

# **Brae High School**



**S4 – S6**

## **Home Learning Pack**

**1<sup>st</sup> June 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](mailto:PUPILglowsupportshetland@shetland.gov.uk)

Subject	English – Ms Storey & Mrs Watt
S4 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"> <li>• The 'On the Spot' RUAE task available on your English Team should be completed for 1 June.</li> <li>• A literary techniques quiz on Teams should be completed for 8 June.</li> <li>• Further work will be uploaded on your English Team.</li> </ul>
S5/6 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"> <li>• The 'On the Spot' RUAE task available on your English Team should be completed for 22 May.</li> <li>• Literary techniques revision using the poem 'I Don't Like Poetry' grid available on Teams should be completed for 2 June</li> <li>• Further work will be uploaded on your English Team.</li> </ul>
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"> <li>• The H 'On the Spot' RUAE questions available on your English Team should be completed for 2 June. Please note that this is a new task.</li> <li>• The 'On the Spot' Broadsheet analysis task was due last week and should be sent to Ms Storey before starting work on the new task above.</li> <li>• Further work will be uploaded on your English Team to develop your H RUAE skills.</li> </ul>
Teacher email addresses for pupil contact	<p><a href="mailto:valeriewatt@shetland.gov.uk">valeriewatt@shetland.gov.uk</a> or <a href="mailto:gw13wattvalerie@glow.sch.uk">gw13wattvalerie@glow.sch.uk</a></p> <p><a href="mailto:charlenestorey@shetland.gov.uk">charlenestorey@shetland.gov.uk</a> or <a href="mailto:gw14storeycharlenehe@glow.sch.uk">gw14storeycharlenehe@glow.sch.uk</a></p>

Subject	Mathematics
<b>S4 class</b>  <b>Applications 3 / National 4</b> <b>Mrs Morrison</b>	<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. 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>
<b>S4 class</b>  <b>National 5</b> <b>Mrs Batty</b>	<p>Week beginning 1<sup>st</sup> June: pupils will be introduced to the equation of a straight line.</p> <p>Week beginning 8<sup>th</sup> June: pupils will continue to work with equation 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>
<b>S5/6 class</b>  <b>Personal Finance / National 4 Maths</b> <b>Mr Murray</b>	<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>
<b>S5 class</b>  <b>National 5</b> <b>Mrs Morrison</b>	<p>Over the next two weeks we will be bridging skills from N4 into N5.</p> <p>Week beginning 1<sup>st</sup> June pupils will be assigned tasks on:</p> <ul style="list-style-type: none"> <li>(1) Changing the Subject of a Formula.</li> <li>(2) Non-calculator skills</li> </ul> <p>Week beginning 8<sup>th</sup> June pupils will be assigned tasks on:</p> <ul style="list-style-type: none"> <li>(1) Using Pythagoras to find a missing side of a Triangle.</li> <li>(2) Non –calculator skills</li> </ul>

	<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>
<p><b>Higher</b></p> <p><b>Mrs Batty</b></p>	<p>Higher course work starts this week.</p> <p>Week beginning 1<sup>st</sup> June: pupils will be introduced to radians and work with compound and double-angle formulae.</p> <p>Week beginning 8<sup>th</sup> June: pupils will be introduced to the wave function and assigned tasks.</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>
<p><b>Advanced Higher</b></p> <p><b>Mr Murray</b></p>	<p>Over the next two weeks pupils will continue working on differentiation having completed number theory and partial fractions.</p> <p>Mr Murray has posted on Teams links to your work.</p> <p>Pupils should aim to complete at least one task per week.</p> <p>Pupils should email Mr Murray the completed exercises individually so that he can track their progress, have sufficient time to mark them and set the next tasks.</p>
<p><b>Teacher email addresses for pupil contact.</b></p> <p><b>Please do not use any other form of contact.</b></p>	<p><a href="mailto:patriciabatty@shetland.gov.uk">patriciabatty@shetland.gov.uk</a> or <a href="mailto:gw09battypatricia3@glow.sch.uk">gw09battypatricia3@glow.sch.uk</a></p> <p><a href="mailto:lindamorrison@shetland.gov.uk">lindamorrison@shetland.gov.uk</a> or <a href="mailto:gw09morrisonlinda4@glow.sch.uk">gw09morrisonlinda4@glow.sch.uk</a></p> <p><a href="mailto:Cameron.Murray@shetland.gov.uk">Cameron.Murray@shetland.gov.uk</a> or <a href="mailto:gw20murraycameronrob@glow.shetland.sch.uk">gw20murraycameronrob@glow.shetland.sch.uk</a></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>Complete the work on the Rainforests and if you cannot watch the videos especially the Bruce Parry one miss out that question and we'll go over it when we get back.</p> <p>Go onto the work about the Tundra – read and follow all the instructions very carefully about the tasks for each section. This work will go onto the Glow page by Monday 01/06/20</p>
Higher	<p>Please check your Geography Team and email on Glow for regular updates about your work.</p> <p>Please complete the work on Biosphere as soon as possible.</p> <p>The Atmosphere unit is in 6 sections and I'll give you instructions and advice about the questions you are to answer for each section. This will go onto the Glow page by Monday 01/06/20.</p>
Teacher email addresses for pupil contact	<p><a href="mailto:gw09mackneymillswend@glow.sch.uk">gw09mackneymillswend@glow.sch.uk</a> or <a href="mailto:wendymills@shetland.gov.uk">wendymills@shetland.gov.uk</a></p>

