



St. Joseph's Catholic School and Sixth Form Centre

Distance Learning Information: Sixth Form

Dear Student and Parent / Guardian,

The current Covid-19 outbreak means these are difficult and uncertain times for us all. We are determined that while we follow all of the official advice from Public Health Wales and the UK government, we are able to give our students the best chance to continue their education. This is, of course, particularly crucial for those students approaching external examinations later this year.

In the case of a school closure, we have put the following provision in place for Year 12 and Year 13 students.

We will put in place, as much as possible, interactive teaching and assessment activities during a school closure. These activities will follow the normal school timetable as much as feasible. We will use Microsoft Teams, Google Classrooms or HWB email to deliver this provision. Staff have been working hard over the last week to ensure that all students have access to these resources at home.

Details of the provision on offer from each subject area is detailed in the table on the following pages.

We would encourage all of our Sixth Form students to engage in meaningful learning tasks each school day during a school closure, in line with their normal school timetable. They should complete and return the tasks and assessments set by their class teacher.

Please support your son / daughter by making sure they have the equipment and working space they need to complete these tasks and let us know if we can support this in any way.



St. Joseph's Catholic School and Sixth Form Centre

Subject	Platform	Year 12 Details	Year 13 Details
English Language		<ul style="list-style-type: none"> • Unit 1 – Exploring Language (JG) • Unit 2 - Language Issues and Original and Critical writing (NM) • All pupils have been added to Microsoft Team Group for access to resources outlined below and communication with JG. • Folders will be added that will include: • Content – Course materials, PowerPoints, additional resources and suggested tasks for further study. • Feedback – Suggested route of revision for consolidating learning including timed tasks and past papers with submission dates for teacher feedback and target review. • Skills and Techniques - Past Papers from 2016 – 2019 accompanied by relevant Mark Schemes and Examiners Reports. • The English departmental blog: http://stjoesenglish.blogspot.com/ will also have some resources uploaded on it in case there should be any issues with Google Classroom etc. Meaning that there will always be some meaningful work available. 	<p>Unit 3 – Language Change Over Time (JG)</p> <p>Unit 4 – Spoken Language and Creative Recasting (NM)</p> <ul style="list-style-type: none"> • All pupils have been added to Microsoft Team Group for access to resources outlined below and communication with JG. • Folders will be added that will include: • Content – Course materials, PowerPoints, additional resources and suggested tasks for further study. • Feedback – Suggested route of revision for consolidating learning including timed tasks and past papers with submission dates for teacher feedback and target review. • Skills and Techniques - Past Papers from 2016 – 2019 accompanied by relevant Mark Schemes and Examiner's Reports. • The English departmental blog: http://stjoesenglish.blogspot.com/ will also have some resources uploaded on it in case there should be any issues with Google Classroom etc. Meaning that there will always be some meaningful work available. • Unit 5 – Language and Identity (JG) • Coursework drafting is ongoing, and J Gow is marking and returning drafts as attachments via email • DEADLINE FOR FINAL SUBMISSION: MONDAY 27TH APRIL 2020



St. Joseph's Catholic School and Sixth Form Centre

<p>English Literature</p>	<p>Google Classroom/ Hwbmail</p>	<p>S. Smith</p> <ul style="list-style-type: none"> • Poetry - the Year 12 class have a few poems left to cover of Owen Sheers' collection: 'Skirrid Hill'. The teaching on this will take place via Google Classroom. • Exam prep and past paper questions will also be conducted via Google Classroom and/or Hwbmail as attachments that will be marked and returned. • Video links will be shared via email, sending pupils to useful documentaries on, and featuring, the poets studied. • The English departmental blog: http://stjoesenglish.blogspot.com/ will also have some resources uploaded on it in case there should be any issues with Google Classroom etc. This means that there will always be some meaningful work available. • 	<p>S. Smith</p> <ul style="list-style-type: none"> • The class have covered all the content for the poetry exam and are now focusing on exam technique and past papers questions. • Coursework drafting is ongoing, and S. Smith is marking and returning drafts as attachments via email. • Google Classroom is established to cover any essential final revision and/or contextual lessons. • Video links will be shared via email, sending pupils to useful documentaries on the poets studied. • The English departmental blog: http://stjoesenglish.blogspot.com/ will also have some resources uploaded on it in case there should be any issues with Google Classroom etc. Meaning that there will always be some meaningful work available.
<p>Mathematics</p>	<p>Microsoft Teams</p>	<p><u>E Evans & S Larkman</u></p> <ul style="list-style-type: none"> • Staff will upload PowerPoints containing new content via Microsoft Teams. These will have additional commentary which would have been talked through in class. Staff will be online to answer questions and explain further when needed. Worksheets and solutions to be uploaded along with new content. • Past papers, solutions and mark schemes will also be uploaded to Files. (including past paper questions from old specification C1/C2/S1/M1) • Specification including additional guidance, formula booklets, statistics tables and revision sheets (all given out in class) will be uploaded. • A word document containing video links has been shared with pupils on topics, calculator and previous exam solutions. • Pupils can ask questions and upload pictures to ask for help in Teams chat to be answered by staff (and peers). 	<p><u>E Evans & D Saunders</u></p> <ul style="list-style-type: none"> • Staff to upload PowerPoints containing new content, these PP's will have additional commentary which would have been talked through in class. Staff will be online to answer questions and explain further when needed. Worksheets and solutions to be uploaded along with new content. • Past papers, solutions and mark schemes will also be uploaded to Files. (including past paper questions from old specification C3/C4) • Specification including additional guidance, formula booklets, statistics tables and revision sheets (all given out in class) to be uploaded. • A word document containing video links has been shared with pupils on topics, calculator and previous exam solutions. • Pupils to ask questions and upload pictures to ask for help in Teams chat to be answered by staff (and peers).



