs.herts.sch.uk">cbw@goffs.herts.sch.uk</a></b></p>
<b>Product Design</b>	Focus on Section C progress and supporting research preparation for modelling and practical experimentation in school from the 3 <sup>rd</sup> July.
<b>Psychology</b>	<p><b>Topic: Biopsychology</b> <b>Plasticity &amp; Functional Recovery / Ways of Studying the Brain</b></p> <p>This week, depending on whether students were in school or had a live lesson, they will either be:</p> <ul style="list-style-type: none"> <li>- Examining what is meant by plasticity and functional recovery, and explaining what research into the topic have shown. They will also evaluate the theory and research, and answer exam questions to consolidate their knowledge.</li> <li>- Examining the four ways of studying the brain - explaining how each method studies the brain and behaviour, and evaluating them in regards to strengths and weaknesses. For further evaluation, they will compare methods on their similarities and differences, and answer exam questions to consolidate their knowledge.</li> </ul> <p><b>Useful websites:</b> <a href="https://www.tutor2u.net/psychology/reference/biopsychology-hemispheric-lateralisation-split-brain-research">https://www.tutor2u.net/psychology/reference/biopsychology-hemispheric-lateralisation-split-brain-research</a></p> <p><a href="https://www.simplypsychology.org/a-level-biological.html">https://www.simplypsychology.org/a-level-biological.html</a></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>	Both cohorts are now having online lessons whether they are pre-recorded with a teacher available to contact or directly through Microsoft teams.

	<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 in form 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>  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>  History of philosophy -  <a href="https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOXyppgWuS3H2CUEB1tjemeVj4zbAykqf0">https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOXyppgWuS3H2CUEB1tjemeVj4zbAykqf0</a>  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>  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  BBC In Our Time - Religion - <a href="https://www.bbc.co.uk/programmes/p01gvqlg">https://www.bbc.co.uk/programmes/p01gvqlg</a>  BBC In Our Time - Philosophy - <a href="https://www.bbc.co.uk/programmes/p01f0vzr">https://www.bbc.co.uk/programmes/p01f0vzr</a></p>
<b>Science</b>	<p>Starting Y13 content:</p> <ul style="list-style-type: none"> <li>• Biology – Populations in ecosystems &amp; Gene expression</li> </ul>

	<ul style="list-style-type: none"> <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-TOwcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDevD_BwE">https://snaprevise.co.uk/login?gclid=EAlaIQobChMIn-TOwcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDevD_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>
<b>Spanish</b>	<p><b>Topic:</b> A level course- Speaking and literature work</p> <p><b>Tasks:</b> Complete the background reading tasks on the novel. Work on the speaking preparation tasks assigned</p> <p><b>Independent work:</b> Continue to work on completing exercises in the grammar booklet and on <a href="http://www.dynamiclearning.org.uk">www.dynamiclearning.org.uk</a> to consolidate key structures and tenses</p>