

Subject	Guidance for Accessing Remote Learning
<b>Accounting</b>	A lesson on an introduction to the role of the accountant in business 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.
<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 will be excellent preparation for University/Apprenticeships and can be linked to future employment opportunities too.</p> <p>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>

### 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
- Good structure throughout
- Some accurate use of SPAG

**Pass** - You will be rewarded an R2

- Satisfactory knowledge and understanding

	<ul style="list-style-type: none"> <li>• Satisfactory research</li> <li>• Satisfactory analysis/evaluation and/or discussion/explanation/development</li> <li>• Satisfactory, balanced arguments</li> <li>• Satisfactory structure throughout</li> <li>• Satisfactory use of SPAG</li> </ul> <p><u>Additional competitions to participate in</u> Why not challenge yourself with these online competitions to enter.</p> <p><b><u>Film</u></b> Can you review a specific film or a film of your choice: <a href="https://www.intofilm.org/competitions">https://www.intofilm.org/competitions</a></p> <p><b><u>History and English Language</u></b> Can you write a creative story but factually correct piece from History. <a href="https://www.walterscottprize.co.uk/young-walter-scott-prize/">https://www.walterscottprize.co.uk/young-walter-scott-prize/</a></p> <p><b><u>English Language (Entries up to 13 years of age)</u></b> Can you write a magical story involving a taxi!!? <a href="https://www.caabpublishing.co.uk/submit-competitions">https://www.caabpublishing.co.uk/submit-competitions</a></p> <p><b><u>Critical Thinking</u></b> Compete in a World Competition with the winners presented their award and hard copy of their short story in Paris! <a href="https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition">https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition</a></p>
<b>Childcare</b>	Targeted students completing some coursework.
<b>Drama</b>	Pupils should be preparing for the next stage in their education/career paths. There are many live streaming resources from different theatres which the pupils can access to watch theatre online.  <a href="http://www.nationaltheatre.org">www.nationaltheatre.org</a>
<b>Economics</b>	A lesson based on The Aggregate Demand and Aggregate Supply Analysis 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 Micro when they return to school.
<b>English</b>	Expand your knowledge:

	<p>In our Time Podcast on Rossetti 40 mins - Have a look at the extensive menu of podcasts available <a href="https://www.bbc.co.uk/sounds/play/b017mvwy">https://www.bbc.co.uk/sounds/play/b017mvwy</a></p> <p>Unit 01 Students should work through the “Hamlet” extracts booklet. They will be allocated part A and B questions to complete, using the booklet provided. Reread set texts. Reread ‘The Great Gatsby’ making connections to ‘The Age of Innocence.’</p> <p>Here are some connections we made in class:</p> <ul style="list-style-type: none"> <li>-The American Dream</li> <li>-Rise of the new woman</li> <li>-White supremacy</li> <li>-The Gilded Age</li> </ul> <p>Prohibition, The Wall Street Crash and The Great Depression</p> <ul style="list-style-type: none"> <li>-Masculinity</li> <li>-Secrets, Gossip and Lies</li> <li>-Shallowness of the Elite class</li> </ul> <p>Past papers will be uploaded onto Doodle. Students are advised to contact their class teachers if they have completed work and require more.</p>
<b>Film Studies</b>	<p><b>Quentin Tarantino</b></p> <p>Watch at least one film by Quentin Tarantino. EXAMPLES – Once Upon a Time in Hollywood, The Hateful Eight, Inglourious Basterds. Write a short 500 word review of the film discussing what you found effective and what you found less effective.</p>
<b>Geography</b>	<p>Reading will be set on Doodle which can be completed in preparation for Higher Education courses which are to be started in September.</p> <p>Please see Doodle</p>
<b>Health and Social Care</b>	<p>Targeted students completing some coursework.</p>
<b>History</b>	<p><b><u>Tudors/Russia:</u></b></p> <p><b><u>Tudors:</u></b> <b><u>13A/13D:</u></b> Revision lessons + past paper packs issued + uploaded to Doodle and handed out as hard copies</p> <p><b><u>Russia:</u></b> Revision lessons + past paper packs (for both Paper 1C [Tudors] and Paper 2N [Russia] uploaded to Doodle and handed out as hard copies</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:  <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>
<p><b>ICT/Computing</b></p>	<p><b>Computing</b>  Use their resources to go through content for component 1 and 2. They should practice exam questions as well.</p> <p><b>ICT</b>  Students will be given Unit 5 - 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>
<p><b>Italian</b></p>	<ul style="list-style-type: none"> <li>• Listening, reading, vocabulary and grammar  <a href="http://onlineitalianclub.com/">http://onlineitalianclub.com/</a></li> <li>• Italian newspapers  <a href="https://www.corriere.it/">https://www.corriere.it/</a>  <a href="https://www.repubblica.it/">https://www.repubblica.it/</a> <a href="https://www.ilmessaggero.it/">https://www.ilmessaggero.it/</a></li> <li>• Easy Italian news  <a href="https://easyitaliannews.com/">https://easyitaliannews.com/</a></li> <li>• Raiplay – Multimedia portal owned by Italian national broadcaster RAI  <a href="https://www.raipaly.it/">https://www.raipaly.it/</a></li> <li>• Suggested literary texts  <i>Va' dove ti porta il cuore</i> by Susanna Tamaro  <i>Volevo i pantaloni</i> by Lara Cardella</li> <li>• Suggested films  <i>I cento passi</i> by Marco Tullio Giordana  <i>La vita è bella</i> by Roberto Benigni</li> </ul>
<p><b>Maths</b></p>	<p>1. 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 A2 but feel free to browse the site and complete tasks that interest you.</p> <p><a href="https://undergroundmathematics.org/trigonometry-compound-angles">https://undergroundmathematics.org/trigonometry-compound-angles</a></p>