St. Joseph's Catholic School and Sixth Form Centre

		<p>Topics still to be covered as on 14.3.2020</p> <table border="1"> <thead> <tr> <th></th> <th>Unit</th> <th>Topic</th> <th>Teacher</th> <th>Topic</th> <th>Teacher</th> <th>Topic</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 12</td> <td>1 Pure</td> <td colspan="6">Unit 1 - all content taught SL/EE</td> </tr> <tr> <td>2 Statistics</td> <td>Poisson Distribution</td> <td>SL</td> <td>Binomial Distribution</td> <td>SL</td> <td>Hypothesis testing</td> <td>SL</td> </tr> <tr> <td>2 Mechanics</td> <td>Variable acceleration</td> <td>EE</td> <td>Pulleys</td> <td>EE</td> <td>Vectors</td> <td>EE</td> </tr> </tbody> </table>		Unit	Topic	Teacher	Topic	Teacher	Topic	Teacher	Year 12	1 Pure	Unit 1 - all content taught SL/EE						2 Statistics	Poisson Distribution	SL	Binomial Distribution	SL	Hypothesis testing	SL	2 Mechanics	Variable acceleration	EE	Pulleys	EE	Vectors	EE	<p>Topics still to be covered as on 14.3.2020</p> <table border="1"> <thead> <tr> <th></th> <th>Unit</th> <th>Topic</th> <th>Teacher</th> <th>Topic</th> <th>Teacher</th> <th>Topic</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 13</td> <td>3 Pure</td> <td>Transformations of Graphs</td> <td>DS</td> <td>Proof</td> <td>DS</td> <td>Newton Raphson</td> <td>EE</td> </tr> <tr> <td>4 Statistics</td> <td>Hypothesis Testing Normal</td> <td>DS</td> <td>Graphs (random)</td> <td>DS</td> <td>Uniform Distribution</td> <td>DS</td> </tr> <tr> <td>4 Mechanics</td> <td>Projectiles</td> <td>EE</td> <td>Moments</td> <td>EE</td> <td>Differential Eq in context</td> <td>EE</td> </tr> </tbody> </table>		Unit	Topic	Teacher	Topic	Teacher	Topic	Teacher	Year 13	3 Pure	Transformations of Graphs	DS	Proof	DS	Newton Raphson	EE	4 Statistics	Hypothesis Testing Normal	DS	Graphs (random)	DS	Uniform Distribution	DS	4 Mechanics	Projectiles	EE	Moments	EE	Differential Eq in context	EE
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<p>Biology</p>	<p>Microsoft Teams</p>	<p><u>J Hansen and A Guest</u></p> <ul style="list-style-type: none"> AG and JH will upload PowerPoints containing remaining content. These will have added commentary. AG and JH will be online to answer questions and explain further as necessary. Worksheets with model answers will also be provided. Past papers and mark schemes will also be uploaded to Teams (to include previous specifications and Eduqas). Specifications, revision sheets are already available via teams uploaded. Pupils to continue ask questions and upload screen shots to ask for help in Teams or via school e-mail. <p>Topics still to be covered as of 17.03.2020</p> <ul style="list-style-type: none"> Topic 2.3 Adaptations for transport <ul style="list-style-type: none"> (i) the structure of the dicotyledon root, including examination of microscope slides of T.S. dicotyledon root (j) the absorption of water by the root (k) the movement of water through the root: apoplast, symplast and vacuolar pathways (l) the structure and understand the role of the endodermis (m) the detailed structure of xylem as seen by the light and electron microscope, including examination of microscope slides of T.S. dicotyledon primary stem (n) the movement of water from root to leaf including the transpiration stream and cohesion-tension theory 	<p><u>A Guest</u></p> <ul style="list-style-type: none"> AG to upload PowerPoints containing remaining content, these PP's will (hopefully) have added commentary. AG will be online to answer questions and explain further as necessary. Worksheets with model answers will also be provided. Past papers and mark schemes will also be uploaded to Teams (to include previous specifications and Eduqas). Specifications, revision sheets are already available via teams uploaded. Pupils to continue ask questions and upload screen shots to ask for help in Teams or via school e-mail. <p>Topics still to be covered as of 17.3.2020</p> <ul style="list-style-type: none"> Topic 3.4 Variation and evolution <ul style="list-style-type: none"> (i) the concepts of isolation and speciation (j) the separation of populations by geographical, behavioural, morphological, seasonal and other isolation mechanisms including hybrid sterility (k) Darwin's theory of evolution that existing species have arisen through modification of ancestral species by natural selection Investigation of continuous variation in a species (including use of the Student's t test) Topic 3.5 Application of reproduction and genetics <ul style="list-style-type: none"> (a) the Human Genome Project and its extension to the 100K Genome Project 																																																												



