

| Subject | Guidance for Accessing Remote Learning |
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| Accounting | Past papers and teacher resources will be uploaded onto Doodle. |
| ACE | <p data-bbox="416 405 2078 469">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 data-bbox="416 512 2096 612">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 data-bbox="416 655 2119 719">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 data-bbox="416 762 2130 826">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 data-bbox="416 869 1335 975" 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 data-bbox="416 1018 2063 1082">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 data-bbox="416 1125 533 1157"><u>Structure</u></p> <ul data-bbox="461 1166 2136 1378" 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 data-bbox="555 1348 1637 1378" style="list-style-type: none"> ○ We want our students to grow as individuals with ambition, resilience and courage (1). <p data-bbox="607 1385 734 1414"><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

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| | <ul style="list-style-type: none"> • Satisfactory, balanced arguments • Satisfactory structure throughout • Satisfactory use of SPAG |
| Art | <p>All work should now be complete and improvements photographed and sent to Miss Brown.</p> <p>Please photograph and email improvements to tbr@goffs.herts.sch.uk Also send Exam prep work – i.e. where you had got up to before we shut down.</p> |
| Business - A2 | Past papers and resources on Critical Path Analysis has been uploaded. |
| Business - BTEC | Students are working on Unit 8. Task sheets will be uploaded onto Doodle. |
| Childcare | Targeted students completing some coursework. |
| Drama | <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>Task: Complete section one and two of your reflective report. Using the exemplars which have been provided.</p> |
| Economics | Past papers will be uploaded to Doodle as the specification has been completed. |
| English | <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>Unit 02 Students should work through Book 1 and Book 2 of The Age of Innocence’ analysis extracts. The activities are comprehension based and will support different readings and interpretations of the text. Read Desiree’s Baby in the EE booklet. Reread ‘The Great Gatsby’ making connections to ‘The Age of Innocence.’</p> <p>Here are some connections we made in class: -The American Dream -Rise of the new woman -White supremacy -The Gilded Age Prohibition, The Wall Street Crash and The Great Depression</p> |

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| | <p>-Masculinity -Secrets, Gossip and Lies -Shallowness of the Elite class</p> <p>Past papers will be uploaded onto Doodle.</p> |
| Film Studies | <p>Topic: Wider Watching</p> <p>Work: Choose any non-English language film, watch it and write a short review.</p> <p>Links: N/A</p> <p>Documents:</p> |
| Geography | <p>All work will be set on Doodle.</p> <p>Topic for teacher 1: Revision Please email kcr@goffs.herts.sch.uk with any queries regarding this work.</p> <p>Topic for teacher 2: Water and Carbon Cycle Please email jfl@goffs.herts.sch.uk with any queries regarding this work.</p> <p>For both teachers, work, 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.</p> |
| Health and Social Care | <p>Targeted students completing some coursework.</p> |
| History | <p><u>Tudors/Russia:</u></p> <p><u>Tudors:</u> <u>13A/13D:</u></p> |

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| | <p>Revision lessons + past paper packs issued + uploaded to Doodle and handed out as hard copies</p> <p>Russia: 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: 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.</p> <p>ICT 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> |
| Italian | <p>Current topics:</p> <ul style="list-style-type: none"> • The Italian Republic and the economic boom • Analysis of the novel “Io non ho paura” • Analysis of the film “Nuovo cinema Paradiso” • Revision of A Level grammar structures <p>Tasks to complete:</p> <ul style="list-style-type: none"> • Essay practice question on Io non ho paura/Nuovo cinema Paradiso (work set Doodle) • Italy after the WWII – Gap fill exercise • The Italian Republic – Reading practice • After the elections – Mind map • The economic boom - Research <p>Independent work:</p> <ul style="list-style-type: none"> • Revision of <i>Io non ho paura</i> on the revision booklet (booklet issued to students) • ZigZag practice on reading questions (booklet issued to students) • Students continue working on their Independent Research Project and revise all the topics for the general conversation • Test your grammar knowledge on https://www.almaedizioni.it/it/almatv/lingua-quiz/ • |

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| 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 A2 but feel free to browse the site and complete tasks that interest you.</p> <p>https://undergroundmathematics.org/trigonometry-compound-angles https://undergroundmathematics.org/chain-rule https://undergroundmathematics.org/sequences</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 A2 Further Maths but feel free to browse the site and complete tasks that interest you.</p> <p>https://undergroundmathematics.org/combining-vectors https://undergroundmathematics.org/hyperbolic-functions</p> |
| Media BTEC | <p>Topic: Magazine production</p> <p>Work: Continue to practice and develop your production skills.</p> <p>Links: Photoshop for beginners: https://www.youtube.com/watch?v=pFyOznL9UvA</p> <p>Documents: All relevant documents and templates will be uploaded onto Doodle.</p> |
| Media Studies | <p>Topic: Wider Research and Reading</p> <p>Work: Choose two newspapers and their webpages, identify the differences between how their front pages cover today's news.</p> <p>Links: https://goffsfilmandmedia.wixsite.com/tips</p> <p>Documents: Coursework Mark scheme on Doodle</p> |
| Music | <p>(4 lessons per week)</p> <p>Students should be completing their FREE composition and composing ideas for their Western Classical composition at home.</p> <p>Students should 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> <p>Use the Revision Guide to work through the AS and A Level sections of the Rock & Pop topic.</p> |

