

Brae High School



S4 – S6

Home Learning Pack

18th May 2020

We fully understand that this time is challenging for everyone. However, it is very important that you continue to engage with your teachers on a regular basis and complete the tasks they have set you especially now with the new timetable in place and your new courses due to begin soon.

If there is any time you cannot access the work provided by your teacher, please email your teacher and post a message on TEAMS, if you can access it. However, if you are unable to email or post a message, please phone the school on 01595 745600.

If you need glow support you can contact PUPILglowsupportshetland@shetland.gov.uk

Subject	English – Ms Storey & Mrs Watt
S4/5 National Course	<p>Please regularly check your English Team and email on Glow for regular updates and tips on work, support available and deadlines.</p> <ul style="list-style-type: none"> • Any S4 pupils still to submit cave stories should email them to Mrs Watt before 25 May. • The ‘On the Spot’ RUAE task available on your English Team should be completed for 22 May by S5/6 and for 1 June by S4. • Further work will be uploaded on your English Team.
Higher	<p>Please regularly check your English Team and email on Glow for regular updates and tips on work, support available and deadlines.</p> <ul style="list-style-type: none"> • The H ‘On the Spot’ RUAE task available on your English Team should be completed for 22 May. • Further work will be uploaded on your English Team to develop your H RUAE skills.
Teacher Contact	<p>valeriewatt@shetland.gov.uk or gw13wattvalerie@glow.sch.uk</p> <p>charlenestorey@shetland.gov.uk</p>

Subject	Mathematics
S4 class Applications 3 / National 4 Mrs Morrison	<p>Pupils continuing with Applications 3 Maths and National 4 Maths have their own individual plan and should continue to work through their exercises.</p> <p>Mrs Morrison will post any links to pupil work on the S4 Teams page.</p> <p>Mrs Morrison will e-mail individual pupils who cannot access the 'files' on Teams.</p> <p>In addition to this, pupils know to contact Mrs Morrison if they wish to do additional maths tasks.</p>
S4 class National 5 Mrs Batty	<p>Week beginning 18th May: pupils will be assigned tasks on developing their numeracy skills</p> <p>Week beginning 25th May: pupils will be introduced to calculating the gradient of a straight line.</p> <p>Mrs Batty will post the weekly tasks every Monday morning on the S4 Teams page that may consist of notes, videos and questions. Tasks have to be completed and emailed back to Mrs Batty on, or before, Thursday of that same week.</p> <p>Mrs Batty will email individual pupils who cannot access the files posted in the 'files' tab at the top of the Teams page.</p> <p>In addition to these tasks, pupils know to contact Mrs Batty if they wish to do additional maths tasks while waiting on their next task.</p>
S5/6 Class Personal Finance / National 4 Maths Mr Murray	<p>Pupils continuing with National 4 Maths have their own individual plan and should continue to work through their exercises.</p> <p>Pupils that have signed up for Personal Finance are currently working through the N5 Numeracy unit. This course helps build up your numeracy skills before starting the Personal Finance course. Mr Murray will continue to assign you tasks consisting of the four operations on decimals, rounding, fractions and percentages.</p> <p>Each task/exercise set should be completed and emailed back to Mr Murray weekly to ensure time for marking and setting of the next task.</p> <p>Mr Murray will post on Teams any links to your work and will also email you your work.</p>

S5 class National 5 Mrs Morrison	<p>Over the next two weeks we will be bridging skills from N4 into N5.</p> <p>Week beginning 18th May: pupils will be assigned tasks on Understanding Indices and Roots</p> <p>Week beginning 25th May: pupils will be assigned tasks on Solving Equations; Substituting numbers into expressions.</p> <p>Mrs Morrison will post the weekly tasks every Monday morning on the S5/6 N5 Teams page consisting of notes and questions. Tasks have to be completed and emailed back to Mrs Morrison on, or before, Thursday of that same week.</p> <p>Mrs Morrison will email individual pupils that cannot access the files on Teams.</p> <p>In addition to these tasks, pupils know to contact Mrs Morrison if they wish to do additional maths tasks while waiting on their next task.</p>
Higher Mrs Batty	<p>Over the next two weeks we will be bridging skills from N5 into H.</p> <p>Week beginning 18th May: pupils will be assigned tasks on expanding brackets.</p> <p>Week beginning 25th May: pupils will be assigned tasks on gradient and straight line equations.</p> <p>Mrs Batty will post the weekly tasks every Monday morning on the Higher Teams page consisting of notes, videos and questions. Tasks have to be completed and emailed back to Mrs Batty on, or before, Thursday of that same week.</p> <p>Mrs Batty will email individual pupils that cannot access the files posted in the 'files' tab at the top of the Teams page.</p> <p>In addition to these tasks, pupils know to contact Mrs Batty if they wish to do additional maths tasks while waiting on their next task.</p>

Advanced Higher Mr Murray	<p>Over the next two weeks pupils will continue working on number theory and developing their algebraic fractions skills in the form of Partial Fractions. Those who have completed the partial fractions work will then move onto Algebraic long division and improper rational functions.</p> <p>Mr Murray will post on Teams any links to your work and will also email you your work.</p> <p>Pupils should email Mr Murray their completed work so that he can track their progress and set them the next tasks.</p>
Teacher email addresses for pupil contact.	<p>patriciabatty@shetland.gov.uk or gw09battypatricia3@glow.sch.uk</p> <p>lindamorrison@shetland.gov.uk or gw09morrisonlinda4@glow.sch.uk</p> <p>Cameron.Murray@shetland.gov.uk or gw20murraycameronrob@glow.shetland.sch.uk</p>