St. Joseph's Catholic School and Sixth Form Centre

	<p>(o) the effect of environmental factors affecting transpiration (p) the adaptations shown by some angiosperms: hydrophytes, xerophytes, including examination of microscope slides of T.S. leaves of marram grass and water lily (q) the detailed structure of phloem as seen by the light and electron microscope (r) understand the translocation of organic materials from source to sink, including the ideas surrounding phloem transport: diffusion; cytoplasmic strands; mass flow models; experimental evidence that solutes e.g. sucrose, are carried in the phloem; use of aphids and autoradiographs</p> <p>• Topic 2.4 Adaptations for nutrition</p> <p>(g) the adaptations of the human gut to a mixed, omnivorous diet that includes both plant and animal material, including examination of microscope slides of duodenum and ileum (h) the efficient digestion of different food substances requiring different enzymes and different conditions (j) parasites; highly specialised organisms that obtain their nutrition at the expense of a host organism e.g. Taenia and Pediculus, including examination of specimens and slides of tapeworm e.g. Taenia</p>	<p>(b) the ethical issues surrounding the use of this knowledge and its application to the screening of embryos for genetic disorders e.g. cystic fibrosis, Huntington's disease, thalassaemia (c) how the genomes from other organisms have also been sequenced, including the mosquito, Anopheles gambiae and the Plasmodium parasite that it transmits and that better methods to control malaria may be developed as a result (d) the use of PCR and electrophoresis to produce a genetic fingerprint; the forensic use of genetic fingerprinting (e) the formation of recombinant DNA by insertion of foreign DNA into bacterial plasmids and the cloning of the bacteria to produce useful molecules, as illustrated by insulin (f) issues surrounding the use of gene technologies to produce genetically modified crops by inserting a gene from one organism into another to convey disease resistance e.g. in GM tomatoes or a desired characteristic e.g. in GM soya (g) the advantages and disadvantages of using gene therapy for the treatment of disease as illustrated by muscular dystrophy (h) the use of genomics and its possible impact on healthcare in the future (i) the issues surrounding the use of stem cells for replacing damaged tissues and organs</p> <p>• Topic 3.2 sexual reproduction in plants</p> <p>(a) the generalised structure of flowers to be able to compare wind and insect pollinated flowers (b) the development of pollen and ovules, including examination of prepared slides of anther and ovary (c) cross and self-pollination (d) the process of double fertilisation (e) the formation and structure of seed and fruit as shown by broad bean and maize (f) the process of germination of Vicia faba (broad bean) (g) the effect of gibberellin</p> <p>SPECIFIED PRACTICAL WORK</p> <p>☑ Investigation of the digestion of starch agar using germinating seeds ☑ Dissection of wind and insect-pollinated flowers ☑ Scientific drawing of a low power plan of a prepared slide of an anther, including calculation of actual size and magnification of drawing</p>
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St. Joseph's Catholic School and Sixth Form Centre

<p>Chemistry</p>	<p>Microsoft Teams</p>	<p><u>L Evans and A Guest</u> As of 17/03/2020, pupils have been taught most of the course (unit 1 and unit 2), LE aims to finish the content of Unit 2 by Friday (20th). If this is not possible this means that a small section of 2.7 alcohols and carboxylic acids need to be completed by LE and 2.8 Analysis needs to be delivered by AG via Teams. Pre-recorded powerpoints will be available for pupils. Pupils will be given past paper packs on Wednesday (18th) to complete in preparation for their exams, if pupils are absent, then online copies of these packs will be available also. LE and AG will continue to communicate with the class to answer any questions. LE has one specified practical to complete, "Preparation of an ester and separation by distillation" however, if we do not have time, this can be shown via: https://experiments.science.cymru/chemistry/12-preparation-of-an-ester-and-separation-by-distillation/ and relevant questions answered.</p>	<p><u>L Evans and A Guest</u></p> <ul style="list-style-type: none"> • AG and LE to upload PowerPoints containing remaining content, these PP's will (hopefully) have added commentary. AG/LE will be online to answer questions and explain further as necessary. Worksheets with model answers will also be provided. • Past papers and mark schemes will also be uploaded to Teams (to include previous specifications and Eduqas). • Specifications, revision sheets are already available via teams uploaded. • Pupils to continue ask questions and upload screen shots to ask for help in Teams or via school e-mail. <p>Topics still to be covered as of 17.3.2020</p> <p>Topic 3.9 Acid Base Equilibria (c) significance of the ionic product of water, Kw d) how to use pH, Kw, Ka and pKa in calculations involving strong and weak acids and pH and Kw in calculations involving strong bases (e) shapes of the titration curves for strong acid/strong base, strong acid/weak base, weak acid/strong base and weak acid/weak base systems (f) mode of action of buffer solutions and how to use pH, Kw, Ka and pKa in appropriate calculations (g) importance of buffer solutions in living systems and industrial processes (h) concept of hydrolysis of salts of a strong acid/strong base, a strong acid/weak base and a weak acid/strong base (i) how suitable indicators are selected for acid-base titrations SPECIFIED PRACTICAL WORK ☒ Titration using a pH probe, for example, titration of a weak acid against a weak base</p> <p>Topic 4.8 Organic Synthesis and Analysis (f) use of high resolution ¹H NMR spectra (alongside the other spectral data specified in 2.8) in the elucidation of structure of organic molecules (g) use of chromatographic data from TLC/paper chromatography, GC and HPLC to find the composition of mixtures</p>
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St. Joseph's Catholic School and Sixth Form Centre