	<p><a href="https://undergroundmathematics.org/chain-rule">https://undergroundmathematics.org/chain-rule</a>  <a href="https://undergroundmathematics.org/sequences">https://undergroundmathematics.org/sequences</a></p> <p>2. Investigate! It's always a good idea to do some investigations on <a href="http://www.risps.co.uk/">http://www.risps.co.uk/</a></p> <p>3. Complete a free online course in a Maths related subject  <a href="https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/maths">https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/maths</a></p>
<b>Maths (Further)</b>	<p>1. 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 A2 Further Maths but feel free to browse the site and complete tasks that interest you.  <a href="https://undergroundmathematics.org/combining-vectors">https://undergroundmathematics.org/combining-vectors</a>  <a href="https://undergroundmathematics.org/hyperbolic-functions">https://undergroundmathematics.org/hyperbolic-functions</a></p> <p>2. Investigate! It's always a good idea to do some investigations – try some of the ones put on Doodle.</p> <p>3. Complete a free online course in a Maths related subject  <a href="https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/maths">https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/maths</a></p>
<b>Media BTEC</b>	<p><b>Film Analysis 1</b>  Choose any film that you have watched recently and strongly disliked. Write a short 500 word review of the film explaining exactly what it got wrong.</p>
<b>Media Studies</b>	<p><b>Film Analysis 1</b>  Choose any film that you have watched recently and strongly disliked. Write a short 500 word review of the film explaining exactly what it got wrong.</p>
<b>Music</b>	<p>You should be completing your FREE composition. Please email to me your finished piece or your ideas so far.  (NTA@goffs.herts.sch.uk)</p> <p>You should also be listening to the Haydn (SET WORK), Debussy (SET WORK) and Poulenc (SET WORK) as well as other related pieces. (Use "Alevelmusic.com" for further links and guidance).</p>
<b>Psychology</b>	<p><b>Preparation for Higher Education</b>  The Open University has some free online courses for Psychology, including Introduction to Psychology, Forensic Psychology, Sport Coaching and Psychology, and more.</p> <p>Follow this link to the Open University website <a href="https://www.open.edu/openlearn/">https://www.open.edu/openlearn/</a>  Click 'free courses' from the bar across the top of the screen.</p>