Subject	Geography – Ms Mackney-Mills
N5	<p>Please check your Geography Team and email on Glow for regular updates about your work.</p> <p>Research and make notes on the TWO following biomes: Equatorial and Tundra. Write about the following: Where they are found? What are the main characteristics of the climate?, What plants (flora) and animals (fauna) are found there and how have adapted to the climate?</p> <p>You should include maps, graphs, diagrams and captioned pictures.</p>
Higher	<p>Please check your Geography Team and email on Glow for regular updates about your work.</p> <p>Soils: Formation and Profiles</p> <p>Read through the chapter and the additional notes and answer all the questions.</p>
Teacher email addresses for pupil contact	<p>gw09mackneymillswend@glow.sch.uk or wendymills@shetland.gov.uk</p>

Subject	History – Mr Tait
National	<p>S4 should finish the work I set before Easter. They can then read the chapter on industry in the textbook and use their notes booklet to answer the following: What impact did WW1 have on Scottish industry (coal, shipbuilding, iron, locomotives, jute, fishing agriculture etc.) They can also tackle the following task: Describe the problems Scottish industry faced after WW1. I will be setting work on politics and women and the vote after the current tasks on the Home Front and industry are completed. Please check your History Team and Glow email regularly for further updates and communication about your work.</p>
Higher	<p>S5 will have to use the internet to research the following: the 1867 Reform Act; the 1872 Secret Ballot Act; the 1884 Reform Act; Redistribution of seats 1885; Parliament Act 1911 and the Representation of the People Act 1918. This should take a while and they can then tackle the following: 'Britain was a fully democratic country by 1918' How valid is this view? Please check your History Team and Glow email regularly for further updates and communication about your work.</p>
Advance Higher	<p>S6 need academic texts, but in the meantime I want them to use the web to research Spain in the late 19th and early 20th centuries. They should look at agriculture, industry, Basque and Catalan nationalism, Socialism and the fall of King Alfonso XIII and the creation of the Second Republic. They can work at their own pace and when we return this will be covered in class. Please check your History Team and Glow email regularly for further updates and communication about your work.</p>
Teacher email addresses for pupil contact	<p>Irvine.tait@shetland.gov.uk</p>

Subject	Modern Studies – Mr Johnson
National	<p>At the moment, the pupils in S3 who are going into S4 are doing some assessment of their current knowledge from S3 before a period of revision begins.</p> <p>The next area for revision is the work done by MSPs in the Scottish Parliament. Therefore, I would like pupils to research this issue and produce either a set of detailed bulletpoint notes (on a Word document, or a photographed piece of paper is fine), or a set of powerpoint slides. They should aim to use at least three sources of information for their research.</p> <p>Further tasks will be shared via Teams and Glow email.</p>
Higher	<p>Pupils should continue researching 'possible alternatives for the governance of Scotland'. A reminder of the task is below:</p> <p>Pupils should research:</p> <ul style="list-style-type: none"> • The devolution arrangements set out in 1999 – which powers were given to the Scottish Parliament? Which have been reserved to Westminster? • Notable laws/changes/projects/achievements that the Scottish Parliament has enacted since devolution – for example, being the first UK country to enact a smoking ban in public places. • Powers that have been devolved to the Scottish Parliament since 1999 – notably the Scotland Act 2012 and Scotland Act 2016. • Possible extensions to the powers of the Scottish Parliament • Possible restrictions to the powers of the Scottish parliament <p>This research should be detailed, and notes taken of which websites were used to find it. Once enough members of the class have completed this task, a further piece of work will be introduced via Teams.</p>

Advanced Higher	<p>Pupils should continue with their research on the UK prison system. A reminder of the subtopics which are relevant for research:</p> <ul style="list-style-type: none"> • The number of prisons, biggest prisons, categories of prison, total number of UK inmates at most recent count • The current situation surrounding capacity – is there enough space in UK prisons? • What living conditions are like in UK prisons – has there been any criticism of this in recent years? • Discipline issues in prisons – drugs, violence, mobile phones • The success (or lack of) of UK prisons at rehabilitating prisoners • The use of private firms in providing prison services • Any evidence of racism in the prison system • The particular issues surrounding women's prisons • Any other pertinent points <p>Information gleaned from the internet should be referenced with the website it was obtained from.</p> <p>Once I receive this work from pupils I will provide new work via Teams</p>
Teacher email addresses for pupil contact	<p>Glow – gw20johnsonkrisandre@glow.shetland.sch.uk School – krisjohnson@shetland.gov.uk</p>