<p>Physics</p>	<p>Microsoft Teams</p>	<p><u>C Pinnington and S Williams</u></p> <ul style="list-style-type: none"> • CP/SW to upload playlists of videos and PowerPoint containing remaining content. CP/SW will be online to answer questions and explain further as necessary. • Workbooks have already been loaded onto teams. SW will produce model answers for unit 2. • Past papers and mark schemes are uploaded to Teams (both WJEC and Eduqas). • Specifications and revision booklets are already available via teams. • Pupils to continue ask questions and upload screen shots to ask for help in Teams or via school e-mail. <p>Topics left to complete: Unit 1: Stars Unit 2: Photons</p> <p>Topics left to be covered: Unit 1: Particles Unit 2: Lasers</p>	<p><u>S Williams</u></p> <ul style="list-style-type: none"> • SW to upload playlists of videos containing remaining content. SW will be online to answer questions and explain further as necessary. • Workbooks have already been loaded onto teams. SW will produce model answers. • Past papers and mark schemes will also be uploaded to Teams (both WJEC and Eduqas). • Specifications and revision booklets are already available via teams. • Pupils to continue ask questions and upload screen shots to ask for help in Teams or via school e-mail. <p>Topics Left to complete: Unit 3: Nuclear Energy Unit 4: Electromagnetic Induction</p> <p>Topics left to be covered: Unit 4: Medical Physics Option</p>
<p>Applied Science</p>	<p>Microsoft Teams</p>	<p><u>L.Evans and S.Williams</u></p> <p><i>As of 17/03/2020, pupils have completed Unit 1 & 4 except for one practical – extraction of paracetamol. This has been organised to be completed Thursday (19th) so pupils are able to write their analysis from home. Students need to continue with Unit 2 which can be completed via Teams. LE and SW will continue to communicate with the class to answer any questions.</i></p>	<p><u>A Guest and S Williams</u></p> <ul style="list-style-type: none"> • AG and LE to upload help sheets to allow students to complete the outstanding assignments • . AG/SW will be online to answer questions and explain further as necessary. Worksheets with model answers will also be provided as necessary. • A check list and the assignment briefs for each unit will be made available via Teams and updates as tasks are completed. • Pupils to continue to receive support through Teams or via school e-mail. <p>Topics still to be covered as of 17.3.2020</p>