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| <p>PE - A Level</p> | <p>Revision Anatomy and Physiology:</p> <p><u>Force</u></p> <ul style="list-style-type: none"> • net force • balanced and unbalanced force • weight • reaction • friction • air resistance • factors affecting friction and air resistance and their manipulation in sporting performance • free body diagrams showing vertical and horizontal forces acting on a body at an instant in time and the resulting motion • calculations of force, momentum, acceleration and weight • definition of centre of mass • factors affecting the position of the centre of mass • the relationship between centre of mass and stability <p><u>Components of a Lever System</u></p> <ul style="list-style-type: none"> • load • effort • fulcrum • effort arm • load arm <ul style="list-style-type: none"> - 1st class lever - 2nd class lever - 3rd class lever • mechanical advantage of a 2nd class lever |
| <p>PE - BTEC Sport</p> | <p>N/A</p> |
| <p>Photography</p> | <p>All coursework should now be completed and handed back to Mrs Brew for final marking. Also send Exam prep work – i.e. where you had got up to before we shut down.</p> |
| <p>Product Design</p> | <p>Revision and practice papers with mark schemes.</p> |

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| | <p>Text books Seneca Bridge academy (all links on doodle)</p> |
| Psychology | <p>University Study Skills –</p> <p>Lesson 1: Reflecting One of the most important skills we can develop to make constant progress is the skill of reflecting. It might seem like an obvious thing to do but we don't always take the time to actually reflect on what we have done to figure out how to improve in the future.</p> <p>I would like students to reflect on their study of psychology, the skills they have developed and things they could still work on. Answer the following questions honestly:</p> <ol style="list-style-type: none">1. Overall, how much do you think you have achieved through your study of psychology?2. List three things you accomplished over your two years studying the subject.3. Which skills have you developed throughout your study of the subject?4. Which three things could you still make improvements on?5. What have you enjoyed most and least about your study of the subject?6. Is there anything you wish you had done throughout your studies to help you progress that you didn't do at the time?7. List three ways your study of psychology can continue to help you in the future even if you don't plan to carry on studying the subject. <p>Lesson 2: Researching Researching is one of the most important skills you will need at university regardless of which subject you go on to study. For this students are to complete a task which will help them to develop their research skills further. I would like them to spend an hour researching one of the following psychology topics we haven't studied on our course:</p> <ul style="list-style-type: none">• Why are people prejudiced/why do they discriminate? Is there a psychological basis to it?• Is there a psychological explanation for why some people make better leaders than others?• What is Carl Jung's theory of archetypes? Do you agree with his theory after researching it?• How do sport psychologists improve performance of sportspeople and improve their mindset?• Which areas of the brain have been most recently discovered? What do they do? Does the discovery of these areas change what we already know about human behaviour? <p>Students are to then email me their notes on what they find throughout their research.</p> <p>Lesson 3: Note Taking</p> |

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| | <p>Something I noticed during our time studying psychology is that a lot of students like to copy notes word-for-word from powerpoints, unfortunately university lecturers won't give them enough time to do this and it isn't the most effective way of taking notes!</p> <p>The Cornell method is one way of making your notes more effective, especially for when you look back over them. Watch the following video on how to do Cornell note taking: https://www.youtube.com/watch?reload=9&v=ErSjc1PEGKE</p> <p>Students should then choose a video from the Crash Course Psychology channel on YouTube (perfect because the host speaks so quickly!) and practice taking some notes Cornell style!</p> <p>This is only one suggestion of how to improve note taking, if this isn't something that will work for you have a look at the following guide for general hints and tips for improving note-taking: https://www.educationcorner.com/note-taking.html</p> |
| RS/Sociology | <p>Students can use the practice questions sheets previously set to email ebo@goffs.herts.sch.uk a completed 10, 15, 20,25 and 30 mark questions.</p> <p>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=IwAR3sXzqZTKhr3aFub7ltRKiGf9m-7fAO0a-7- Philosophical concepts - https://www.bbc.co.uk/programmes/topics/Philosophical_concepts?fbclid=IwAR1d2rriQ9IKhFa3Qey3_d8i0sJhHWmRa_83r7NxsHTEr6AhFL History of philosophy - https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOXyypgWuS3H2CUEB1tjemeVj4zbAykqf0</p> |

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| | <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> |
| Science | <p>Revision & consolidation of A level content.</p> <p>Applied Science – Revision for Unit 3 exam (if applicable)</p> <p>Students will be expected to complete the work assigned by their teacher via doddle.</p> <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>https://snaprevise.co.uk/login?gclid=EA1aIQobChMIn-TOWcyh6AIVR7TtCh0eHgIPEAAAYASABEgLDevD_BwE</p> <p>https://www.kerboodle.com/users/login</p> <p>https://www.physicsandmathstutor.com/</p> <p>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> |
| Spanish | <p>Topic: Revision of all topics</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Complete practice paper booklets (Zig-zag) - reading and translation. Issued to students. • Create a mind-map to plan the 2019 Como agua para chocolate questions –attached on Doodle • Translation into Spanish-on Doodle <p>Further online tools to help:</p> <p>www.dynamiclearning.org.uk (students have individual log-in details) . Complete tasks to practise exam skills for each topic. Use the personal learning checklists (topic and grammar) to focus on those areas you need to revise.</p> |
| Textiles | <p>Thank you for completing your NEA I look forward to marking them when it is appropriate for you to drop them off to school.</p> |

I suggest that you use this time to complete a RAG assessment of the topics you may need to study for the exam units of this course (worth 50%).

You will have been given a PLC at the start of the course and now is the perfect opportunity for you to decide which topics you need to revise.

Once you have identified these topics you could;

Make flashcards

Create mind maps

Create your own exam style questions based on the topic and attempt them