Subject	French – Mrs Wilkinson
National 5	<p>An email will be sent to you at the start of each week to offer you support and general guidance. Information has also been sent to you with a code to access online French activities on https://www.language-gym.com, you should have signed up to the Language Gym by now.</p> <p>Practise some reading skills and general vocabulary revision:</p> <p>https://www.bbc.co.uk/bitesize/topics/zfb87h</p> <p>Topics to focus on until the end of May: Learning, Sport and Health, Town and country</p> <p>Listen to a selection of audio clips and do the tests:</p> <p>https://www.bbc.co.uk/bitesize/topics/zgygd2p</p> <p>Topics to focus on until the end of May: Arranging to go out, local area, weather</p> <p>Complete activities 9 to 17 which include a lot of general vocabulary useful for consolidation and practice:</p> <p>https://languagesonline.org.uk/French/TT4/TT4_Quizlet_Index.htm</p> <p>Grammar consolidation: revise the Perfect tense using the following links:</p> <p>https://www.languagesonline.org.uk/French/Grammar/Begin_Perfect_Tense/index.htm</p> <p>https://www.languagesonline.org.uk/French/Grammar/Perfect_Tense/index.htm</p> <p>https://www.languagesonline.org.uk/French/Grammar/2PerfectTense/index.htm</p>
Higher	<p>An email will be sent to you at the start of each week to offer you support and general guidance. Information has also been sent to you with a code to access online French activities on https://www.language-gym.com, you should have signed up to the Language Gym by now.</p> <p>Practise some reading skills and general vocabulary revision:</p> <p>https://www.bbc.co.uk/bitesize/topics/zmjmsbk</p> <p>Topics to focus on until the end of May: Local area and weather, friends and family, interpersonal relationships</p> <p>Listen to a selection of audio clips and do the tests:</p> <p>https://www.bbc.co.uk/bitesize/topics/zxqxf8g</p> <p>Topics to focus on until the end of May: Interpersonal relationships, interview, Education and work.</p> <p>https://www.bbc.co.uk/bitesize/topics/zgjs7p3</p>

	<p>Grammar section, key verbs, auxiliaries (to have and to be), modal verbs, the perfect tense and the imperfect tense.</p> <p>Please complete the Reading activities 7 to 13. https://www.languagesonline.org.uk/French/GCSE_Reading/Index.htm</p> <p>Extension and grammar consolidation activities: revise general grammar topics using https://www.languagesonline.org.uk</p>
Teacher Contact	gw19wilkinsonkerboul@glow.sch.uk

Subject	Spanish – Mrs D'eathe
National 5	<p>Week 1:- work on Daily Routine Use www.espanol-extra.co.uk u/name: BraeHigh p/word: Shetland3500 Go into Year7-11, Daily Routine Use the quizlet vocab learning section – Daily Routine Present Tense Then you can use the activities below try and make sure you do at least one activity in each skill:- Listening, Reading, Spelling, Game and Learning</p> <p>Week 2:- work on Reflexive verbs Use https://www.language-gym.com Use the grammar booklet uploaded for you on Teams to help you Use “verb trainer” reflexive verbs – I have allocated this to you as an assignment. Do the verb drill work I will upload into teams</p>
Higher	<p>Week 1 & 2: - work on basic questions Use www.espanol-extra.co.uk u/name: BraeHigh p/word: Shetland3500 Go into Year7-11, basic questions and answers – do the activities there Use https://www.language-gym.com I have assigned you activities around basics across all areas to refresh your memory I have assigned a number of activities for you to complete. End product is to upload to teams or send in email either a voice recording or animation in which you present yourself and your family in Spanish. – Just for fun and a bit of practice of what you have learnt!</p>
Teacher Contact	julie.deathe@shetland.gov.uk

Subject	Administration & IT – Ms Gregory
National	<p>Continue with work set from previous pack:</p> <ul style="list-style-type: none"> • You are the administrative assistant for an independent travel company in Shetland. • You have been asked to give your ideas to prepare a You Tube presentation promoting “Shetland After Lockdown”. • Explain the background history/culture/wildlife/scenery of Shetland which you would use in your presentation. • This can be written/drawn or on the computer. You can use newspaper or magazine cuttings, screen prints on Word/Powerpoint to show areas of outstanding natural beauty/places to stay/wildlife etc.
Higher	<p>Continue with work set from previous pack:</p> <ul style="list-style-type: none"> • You are the senior administrative assistant for an independent travel company in Shetland. • You are accompanying your line manager on an important 2-week business trip to Europe to promote ‘Shetland After Lockdown’. • Do some research and make travel plans for your trip. • Give dates and times of your journey with the method of transport to your destination from Shetland. • Explain the background history/culture/wildlife/scenery of Shetland which you would use in your presentation. • This can be written/drawn or on the computer. You can use screen prints for timetables/hotels/Powerpoint/Word.
Teacher Contact	gw07gregoryjand@glow.sch.uk jane.gregory@shetland.gov.uk

Subject	Business Management – Ms Gregory
National 5	<p>Continue with work set from previous pack:</p> <p>Marketing is an important functional area in business: if we didn't market our products/services as a business, no one would know about them or buy them!</p> <ul style="list-style-type: none"> • Choose a product/service to market. It can be a massive product/service like a town or a country; or a tiny product/service like bespoke jewellery or crafts. • Do some research on how you would promote your product /service in its best light. Draw up some examples either by hand or on the computer eg draw up a flier/leaflet. What would your letter head look like? What about a logo? • It can be an existing product/service or one that you have made up.
Higher	<p>Continue with work set from previous pack:</p> <ul style="list-style-type: none"> • Businesses often suffer from external constraints that have an impact on their efficiency as a business and over which they have no control. • These constraints can be political, environmental, social, technological, economic or competition from other companies. • Give example(s) of possible external constraint(s) and carry out research into the impact on businesses and how they are able to find solutions: within the business (organically), through assistance from other businesses or the Government.
Teacher Contact	<p>gw07gregoryjand@glow.sch.uk jane.gregory@shetland.gov.uk</p>