St. Joseph's Catholic School and Sixth Form Centre

			<p>Unit 11 (SW and AG) Students will need to complete outstanding assignments.</p> <p>Unit 20 (SW) Students needs to complete assignments 1 and 2. SW will add useful websites to help with the remaining assignments onto teams. SW will be on-line during normal lesson hours to assist with any problems via teams. All students should e-mail SW with any concerns out of lesson time.</p> <p>Unit 22 (SW and AG) The following assignments have yet to be completed.</p> <table border="1" data-bbox="1774 972 2504 1087"> <tr><td colspan="6">ASSIGNMENT 5: Comparison of Vitamin C in Fresh and Frozen Food.</td></tr> <tr><td>P1 part</td><td>P5 part</td><td>M1 part</td><td>M2 part</td><td>M5 part</td><td>D3 part</td></tr> <tr><td>5.1</td><td>5.2</td><td>5.3</td><td>5.4</td><td>5.6</td><td></td></tr> </table> <table border="1" data-bbox="1774 1098 2504 1213"> <tr><td colspan="6">ASSIGNMENT 6: Identifying 6 Organic compounds.</td></tr> <tr><td>P3 part</td><td></td><td>P3 part</td><td>M3 part</td><td>M3 part</td><td>D2 part</td></tr> <tr><td>6.1</td><td></td><td>6.2</td><td>6.3</td><td>6.4</td><td>6.5</td></tr> </table> <table border="1" data-bbox="1774 1224 2504 1329"> <tr><td colspan="6">ASSIGNMENT 7: Identification of Inorganic Substances.</td></tr> <tr><td>P4 part</td><td>P4 part</td><td>M4 part</td><td>M4 part</td><td>D2 part</td><td></td></tr> <tr><td>7.1</td><td>7.2</td><td>7.3</td><td>7.4</td><td>7.5</td><td></td></tr> </table>	ASSIGNMENT 5: Comparison of Vitamin C in Fresh and Frozen Food.						P1 part	P5 part	M1 part	M2 part	M5 part	D3 part	5.1	5.2	5.3	5.4	5.6		ASSIGNMENT 6: Identifying 6 Organic compounds.						P3 part		P3 part	M3 part	M3 part	D2 part	6.1		6.2	6.3	6.4	6.5	ASSIGNMENT 7: Identification of Inorganic Substances.						P4 part	P4 part	M4 part	M4 part	D2 part		7.1	7.2	7.3	7.4	7.5	
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<p>Welsh</p>	<p>Microsoft Teams & Hwb email</p>	<p>L.Davies Unit 1 – Oral exam on Thursday 2nd April with external examiner. All work completed for this exam. Pupil to complete revision and continue to go over exam style questions. Unit 2 – Personal project. This has been completed and handed in. L.Davies is to mark and send off to WJEC by 15th May. Unit 3 – Grammar and poetry exam. All grammar has been covered and pupil is focussing on revision pages for the grammar module. Past Paper questions to be uploaded to Teams and grammar exercises. Poetry work also to be uploaded to Teams and essay style questions to be completed and emailed via Hwb.</p>	<p>L.Davies Unit 4 – Oral exam on Thursday 2nd April with external examiner. All work has been completed for this module and students are currently revising and preparing answers. Unit 5 – Past paper booklet given on 'Trawsieithu' – pupils to continue working through and email the essays for marking. Short stories to be uploaded via Teams and pupils have already been given hard copies of resources needed. Unit 6 – Past paper style questions on grammar to be uploaded onto Teams and pupils to email work. Synoptic style essays to be completed and also emailed for marking.</p>																																																						



St. Joseph's Catholic School and Sixth Form Centre

<p style="text-align: center;">RE</p>	<p><u>MP Felton</u></p> <ul style="list-style-type: none"> • All remaining key reading materials from textbook and revision guides now ready for students. Most materials have already been collected. • Ethics and Philosophy modules already completed. New topics on Christianity (Religious Figures and Sacred Texts, Religious Concepts, Religious Life and Knowledge and Understanding of Religion and Belief) will be taught via Microsoft Teams. Students will be expected to be 'live' during timetabled lessons. Powerpoints will be uploaded with tasks and use of 'chat' facility for questions/answers. • Every Monday exam questions will be set out through Teams for completion by Friday. There will be a three-day marking turnaround. There will also be a bank of further questions for completion on a voluntary basis. • Other resources will be uploaded on Teams, i.e. past papers, marking schemes, video links, model answers and revision materials. 	<p><u>MP Felton</u></p> <ul style="list-style-type: none"> • All remaining key reading materials from textbook and revision guides now ready for students. Most materials have already been collected. • Ethics and Christianity modules already completed. New topics on Philosophy (Challenge to Religious Belief, Religious Experience and Religious Language) will be taught via Microsoft Teams. Students will be expected to be 'live' during timetabled lessons. Powerpoints will be uploaded with tasks and use of 'chat' facility for questions/answers. • Every Monday exam questions will be set out through Teams for completion by Friday. There will be a three-day marking turnaround. There will also be a bank of further questions for completion on a voluntary basis. • Other resources will be uploaded on Teams, i.e. past papers, marking schemes, video links, model answers and revision materials.
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St. Joseph's Catholic School and Sixth Form Centre

Art & Design	Teams/Email	Currently completing Unit 2 -	Currently completing Unit 2 -
		<p>This date will need to be extended as learners have spent longer than planned on the experimentation part of the unit. There will be implications to this unit in particular as pupils needs access to specialist materials – clay, wire, mod-roc etc. (original completion date - 24.03.2020.)</p> <p>Current assignment brief already uploaded to Teams group alongside the assessment structure. GAP to add support PowerPoint that we have used in class. Due to the limitations that learners may face when completing the practical nature of this unit in particular they may need to rely more on sketches and describing creative intentions.</p> <p>I will also add an additional PowerPoint guide to help learners with their analysis of the project so far. This will be instead of the usual mounting of portfolio pages as learners may not have the supplies at home.</p> <p>Teams and email to be used to communicate and upload work in progress for feedback and the development of ideas. I will set up separate assignments for each area of the assessment, so the project is broken up into manageable tasks.</p> <p>To be completed – Unit 3 – Ideas and concepts in Art & Design assessment date as listed on assessment plan 24.03.2020. (Final unit of Year 12)</p> <p>Assignment brief to be uploaded to Teams within the next fortnight to support the next project.</p> <p>Same method of working as above, we will have to rely more on digital research and use a digital portfolio format to display completed work.</p>	<p>This date will need to be extended as learners have spent longer than planned on the experimentation part of the unit. There will be implications to this unit in particular as pupils needs access to specialist materials – clay, wire, mod-roc etc. (Original completion date - 24.03.2020.)</p> <p>Current assignment brief already uploaded to Teams group alongside the assessment structure. GAP to add support PowerPoint that we have used in class. Due to the limitations that learners may face when completing the practical nature of this unit in particular they may need to rely more on sketches and describing creative intentions.</p> <p>I will also add an additional PowerPoint guide to help learners with their analysis of the project so far. This will be instead of the usual mounting of portfolio pages as learners may not have the supplies at home.</p> <p>Teams and email to be used to communicate and upload work in progress for feedback and the development of ideas. I will set up separate assignments for each area of the assessment, so the project is broken up into manageable tasks.</p> <p>To be completed – Unit 7 – Design concepts in Art & Design (Final unit) assessment date as listed on assessment plan 27.05.2020</p> <p>Assignment brief to be uploaded to Teams within the next fortnight to support the next project.</p> <p>Same method of working as above, we will have to rely more on digital research and use a digital portfolio format to display completed work.</p>



