

Subject	Guidance for Accessing Remote Learning
<b>Accounting</b>	<p>Past papers and teacher resources will be uploaded onto Doodle. This will include regular retrieval practice, and opportunities for additional learning via free online short courses, which will help to support learning and UCAS personal statements/ apprenticeship applications.</p> <p>*Accounting principles – online study and quiz</p>
<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:</li> </ul>

- 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
- 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>
<b>Business - A2</b>	A marketing project on Theme Parks has been placed on Doodle. This will help with research, the marketing mix and other relevant aspects of the course they have learnt.
<b>Business - BTEC</b>	Students are working on Unit 8. Task sheets will be uploaded onto Doodle. I have also placed all the help sheets and PowerPoints for all learning aims on doodle.
<b>Childcare</b>	Targeted students completing some coursework.
<b>Drama</b>	<p>Students are preparing for their scripted unit. Alongside practically exploring of their chosen scripts they need to complete their Reflective report – the written element of this unit. This will cover all three texts explored; linking to the aims of the style, genre and practitioner Brecht (for extract 2 and 3).</p> <p><b>Task:</b> Complete section one and two of your reflective report. Using the exemplars which have been provided.</p>
<b>Economics</b>	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.
<b>English</b>	<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.</p> <p>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 Prohibition, The Wall Street Crash and The Great Depression</li> <li>-Masculinity</li> </ul>

	-Secrets, Gossip and Lies
<b>Film Studies</b>	<p><b>Black and White Film</b></p> <p>Watch at least one film in black and white (not necessarily an 'old' film) which is of interest to you. <b>EXAMPLES</b> – Dead of Night, Night of the Hunter, Casablanca, The Lighthouse. Write a short 500-word review of the film discussing what you found effective and what you found less effective.</p> <p><b>Links:</b> N/A</p> <p><b>Documents:</b> N/A</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, if studying Geography.</p> <p>Please see Doodle.</p>
<b>Health and Social Care</b>	Targeted students completing some coursework.
<b>History</b>	<p><b><u>Tudors/Russia:</u></b></p> <p><b><u>Tudors:</u></b>  <u>13A/13D:</u>  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  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>
<b>ICT/Computing</b>	<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></p>

	<p>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.raipplay.it/">https://www.raipplay.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>	<ol style="list-style-type: none"> <li>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.   <a href="https://undergroundmathematics.org/trigonometry-compound-angles">https://undergroundmathematics.org/trigonometry-compound-angles</a>  <a href="https://undergroundmathematics.org/chain-rule">https://undergroundmathematics.org/chain-rule</a>  <a href="https://undergroundmathematics.org/sequences">https://undergroundmathematics.org/sequences</a> </li> <li>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></li> <li>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></li> </ol>

<b>Maths (Further)</b>	<ol style="list-style-type: none"> <li>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> </li> <li>2. Investigate! It's always a good idea to do some investigations – try some of the ones put on Doodle.</li> <li>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> </li> </ol>
<b>Media BTEC</b>	<p><b>Topic: Advert Production - Concepts</b></p> <p><b>Work:</b> Create the ideas and plans for your own moving image advertisement. Decide what product you are advertising and what will happen in your advert. Decide also on how you will represent gender and/or ethnicity or age.</p> <p><b>Links:</b> N/A</p> <p><b>Documents:</b> N/A</p>
<b>Media Studies</b>	<p><b>Topic: Advert Production - Concepts</b></p> <p><b>Work:</b> Create the ideas and plans for your own moving image advertisement. Decide what product you are advertising and what will happen in your advert. Decide also on how you will represent gender and/or ethnicity or age.</p>
<b>Music</b>	<p>You should be completing your FREE composition. Please email to me your finished piece or your ideas so far - <a href="mailto:nta@goffs.herts.sch.uk">nta@goffs.herts.sch.uk</a></p>
<b>PE - A Level</b>	<p><b><u>Wider Reading for Yr 13 A-Level PE/Sport BTEC</u></b></p> <p><b><u>Developing Skill in Sport</u></b>  Schmidt, R.A. &amp; Wrisberg, C.A. (2004). <i>'Motor Learning and Performance'</i> (3rd Edition). Champaign, IL: Human Kinetics Publishers.  Schmidt, R.A., &amp; Lee, T.D. (2005). <i>'Motor Control &amp; Learning – A Behavioural Emphasis'</i> (4th Edition). Champaign, IL: Human Kinetics Publishers.</p> <p><b><u>Sport Psychology</u></b>  Cox, R.H. (2007). <i>Sport Psychology: Concepts and Applications</i>. (6th edition). New York: McGraw-Hill.  Berger, B., Pargman, D., &amp; Weinberg, R. (2002). <i>Foundations of Exercise Psychology</i>. Morgantown, WV: Fitness Information Technology.  Gill, D.L. (2000/2008). <i>Psychological Dynamics of Sport and Exercise</i> (2nd/3rd edition). Champaign, IL. Human</p>

Kinetics.