Subject	Accounting – Mr Murphy
Higher	<p>Weekly meetings will be held on Vscene.</p> <p>The content to be covered over the next couple of weeks is as follows:</p> <ul style="list-style-type: none"> • Recap on Costs (Direct and Indirect, Fixed and Variable) • Inventory Control • Stock Valuation using the AVCO system <p>Instructions that are more detailed will be emailed through Glow and posted in the Higher Accounting Team.</p>
Teacher Contact	gw09murphybrian2@glow.sch.uk Brian.Murphy@shetland.gov.uk

Subject	Computing Science – Mr Moss
National 4/5	<p>Task 1</p> <p>Go to the BBC Bitesize page “How to become a coder: Pauline’s story” https://www.bbc.co.uk/bitesize/articles/zmq3jhv</p> <p>Read the information on the page. There is more information on coding as a career if you click on the link “web developer” at the bottom of the page.</p> <p>Now go to the class Team, click on Assignments, and answer the 10 questions in the quiz. Remember to look at the full results.</p> <p>Task 2</p> <p>Go to the web site “Game Making Software – Construct 3” https://www.construct.net/en</p> <p>Click on Try Now and then scroll down to Launch. Now follow the tutorial to the end, you will still have 23 actions left to use for free so play around! If you like this software, please post on the Team your thoughts and I will then purchase a school license for us to use.</p> <p>I will also email this out and place on a Glow Team from Monday 18th May.</p>
Teacher Contact	gw14mossmatthewrober@glow.shetland.sch.uk

Subject	Media – Mr Moss
National	<p>Go to the BBC Bitesize GCSE Media Studies Page</p> <p>https://www.bbc.co.uk/bitesize/subjects/ztnygk7</p> <p>Scroll down and click on Genre. Read through “What is Genre” and “Analysing Genre”, watch all the video’s and take the two class tests.</p> <p>Now go to the class Team and post your scores for the tests and brief message to answer the following question. Next year I would like to make media product using the following genre? Why? Because?</p> <p>I will also email this out and place on a Glow Team from Monday 18th May.</p>
Teacher Contact	gw14mossmatthewrober@glow.shetland.sch.uk

Subject	Travel & Tourism – Mr Moss
National	<p>Choose one city or resort in Europe and one in the rest of the world, one each week. For each of your choices produce information that would be useful for a tourist. This should include:</p> <ul style="list-style-type: none"> • Brief description of the city/resort • Some basic facts, such as population, weather, how to travel there, etc. • Attractions – what can you visit, see or attend • Choose a hotel, guest house, camping or hostel recommendation, one expensive and one low cost, give name, place and approximate cost • Why you should visit <p>You can produce this using PowerPoint, Word document or in writing if you have no access to ICT. When using ICT please include images to make the information attractive, if you are struggling with Internet connections please let me or the school know. Also look on the Team for instructions on how to use PowerPoint and Word in GLOW.</p> <p>Completed work can be sent to me by email in a word document, posted in Teams or you can send me a picture of any handwritten work by email.</p> <p>I will also email this out and place on a Glow Team under Assignment from Monday 18th May.</p>
Teacher Contact	gw14mossmatthewrober@glow.shetland.sch.uk

Subject	Health & Food Technology – Mrs Williamson
National 5	<p><u>Week 1 – beginning 18th May 2020</u></p> <p>Another topic which will be covered in the N5 course, is the functional properties of ingredients – this is basically the role each ingredient plays within a product in order for it to be successful.</p> <p>Read through the information about each functional property in the booklet provided.</p> <p><u>Week 2 – beginning 25th May 2020</u></p> <p>One of the most important areas covered within the N5 course is nutrition.</p> <p>Using the provided link, simply read through the ‘Exploring nutrients’ section which gives an overview of the nutrients, why we need them in the body, and where we get them from.</p> <p>https://www.nutrition.org.uk/healthyliving/basics.html</p>
Higher	<p><u>Week 1 – beginning 18th May 2020</u></p> <p>Please continue with the ‘Food and Health’ short course, using the materials provided.</p> <p>Using the ‘Food and Health Handbook’ provided, complete Module 3: Energy Measures and Influences on Food Intake in the provided workbook.</p> <p><u>Week 2 – beginning 25th May 2020</u></p> <p>Using the ‘Food and Health Handbook’ provided, complete Module 4: Eating for Health and Food and Wellbeing and Module 5: Putting it all together: Action Planning in the provided workbook.</p>
Teacher Contact	<p>Gw14nicolsonholly@glow.ac.uk holly.williamson@shetland.gov.uk</p>