St. Joseph's Catholic School and Sixth Form Centre

<p>Business Studies</p>	<p>Microsoft Teams</p>	<p><u>S James & S Webber</u> All unit information (from specifications) uploaded to Files. Assignment Briefs, task sheets, task structures, exemplar documents uploaded to Files and to each assignment for S Webber. Hard copies of exemplar work and checklists to be provided to students in addition to being uploaded on Teams. Students have been told that we will agree on certain times (e.g. timetabled lessons) in which to be online for a question/answer session to explain new assignments. For S Webber, Unit 1 and nearly Unit 2 have all been taught, Unit 3 will be the remaining unit to cover this term. For S James, Unit 1 and 3 have been taught. Unit 2 will be the only new unit to be delivered this term – so relevant documents including checklists, exemplar work, narrated PPTs, worksheets will be available via Teams. Students already use Teams and Assignments to access resources, hand in work and receive feedback.</p>	<p><u>J Torrance</u> All unit information (from specifications) uploaded to Files. Assignment Briefs, task sheets, task structures, exemplar documents uploaded to Files. Use of Live Meeting option at timetabled lessons to introduce tasks, teach new content, answer questions. Use of Posts to answer general questions during timetabled slot.</p>
<p>Health & Social Care</p>	<p>Microsoft Teams</p>	<p><u>V Johnston</u> All unit information from specifications are available on Teams (Class Materials). Unit 4 (Single) Assignments and deadlines are clearly set up via Teams. Learners have all resources needed to work up to the physical changes associated with ageing (P5, M3). PPTs, useful links and task structure to support the psychological changes associated with ageing will be available. Assignment work will be returned with feedback via Teams. Use of Live Meeting option at timetabled lessons to introduce tasks, teach new content, answer questions.</p>	<p><u>V Johnston</u> All unit information from specifications are available on Teams (Class Materials). Unit 5 (Double) Complete all work on Homeostasis – look closely at the Unit Content (LO 3). Ensure your assignment considers the homeostatic mechanisms for the regulation of:</p> <ul style="list-style-type: none"> ▪ Heart rate ▪ Breathing rate ▪ Body temperature ▪ Blood glucose levels



St. Joseph's Catholic School and Sixth Form Centre

	<p>Use of Posts to answer general questions during timetabled slot.</p> <p>After Easter, we will begin Unit 1 – Effective Communication.</p> <p>Unit 40 (Double) All learners are working on Assignment 2 (P2, M1) the effects of dementia on individuals and their families. The structure of this assignment and the resources needed have been discussed at length.</p> <p>The next assignment focuses on legislation. Learners have resources to support this task.</p> <p>To support further learning, watch the CNN clip on the dementia village near Amsterdam. https://www.youtube.com/watch?v=LwiOBlyWpko There are a number of TED Talks on this village too.</p> <p>Also research the role of Admiral Nurses.</p> <p>What other strategies have been used in the care of individuals with dementia?</p>	<p>To support our final assignment, carry out research on how we measure pulse rate, breathing rate and temperature. Consider normal values and ranges, safe practice and factors affecting reliability.</p> <p>What are the normal variations as measured at rest and during exercise?</p> <p>How is this data presented?</p> <p>Remember to keep all work placement diaries and evidence portfolios up to date.</p>
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Geography	Microsoft Teams and Hwb eMail	<p>The last thing for Year 12 pupils to complete is their investigations. Pupils will receive detailed instructions on how to write up their investigations and this will be examined in Unit 2 after 'Changing Places' Section. Pupils can email them to A. Jones or G. Berrow to check.</p>	<p>Lessons will run on Microsoft Teams with narrated PowerPoints for the remaining 2 topics (Development in Africa & Energy Issues). Pupils will be given a handout pack for both units and also some past papers to work on.</p> <p>Each week pupils will need to submit 2 18 mark answers in preparation for Unit 3 examination.</p>
History	Teams	<p>G. Stead – Unit 1: All booklets uploaded which include all content and exam-style questions, along with example starts/ middle/ ends of essays. Personalised checklists and how to revise guidance. Once mocks have been sat, DIRT Power Point will be uploaded with students set individualised tasks to upload.</p> <p>All pupils have been added to a relevant Team. Folders have been put in to the files sections containing Past Papers, Question Banks, Revision Guides and Mark Schemes. Power Points of Topics will be added ASAP Assignments will be set detailing specific tasks to be completed per class</p>	<p>All pupils have been added to a relevant Team. Folders have been put in to the files sections containing Past Papers, Question Banks, Revision Guides and Mark Schemes. Power Points of Topics will be added ASAP Assignments will be set detailing specific tasks to be completed per class</p>
Computing	Teams	<p>All students have already been given paper-based notes on the whole theory course and 'Dummies' guide to Unit 2. Inside Teams there are revision guides including the 'Dummies' for Unit 1. All Past Papers and marking schemes for both WJEC and Eduqas up to and including 2019. Every lesson students will be set work to be handed in via assignments/ taught via teams meetings (all students are familiar with using these facilities). The dept have been practicing using these over the last couple of lessons.</p>	<p>All students have already been given paper-based notes on the whole theory course. All Past Papers and marking schemes for both WJEC and Eduqas up to and including 2019. I have already started to run classes via teams/meetings and setting assignments. Students are confident and happy with this approach.</p> <p>Students also have coursework to complete by 19/04/20. They have everything they need at home to complete this.</p>