Moran, A. (2004). *Sport and Exercise Psychology: A Critical Introduction*. London: Routledge.

Weinberg, R.S., & Gould, D. (2003/2007). *Foundations of Sport and Exercise Psychology*. (3rd or 4th edition).

Champaign, IL: Human Kinetics.

### **Sport Physiology**

Clegg, C. *Exercise Physiology And Functional Anatomy* (1995) Feltham Press  
Walder, P. *Mechanics And Sport Performance* (1998) Feltham Press (1998)

### **History of Sport**

**John Lowerson (1995)** - *Sport and the English Middle Class 1870 - 1914*, Manchester University Press

**Neil Wigglesworth (1996)** - *The Evolution of English Sport*, Frank Cass

**Dennis Brailsford (1998)** - *British Sport A Social History*, Lutterworth Press

### **Sport and Society**

**Jay Coakley (1998)** - *Sport and Society Issues and Controversies*, McGraw Hill

**Simon Barnes (2006)** - *The Meaning of Sport*, Short Books

**Ellis Cashmore (2005)** - *Making Sense of Sport*, Routledge

### **Useful and informative Websites**

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

[www.olympic.org](http://www.olympic.org)

[www.london2012.com](http://www.london2012.com)

[www.eis2win.co.uk](http://www.eis2win.co.uk)

[www.youthsporttrust.org](http://www.youthsporttrust.org)

[www.sportengland.org](http://www.sportengland.org)

### **Films**

**Jerry Maguire** – The role of agents and commercialisation

**Cool Runnings** - Jamaican bobsleigh team - Winter Olympics.

**Gladiator** - Roman games

**Football Factory Football** - Hooliganism

**Chariots of Fire** - Olympism and Harold Abrahams

**This Sporting Life** - Rugby League based on Wakefield Trinity FC

**Million Dollar Baby** - Boxing trainer helps female boxer achieve her dream

**Gregory's Girl** - School football story

**Tom Browns School Days** - Athleticism and the rationalization of sport

<p><b>Psychology</b></p>	<p><b>University Study Skills – Lesson 10: Academic Posters</b></p> <p>Creating academic posters to use in presentations is another key skill you will need for university. These are different from the types of revision posters you are used to creating in class. Carry out a Google image search for academic posters and have a look at some examples!</p> <p>So these posters are a lot more professional and contain a lot more information than you are used to.</p> <p>My task for you is to choose a topic that interests you in psychology – it doesn't have to be one we have studied (<i><b>in fact it might be better to choose something completely new so you can practice your research skills too!</b></i>) and create an academic poster which tells me everything I need to know about the topic you have looked into. Imagine I know nothing about psychology at all – would I be able to understand the information you have given me?</p> <p><b>We can make this into a bit of a competition – Email me your posters, I will pick my favourite and put it on the wall in my classroom to be admired by students for years to come!</b></p>
<p><b>RS/Sociology</b></p>	<p>RS and Sociology – Students can use the practice questions sheets previously set to email <a href="mailto:ebo@goffs.herts.sch.uk">ebo@goffs.herts.sch.uk</a> a completed 10, 15 or 20 mark question which will act as evidence when predicting grades.</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>  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>BBC - podcasts &amp; programmes -  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=IwAR3eX2GnSPUjaDLNZLJfkl68U6S4bVlljoJ-kYfwtWrbcXo-J-rg3HvYBQ">https://www.bbc.co.uk/programmes/topics/Emotions?fbclid=IwAR3eX2GnSPUjaDLNZLJfkl68U6S4bVlljoJ-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></p>



	<p>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></p> <p>History of philosophy - <a href="https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyppWuS3H2CUEB1tjemeVj4zbAykqf0">https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyppWuS3H2CUEB1tjemeVj4zbAykqf0</a></p> <p>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></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>
<b>Science</b>	<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=EA1aIqobChMIn-TOWcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDevD_BwE">https://snaprevise.co.uk/login?gclid=EA1aIqobChMIn-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 Doodle.</p>
<b>Spanish</b>	<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> </ul>

- [RTVE \(News Bulletin\)](#)
- [Cadena Dial \(Radio/Music\)](#)

**Reading:**

- [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)