Subject	Biology/Human Biology – Mrs Bennett
National	<p><u>Human Influences on Biodiversity research project</u></p> <p>Biodiversity describes the amazing variety of life on Earth. Unfortunately in recent years humans have posed a significant threat to biodiversity due to factors such as climate change, plastic pollution and deforestation. As an introduction to National 5 biology, I want to look in more detail at how human activity is negatively affecting biodiversity. This is to be done over the next 4 weeks. We will start the <i>Life on Earth</i> unit in June, so this will lead nicely into that. It will be helpful if you have a bit of background information before you get underway, so start by watching this video clip.</p> <p>FuseSchool, Human impacts on Biodiversity - https://www.youtube.com/watch?v=wXJiHr8jWBs</p> <p>You can choose to investigate any of the following human induced threats to biodiversity:</p> <ul style="list-style-type: none"> • Investigate the impact of pollution on biodiversity, for example the impact of climate change or plastic pollution. • Investigate exploitation, e.g. over-fishing, over-hunting OR over-grazing. • Investigate the effects of habitat destruction, primarily deforestation. • Investigate the introduction of foreign species into a new ecosystem. <p>You can either look at one of the options in detail or go into a bit less detail and study a combination of the factors above. When you have chosen a topic let me know and I can give you further guidance as necessary.</p> <p>Once you have completed the research, present your findings in the form of a report, presentation or in information leaflet. To give you a guide, this is the kind of information to include:</p> <ul style="list-style-type: none"> • A definition or description of the activity/threat to biodiversity • Why it is done (for exploitation, deforestation or introduction of new species) OR what causes it (if you chose a type of pollution). • A description of how biodiversity is affected and/or what could potentially happen as a result, e.g. <ul style="list-style-type: none"> What kind of Ecosystem(s) are affected? (In general, or focusing on a specific area). ○ How the ecosystem is affected, including examples of species which are affected and how they are/could be affected

Higher	<p><u>Introduction to Higher biology – Co-Vid 19 research project</u></p> <p>In light of the current COVID-19 pandemic situation, as an introduction to the higher human biology course, I would like you to do a research project on the transmission and control of infectious diseases, with some focus on COVID-19. This is to be done over the next 4 weeks. We will start the topic immunology in June, so this will lead nicely into that. There will be an element of choice in how you do this, you could:</p> <ul style="list-style-type: none"> • Compare the transmission methods of different diseases/pathogens, e.g. measles HIV, cholera and COVID-19. You could expand this to look at some of the factors regarding transmission, which might explain how COVID-19 spread so rapidly. • Investigate the different methods of controlling infectious diseases, e.g. preventing transmission, drug therapy, immunisation or a combination of these, including those which are being/have been used to control the spread of COVID-19. You could expand on this and compare the different responses to COVID 19 by the governments of two or three different countries (and how effective they seem to have been) OR investigate different ways the virus may eventually be brought under control. • Investigate the study of outbreak and pattern of infectious diseases (epidemiology) including sporadic, endemic, epidemic or pandemic, giving example(s) of each. Perhaps expand on this to look a little at the spread of COVID-19 from its place of origin around the world. <p>I'd like you to either look at one of the options in detail or go into a bit less detail and study a combination of the factors above. Once you have completed the research, present your finding in the form of a report, presentation or in information leaflet.</p> <p>Before you start, you will need a bit of background information on the topic and these three clips are a good starting point:</p> <p>Let's Learn Public Health on YouTube: What is Public Health? - https://www.youtube.com/watch?v=t_eWESXTnic, Infectious Diseases - How do we control them? - https://www.youtube.com/watch?v=2JWku3Kjpq0 and the TED-Ed video: How pandemics spread - https://ed.ted.com/lessons/how-pandemics-spread</p> <p>Once you have an idea of what you'll be looking at let me know how you are getting on and I can give you advice on how to tackle it as required.</p>
Teacher Contact	<p>anne.bennett@shetland.gov.uk gw09mouatannebarbara@glow.shetland.sch.uk</p>

Subject	Psychology – Mrs Bennett
National	<p><u>Approaches in Psychology Research task</u></p> <p>Psychology is the study of people: how they think, how they act, react and interact. It is concerned with all aspects of behaviour and the thoughts, feelings and motivations underlying such behaviour. As an introduction to the N5 psychology course, I want you to consider the seven modern perspectives used in psychology and research two of these in more detail. This is to be done over the next 4 weeks.</p> <p>You will need a bit of background information before you start. So I'd like you to watch these two video clips. The first is an introduction to psychology, telling you in general what the subject is about and the second tells you about the main perspectives.</p> <ul style="list-style-type: none"> • Intro to Psychology: Crash Course Psychology #1 - https://www.youtube.com/watch?v=vo4pMVb0R6M • Psychology's Modern Perspectives: PSYCHAdemia - https://www.youtube.com/watch?v=PcKtNYs0lpQ <p>You might also want to do some background reading, this site has information about the perspective so is a good starting point: <i>Simply Psychology: Psychology Perspectives</i> https://www.simplypsychology.org/perspective.html</p> <p>Your task is to research and compare two of the seven main approaches used in psychology:</p> <ul style="list-style-type: none"> ○ Psychoanalytic ○ Biological ○ Humanistic ○ Behaviourist ○ Cognitive ○ Evolutionary ○ Sociocultural <p>Let me know when you have chosen which approaches you will study and I can give you more guidance if necessary.</p> <p>Once you have finished your research, prepare a presentation or report showing the main features of your chosen approaches. You could identify the main proposer/supporter(s) of each approach and describe at least one theory, concept or study related to each approach.</p>
Teacher Contact	anne.bennett@shetland.gov.uk gw09mouatannebarbara@glow.shetland.sch.uk