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<p>Public Services</p>	<p>Teams</p>	<p>Students already use Teams and Assignments to access resources, hand in work and receive feedback.</p> <p>Unit 2 and 1 have been taught, teaching of Unit 3 has started. Pupils to access all lessons and resources in files, and assignments with help sheets, exemplars and briefs as normal when assignments are assigned. Communication with teacher will be via email and posts within Teams, advised to follow school timetable.</p>	<p>Students already use Teams and Assignments to access resources, hand in work and receive feedback.</p> <p>All Units taught. Pupils to access all assignments, help sheets, briefs, exemplars in the assignment section of teams. Any resources will be uploaded to files and all communication via posts within Teams and email. Pupils been advised to follow school timetable.</p>
<p>French</p>	<p>Teams</p>	<ol style="list-style-type: none"> 1. Pupils to prepare model answers/arguments in relation to all the topics covered (focussing on advantages and disadvantages). They also need to write their answers for all oral cards both sets A and B for marking from the booklets already given to them. Completing two cards a week at the minimum. This is in preparation for external examiner visit for oral exam on 5th May. 2. Past papers for 2018 and 2019 with sound files to be uploaded. 3. List of websites for reading and listening practice to be provided. 4. Grammar exercises, translations and PPTs will be covered live during scheduled lesson time. 5. Madame Gallou will also be available on Teams to answer and pupil questions. 6. Each week students must submit a "Rafle" essay chosen from the list of titles that they have been given. 	<p style="background-color: #cccccc; height: 100px;"></p>



St. Joseph's Catholic School and Sixth Form Centre

<p>PE</p>			<p>S.Blades Students have been given past paper questions, mark schemes and examiner comments on mass participation to excellence, hard copies and electronic version. A booklet called Sport and Society has been made and all students have a hard copy and electronic copy. Google class created where power point on Ethics and deviance has been placed. Also further reading for deviancy. Past paper questions set for students to attempt and receive feedback.</p>
<p>Sociology</p>		<p>Unit 2 content to still be taught includes: Theoretical perspectives of education: Marxist, New Right, postmodernist; cultural deficit; deprivation and Research methods.</p> <p>All lessons will be delivered as timetabled, pupils have been instructed to be sat down at a computer/ with mobile phone, notes and ready to learn at the usual times. Powerpoints with speech will be uploaded for every lesson using either Microsoft Teams or Google Classroom. An online chat will also be open for that period, in which I will mute and unmute pupils, so that I can direct pupils when to stop watching the powerpoint and to take online questions and check learning. Google Classroom will also be used to forward relevant articles, links to television programmes etc to aid the application of knowledge to contemporary society. All pupils are also in a Snapchat group to enable instant communication should either the Teams or Classroom platforms fail to operate. Zoom is another platform I have been advised may be suitable.</p> <p>Pupils are also to be sent packs of hardcopies of revision materials that relate to both Unit 1 & 2 papers.</p>	<p>Unit 4 content to still be taught includes: Inequality, recap on evidence and examples from: Crime, education, Work and pay/ Distribution of wealth and income; postmodernist perspective; how the theories explain stratification in terms of 'nation'; research design.</p> <p>All lessons will be delivered as timetabled, pupils have been instructed to be sat down at a computer/ with mobile phone, notes and ready to learn at the usual times. Powerpoints with speech will be uploaded for every lesson using either Microsoft Teams or Google Classroom. An online chat will also be open for that period, in which I will mute and unmute pupils, so that I can direct pupils when to stop watching the powerpoint and to take online questions and check learning. Google Classroom will also be used to forward relevant articles, links to television programmes etc to aid the application of knowledge to contemporary society. All pupils are also in a Snapchat group to enable instant communication should either the Teams or Classroom platforms fail to operate. Zoom is another platform I have been advised may be suitable. Pupils are also to be sent packs of hardcopies of revision materials that relate to both Unit 3 & 4 papers.</p>