	<p>Type 'Psychology' in the search bar and have a look at the different courses on offer. Create an account to enrol on the course and work through it. The Open University awards you with a certificate of participation at the end.</p> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>• Reaching Down the Rabbit Hole: Extraordinary Journeys into the Human Brain by Dr Allan Ropper and Brian David Burrell</li> <li>• Elephants on Acid: And Other Bizarre Experiments by Alex Boese</li> <li>• The Lucifer Effect: Understanding How Good People Turn Evil by Philip Zimbardo</li> <li>• The Psychopath Test: A Journey Through the Madness Industry by Jon Ronson</li> <li>• Without Conscience: The Disturbing World of the Psychopaths Among Us by Robert Hare</li> <li>• Mistakes Were Made (But Not by Me) by Carol Tavris and Elliot Aronson</li> <li>• The Man Who Mistook his Wife for a Hat by Oliver Sacks</li> <li>• Are You Smarter than a Chimpanzee? by Professor Ben Ambridge ( a collection of ingenious tests, puzzles, quizzes and games that pit the reader against a selection of extraordinary creatures)</li> </ul>
<p><b>RS/Sociology</b></p>	<p><b>RS and Sociology</b> – Students can use the practice questions sheets previously set to email</p> <p>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></p> <p>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=IwAR3eX2GnSPUjaDLNZLcJfkl68U6S4bVlljoJ-kYfwtWrbcXo-J-rg3HvYBQ">https://www.bbc.co.uk/programmes/topics/Emotions?fbclid=IwAR3eX2GnSPUjaDLNZLcJfkl68U6S4bVlljoJ-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=IwAR2EXdw0C4A2dv0IfAVOxypgWuS3H2CUEB1tjemeVj4zbAykqf0">https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0IfAVOxypgWuS3H2CUEB1tjemeVj4zbAykqf0</a></p>

	<p>Ethics - <a href="https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGg">https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGg</a></p> <p>Crash Course Philosophy - <a href="https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldN">https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldN</a></p> <p>MrMcMillanREvis - <a href="https://www.youtube.com/user/MrMcMillanREvis/playlists">https://www.youtube.com/user/MrMcMillanREvis/playlists</a> - AS/A2 Revision - The Existence of God</p> <p>BBC In Our Time - Religion - <a href="https://www.bbc.co.uk/programmes/p01gvqlg">https://www.bbc.co.uk/programmes/p01gvqlg</a></p> <p>BBC In Our Time - Philosophy - <a href="https://www.bbc.co.uk/programmes/p01f0vzr">https://www.bbc.co.uk/programmes/p01f0vzr</a></p>
<p><b>Science</b></p>	<p>Revision &amp; consolidation of A level content. Applied Science – Revision for Unit 3 exam (if applicable)</p> <p>Preparation for University:</p> <ul style="list-style-type: none"> <li>• Check your University web site to see if they have set you preparation work more specific to your course</li> <li>• If not access the following websites and chose an area you are interested in to develop further understanding: <ul style="list-style-type: none"> <li>○ <a href="https://www.myheplus.com/post-16">https://www.myheplus.com/post-16</a></li> <li>○ <a href="http://www.futurelearn.com">www.futurelearn.com</a></li> </ul> </li> </ul> <p>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 and 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=EA1aIQobChMIIn-TOWcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDevD_BwE">https://snaprevise.co.uk/login?gclid=EA1aIQobChMIIn-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>
<p><b>Spanish</b></p>	<p><b>Preparation work for further study:</b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Audiria</a> - Self Marking Listening Exercises</li> <li>• <a href="#">VerTal</a>- Listening &amp; Grammar self-marking activities</li> <li>• <a href="#">RTVE (News Bulletin)</a></li> <li>• <a href="#">Cadena Dial (Radio/Music)</a></li> </ul> <p><b>Reading:</b></p>

- [20 minutos](#) - Click on [Edición Impresa](#) tab to download newspaper as a PDF.
- [BBC Mundo](#) - Spanish language news site from the BBC

**Literary texts:**

- *La casa de los espíritus*, Isabel Allende, 1982 (novel)
- *Modelos de mujer*, Almudena Grandes, 1996 (short stories)

**Films:**

- *Mar adentro*, dir. Alejandro Amenábar (2004)
- *También la lluvia*, dir. Icíar Bollaín (2010)