Subject	Chemistry – Mr Evans
National 5	<p>Create a PowerPoint Presentation on Fertilisers</p> <p>Use the questions given as part of the instruction to help build the presentation</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Higher	<p>Complete the activities covering areas which will be important to know moving forward to Higher.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Advanced Higher	<p>Read https://www.sqa.org.uk/files_ccc/AHCUSNChemistry.pdf the Advanced Higher course support notes. Identify where possible any prior knowledge required from Higher Chemistry and review those areas of your notes.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Teacher email addresses for pupil contact	gw18evansadam@glow.sch.uk

Subject	Higher Engineering Science – Mr Batty
Higher 18 th - 29 th May	<p>New work: Research and take notes to allow you to complete Engineering Contexts & Challenges Task 3.</p> <p>Then continue to either watch programmes from week 1&2 or look for episodes of Engineering Connections or any engineering programmes on You Tube You should pay particular attention to any challenges that engineers face and how they solve them.</p> <p>The 2016 Royal Institution lectures describe something invisible that drives everything around us, from our bodies to mobile phones, from aeroplanes to all the stars in the universe... ENERGY (3 episodes) https://www.rigb.org/christmas-lectures/watch/2016/supercharged-fuelling-the-future</p> <p>Energy is a key area which is important throughout Engineering Science.</p> <p>2015 Royal Institution lectures How to survive in Space. This is the story of human survival against all the odds; the story of how science, medicine and engineering come together to help answer our biggest questions about Life, the Earth, the Universe and our place in it (3 episodes) https://www.rigb.org/christmas-lectures/watch/2015/how-to-survive-in-space</p>
Teacher email addresses for pupil contact	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk

Subject	National 5 Engineering Science –Mr Baxter
National 5 Engineering science	I will pass on documents on Microsoft Teams and through email.
18 th -22 May	<p>Finishing off your presentation and sending it in to be shared. Take time to read your classmates presentations.</p> <p>Further insight to engineering can be got from this BBC bitesize site BBC Bitesize</p> <p>Start on the systems approach for Energy see the class notebook.</p> <p>Engineering and Energy</p> <p>We will start with the production of Electricity using Fossil Fuels Nuclear Power and Renewables.</p> <p>Follow these pages and then try the quiz</p> <p>BBC Bitesize Energy</p>
25 – 29 th May	<p>Now do some research into Energy sources for the production of Electrical Power</p> <p>A series of Twig videos to watch (Details sent by email and on class notebook)</p> <p>Complete a table showing your findings of your research.</p>
Teacher email addresses for pupil contact	paulbaxter@shetland.gov.uk gw08baxterpaul3@glow.shetland.sch.uk

Subject	Higher Physics – Mr Batty
18 th - 29 th May	<p>New work which can be completed at any time before Tuesday 27th May, which is the last day for submission.</p> <p>Using Mrs Physics Introduction to Higher booklet</p> <ul style="list-style-type: none"> • Read p1-11 • Complete Tutorial 1 • You may have to consult the N5/Higher Relationship Sheet <p><u>This material will be uploaded to the H Physics Team</u></p> <p>After that continue with the various activities given for week 1&2:</p> <p>The following YouTube has various introductory talks on various aspects of the Higher course. This will give a good idea of what is involved in the Higher Course.</p> <p>https://www.youtube.com/channel/UCiSRDTm2YIaX78bFibh-CCg</p> <p>BBC Bitesize covers information from the Higher course.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zpyb4wx</p> <p>This will give you an overview of the topics that are going to be covered.</p> <p>The Royal Institution Christmas lectures from 1993 are useful preparation for Higher Physics (particularly episodes 1, 2 and 5.)</p> <p>https://www.rigb.org/christmas-lectures/watch/1993/the-cosmic-onion</p>
Teacher contact details	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk

Subject	National 5 Physics – Mr Baxter/Mr Batty
National 5 Physics	Continuing to Studying electronics from S3 into S4. The detail will be on Microsoft teams I will pass on documents on Microsoft Teams and through email.
Week 1 18 -22 May	Finishing off Exam Questions on Voltage dividers and Transistor circuits. Then some revision on Electronics look back through class notebook
Week 2 25-29 May	Starting Dynamics at N5 Dynamics folder in class notebook to follow. Reminder about the N4 content that you should know. Then start on Vectors follow these 4 pages on Bitesize. BBC Bitesize scalar vector also for fun : Dispicable Me Clip Further pages to follow on the class notebook about working with vectors then question to follow.
Teacher email addresses for pupil contact	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk paulbaxter@shetland.gov.uk gw08baxterpaul3@glow.shetland.sch.uk

Subject	Practical Electronics – Mr Batty
Week 3 18 th - 22 nd May	Electrical symbols worksheet.
Week 4 25 th - 29 th May	You should use the internet to research and complete the worksheet. Practical Electronics terms word search Email in by Wednesday 27th May.
Teacher email addresses for pupil contact	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk

Subject	Technical – Mr Robertson
S4 N5 Woodwork	Glow Team set up. To continue working on homework sheets. Answers sheets to be submitted, 1 per week, as requested.
S4 N5 Graphic Communication	Glow team set up. Link to downloading Autodesk Inventor given. Revision Powerpoints, etc. included in class materials. CAD, sketching and theory worksheets to be added as required during the following weeks.
N5 Metalwork	Glow team set up. Revision Powerpoints, etc. included in class materials. Theory worksheets to be added, as required, during the following weeks.
Higher Graphic Communication	Glow team set up. Link to downloading Autodesk Inventor given. Revision Powerpoints, etc. included in class materials. CAD and theory worksheets to be added as required during the following weeks.
Teacher Contact	andrew.robertson@shetland.gov.uk gw08robertsonandrew5@glow.sch.uk

Subject	Art – Ms Hay
<p>NEW S4 2020-21</p> <p>Suggested time allocation: You could try doing tasks (1) and (2) the first week, then task (3) the second? Spend up to 2 hours approx. reading through course info and BBC Bitesize info.</p> <p>Approx 1 hour on gathering basic facts for 'Fauvism'. That is just to give you a general idea of the Fauvism movement, not necessarily highly detailed. You did a much more detailed word doc. on Impressionism, and some of you may have moved onto Fauvism then or perhaps we briefly looked at in S2.</p> <p>Keep it to one/two paragraphs describing the movement and then find 4 artist examples. Title the paintings with date and include artist name.</p>	<p>You should have completed for previous packs: -POP art info -Composition Info sheet</p> <p>For the next 2 weeks 18.05.20- 01.06.20, I want you to:</p> <ul style="list-style-type: none"> • Read over the N4/5 Course Information sheet added to glow team. This explains a little more what the S4 course entails. • Go onto the BBC Bitesize website. Click on the link below, scroll down through 'elements of art' (visual elements) on the N5 page, and then click on the class clips. There are 8 in total. You can also read through the information on the different visual elements as revision. Don't worry if you don't understand all of it at this point. We can check over this when back in school. This will be a good reminder of what you have learned previously about the VISUAL ELEMENTS which is important for S4. https://www.bbc.co.uk/bitesize/subjects/zts3kqt • FAUVISM- Write up a description of what the fauvism movement was. One or two paragraphs to explain in full sentences: <ul style="list-style-type: none"> -what does the term 'The Fauves' mean? -dates for when fauvism began -describe the style of art, how did they use colour for example? -how did people react to this new style and why? -list 4 different famous artists who worked in this style (include an example by each artist and the title of painting and date). <p>Email in your completed work by Sunday 31st May.</p>
<p>HIGHER Continue to gather info as given in last pack. This will take time to gather and worth spending time on it now to give you better options later.</p> <p>N.B. Should be at stage of gathering images, writing down ideas, sketches to see if suitable topic area for you (i.e. if thinking about portraiture then try a quick portrait).</p> <p>Should also have some artists listed that you may want to look</p>	<p>Course will have the same format as N5, starting with EXPRESSIVE so you can start thinking of themes you could use when we start the course at end of May.</p> <ol style="list-style-type: none"> 1) Themes- Look at Higher Expressive Themes information sheet uploaded onto glow documents, in NEW HIGHER group. Research various themes you could use. Built Environment and Landscape themes are difficult to do as you mainly have to work from photographs/ get outside in all weathers and also difficult to show mood, atmosphere and lighting development here. These options can be difficult to gain development marks but not impossible. <p>Gather information, ideas, images, etc. to help you get an idea of your next area of study when we start the course.</p>

<p>at. Need to look at making a decision on topic area and theme(s) in preparation for next fortnightly pack where a decision will be made. Email me if needing help with options/decisions.</p>	<p>Could try sketching (roughly) some ideas for composition...or list objects you could use. Use of mindmaps etc...</p> <ol style="list-style-type: none"> 2) Look for artists that inspire you in that field area. i.e portrait artists, still life artists...and jot down their names for possible future use. Note down what it is that you like about their work (pose, lighting, composition, texture). 3) I have also posted a word document with well-known artists so have a look at these, they could inform one of your artists to research for the written side. If thinking of areas other than portraiture/still life, then email me and I can give you some artists within other areas. See what you can find first though. <p>Email me what you have already, ideas, possibilities, thoughts etc... early this week beginning Monday 18th so I can advise some next steps and then can do the same with your further progression for this pack by Sunday 31st May.</p>
<p>ADVANCED HIGHER</p> <p>Should now have a rough idea of whether to study EXP or DESIGN. Also should have options for themes and perhaps some small studies trying out various approaches.</p>	<ol style="list-style-type: none"> 1) Continue to think about possible areas to work in: Still life, portraiture, environment for EXP or areas to look at within DESIGN. You will chose either EXP or DESIGN to study throughout the year. Need to look at themes for EXP same as you did for Higher. Or what you will design if choosing DESIGN. Look at SQA site for Advanced Higher course spec information but this can be confusing. Again, try out small sketches/studies to see how you get on with a certain topic. This will help inform a decision later. 2) Make a list of some artists/designers and their work that you like. Save to a word document or save images. Make notes of why you like their style of art or design. Might be technique/composition/subject matter/colours... Forward on any info you have gathered so far, ideas etc...(if I haven't seen it already) this week beginning 18th May and then I can advise some next steps.
<p>Teacher Contact</p>	<p>kirstenay@shetland.gov.uk gw11haykirsten@glow.sch.uk</p>