St. Joseph's Catholic School and Sixth Form Centre

<p>Psychology</p>		<p>Unit 1 content to still be taught: positive approach to psychology, assumptions, therapy, contemporary debate, evaluation. Unit 2 content to be taught: Research methods</p> <p>All lessons will be delivered as outlined above. Pupils are also to be sent packs of hardcopies of revision materials that relate to both Unit 1 & 2 papers.</p>	<p>Unit 3 content to be taught: Schizophrenia, social and individual differences explanations and evaluation; 4 x contemporary debates. Unit 4 content to be taught: Personal Investigation 2, content analysis on gender and advertising to be conducted, statistically analysed; research methods.</p> <p>All lessons will be delivered as outlined above. Pupils are also to be sent packs of hardcopies of revision materials that relate to both Unit 3 & 4 papers.</p>
<p>Law</p>	<p>Teams and Email</p>	<p>S. James: Students have been given both hard copies and electronic versions of past paper question packs. Questions will be set via Teams and students will need to hand in (via Teams or email) to have formal feedback. Remaining topics that need to be taught: law reform, ADR/tribunals, judiciary, magistrates, delegated legislation. The PPTs for these will be uploaded to Teams with narration. These will accompany all hard copy handouts which include model answers, writing frameworks, workbooks, case studies etc. Students will be instructed to be online at certain points to have a question/answer session.</p>	<p>S. James: Students have been given both hard copies and electronic versions of past paper question packs. Questions will be set via Teams and students will need to hand in(via Teams or email) to have formal feedback. Remaining topics that need to be taught: human rights/bill of rights, strict liability, bail, public order. The PPTs for these will be uploaded to Teams with narration. These will accompany all hard copy handouts which include model answers, writing frameworks, workbooks, case studies etc.. Students will be instructed to be online at certain points to have a question/answer session.</p>



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<p>Welsh Baccalaureate</p>	<p>Google Classroom / Teams / Hwbmail</p>	<p><u>S. Jones and Welsh Bacc. Team</u></p> <p><u>Year 12:</u> <u>Community Challenge:</u> The Community Activity Proposal should be complete and submitted by now. If not, pupils can work on this at home using the guidance documents and exemplars provided.</p> <p>Community hours - if schools close then students who have not yet completed the hours will find it impossible to do so, as will those who participate in community activities outside of school. All that we can expect students to do here is to update their log books and build up their evidence of the hours being completed.</p> <p>Personal Reflection - If the 30 hours are complete (or near enough complete) students can complete this at home using the guidance documents and exemplars provided.</p> <p>Once the work is complete, please request that students submit the work to you via the preferred style.</p> <p><u>Global Challenge:</u> Personal Standpoint should be complete and submitted by now. If not, pupils can work on this at home using the guidance documents and exemplars provided.</p> <p>Generation of ideas - as above. Speech and presentation - as above. Personal reflection - as above.</p> <p>Once the work is complete, please request that students submit the work to you via the preferred style.</p> <p><u>Enterprise and Employability:</u> Pen Portrait - this should have been started and in most cases completed by now. If not, pupils can work on this at home using the guidance documents and exemplars provided.</p> <p>Destination Passport - many students have not yet started this. Students can begin this section by looking at the guidance documents and the exemplars.</p>	<p><u>S. Jones and Welsh Bacc. Team</u></p> <p><u>Year 13:</u> The final deadline for the submission of the Individual Project is Friday 27th March. Please arrange with your students how they should best share the completed work with you (email, Google Classrooms, Microsoft Teams?) I am more than happy to put together an electronic folder of resources to help students complete the project at home. Please forward via email any resources that you wish me to include in the resource pack.</p> <p><i>Please communicate with me and share the names of any students who fail to meet this deadline.</i></p> <p><u>Last year's challenges:</u> Students who have not yet submitted Year 12 challenges from last year have all received a letter home identifying which challenges need to be handed in by the end of this week (please see the attached list). Please look at the list to see who we are expecting work from. I anticipate that some more work will come through this week, particularly over next weekend when the mocks will be over. As work arrives with me, I will share it with the relevant teachers to mark.</p> <p>We might have an issue with those who have not completed the Enterprise Challenge, particularly with the Innovation Proposal task. Some students did not complete this in their assigned groups, or they did the work but do not have access to it. We will have to monitor this closely and communicate with each other as the situation unfolds. The hope was to have a collapsed day soon after Easter for those students to engage in and complete the Innovation Proposal. This might not be able to happen now!</p>
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	<p>Innovation Proposal - this is scheduled to take place in June by which time we might be back in school?</p> <p>Personal reflection - this is also scheduled to take place in June by which time we might be back in school?</p> <p>Over the next few days, I am going to use my time to put together a folder of resources that will be organised and structured in such a way that students will be able to access all the necessary information needed to complete any unfinished work, whether they be in Year 12 or Year 13.</p> <p>For now, all that I need you to do is to send me anything that you would like me to share with students (12/13) that you think will be of use</p>	
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