Subject	Music – Mrs Leask
National	<p>Practical – keep up with regular practice on your instruments and send me a recording of work in progress. It doesn't need to be complete or perfect.</p> <p>Thanks to all pupils who completed the task set before the holidays. I really enjoyed seeing/hearing them.</p> <p>If you have not completed this task please do now –</p> <p>Prepare a presentation for the class (can include pictures)</p> <p>Pick a favourite song from a Disney film or musical.</p> <p>What is this film and song about?</p> <p>Provide information about the performance and performer(s).</p> <p>Which instruments are playing, describe the tempo (speed), and dynamics (loud, soft etc) Try to use Italian terms if possible.</p> <p>Write a list of other concepts you can hear. Refer to your ticky box sheets.</p> <p>Understanding Music/Literacy – use the online sites to revise and learn new concepts for N4/N5.</p> <p>Composing – have a look at noteflight and see if you can work it! Even if you try to write a tune you know. I can access this from home if there is anything, however small, you would like me to look at.</p>
Higher	<p>Practical – keep up with regular practice on your instruments and send me a recording of work in progress. It doesn't need to be complete or perfect.</p> <p>Understanding Music/Literacy – use online sites to revise and learn new concepts. Start looking at Higher.</p>
Advanced Higher	<p>Practical – keep up with regular practice on your instruments and send me a recording of work in progress. It doesn't need to be complete or perfect.</p> <p>Understanding Music/Literacy – use online sites to revise and learn new concepts. Start looking at Advanced Higher.</p>
Teacher Contact	Margaretleask@shetland.gov.uk

Subject	Physical Education – Mrs Hibbert & Miss Copland
S4 Core PE	<p>A team has been set up on Microsoft teams. Please find information there. Keep a record of your exercise/wellbeing activities if possible. There are a few ideas for those who are perhaps not sure. If you are exercising a lot already then well done.</p>
National	<p>From BGE you will have become familiar with many aspects of fitness. You have some experience observing your own and others' performances to try to identify areas of strength and those that are weaknesses or development needs.</p> <ul style="list-style-type: none"> Choose an activity – watch a performance on you tube. It can be an individual activity – e.g. gymnastics, singles badminton/tennis or a team activity –e.g. football, volleyball. Watch the performance and consider the different types of physical fitness required. These may be – speed, strength, flexibility, power, muscular endurance, power, CRE. Write a short paragraph describing when you see these aspects of fitness having a positive impact on the performance or when you see a lack of it having a negative impact on the performance. The bitesize site will help you with descriptions of these aspects of fitness if you need a reminder. <p>A PE National team has been set up on Glow – Microsoft teams. To get an introduction to the course please go to the BBC bitesize National 5 Physical education webpage, https://www.bbc.co.uk/bitesize/subjects/zctsr82 scroll down to find information:</p> <ul style="list-style-type: none"> <u>About the Course</u> <u>Answering Questions</u> <p>I hope that you are managing to stay active for some part of each day. There are lots of online exercise videos for fitness, dance, stretching and some sports specific tasks and it is also important to look after your mental health and to have some quiet time for relaxation.</p>
Higher	<p>Miss Copland will contact you through teams this week.</p> <p>A PE Higher Course team is set up within Glow – Microsoft teams where further information will be communicated. For now follow the instructions below:</p> <p>Please familiarise yourself with what is required for the Higher Physical Education Course. Use the bitesize site:</p> <p>https://www.bbc.co.uk/bitesize/subjects/zhf3cdm</p> <p>There are three sections to look at in About the course:</p> <ul style="list-style-type: none"> - Higher PE – Course Assessment - Higher PE – Command Words - Higher PE – Scenario <p>When you are clear on what the performance assessment entails please make a list of four activities, in order of preference that you feel would allow</p>

	<p>you to obtain your highest marks. These can be activities that are performed in school or outside as part of a club.</p> <p>As you go through the bitesize information please make notes of anything that you do not fully understand so that this can be cleared up once the Higher Team is set up.</p>
Advanced Higher	<p>I am providing you with some more information here and I will upload a sheet to the files section of the Advanced Higher PE page with some questions which may help you reflect on an activity choice when the time comes.</p> <p>This course allows you to develop thinking and practical skills. There will be a higher proportion of independent study and less direct supervision. You will be encouraged to use enquiring, critical and problem-solving approaches to your learning.</p> <p>There may be use of: research, interviews, case studies and presentation tasks; internet for information gathering; independent reading tasks using books, periodicals and journals; video clips and different methods to present findings. You will work towards demonstrating development, improvement and refinement of techniques and investigate and evaluate how a range of factors impact on performance.</p> <p>Please now check the Microsoft teams Adv H PE page, File tab, for more information. Any questions, please feel free to get in touch.</p>
Teacher Contact	<p>gw09coplandjillian@glow.sch.uk jillhibbert@shetland.gov.uk gw09hibbertjill@glow.sch.uk</p>