Subject	History – Mr Tait
National	<p>The new S4 should make sure that they have finished everything up to the industry questions. Pupils should then read chapter 7 of the textbook on women and the vote; they can supplement this with some further reading from the pages in the notes booklet dealing with the women's movement. Pupils should then answer the following questions and send them to me when completed:</p> <p>Explain why some people opposed votes for women  Describe the militant tactics used by the suffragettes (WSPU)  Describe the tactics used by the suffragists (NUWSS)  To what extent was the granting of the vote to some women in 1918 due to the militant campaign of the WSPU (look at the notes booklet and weigh up the arguments for and against the suffragettes, and consider other factors which may have played a part like the war. Also remember that, as this is a nine mark essay question, the answer needs an introduction, paragraphs and a conclusion)?</p>
Higher	<p>The new Higher class is currently working on research for a question on democracy in Britain before 1918. This will cover two topics and pupils should continue with the research for the next couple of weeks. I will then set an essay which can be handed in during August.</p>
Advance Higher	<p>The Advanced Higher class is carrying out background research into Spain during the late 19th and early 20th centuries. This can continue for a couple of weeks before an essay is set for completion in August.</p>
Teacher email addresses for pupil contact	<p><a href="mailto:Irvine.tait@shetland.gov.uk">Irvine.tait@shetland.gov.uk</a>  <a href="mailto:gw09taitirvine@glow.sch.uk">gw09taitirvine@glow.sch.uk</a></p>

Subject	Modern Studies – Mr Johnson
National	<p>Pupils are asked to continue with research tasks based on the assessment undertaken at the end of S3. The next topic for research will be <u>ways that Scottish citizens can participate in democracy</u>. This is quite a broad topic, and basically asks how people in Scotland can ‘be political’.</p> <p>As previously 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>I will provide a number of handy web links on the class’s Teams page to help them with this task.</p> <p>If pupils are having problems accessing through Teams, it is possible to send work via email.</p>
Higher	<p>Pupils have been researching background aspects of the topic of possible alternatives to the governance of Scotland.</p> <p>To build on this I would like pupils to find out about the following possible alternatives to the way Scotland is currently governed:</p> <ul style="list-style-type: none"> <li>• A return to the arrangements before 1999 (full <u>Westminster control</u>)</li> <li>• Full fiscal autonomy, sometimes known as ‘<u>devo max</u>’</li> <li>• A system of <u>federalism</u> in the UK</li> <li>• Full <u>independence</u> for Scotland</li> </ul> <p>For each of these, pupils should aim to read up on them and try to identify <u>pros and cons</u> of each possible type of alternative government. Some are easier to find out about than others! There will be a list of weblinks shared with pupils on their Teams page to get them started. All pupils should record the sources of their information. Once completed they should send it to me as a typed document or as a photograph of their handwritten work.</p>

Advanced Higher	<p>Advanced Higher – pupils have been researching issues surrounding prisons in the UK. Much high-quality research has been done so far – well done. A core aspect of AH Modern Studies is to use international comparisons. This means the approaches to law and order in the UK that we find out about must be compared to the approaches taken in other countries. With that in mind, I would like pupils to find out about the prison system in :</p> <ul style="list-style-type: none"> <li>• The USA</li> <li>• Norway</li> </ul> <p>(alternatively pupils may choose to look at the region of Scandinavia as a whole, synthesising research about the prison systems of Denmark, Finland, Norway and Sweden)</p> <p>Aim to find out about such aspects as:</p> <ul style="list-style-type: none"> <li>• <u>Numbers</u> of people in prison / proportion of convicted criminals sent to prison (as opposed to non-custodial sentences)</li> <li>• <u>Length</u> of prison sentences</li> <li>• <u>Conditions</u> in prison – buildings, overcrowding, drugs, violence</li> <li>• <u>Life</u> in prison – how do prisoners spend their time</li> <li>• The <u>cost</u> of the prison system</li> <li>• Rates of <u>recidivism</u> (reoffending once prison sentence is served)</li> <li>• Any other relevant information</li> </ul> <p>This is a demanding research task which will require pupils to work hard and research carefully and thoughtfully. Some links will be provided in the Teams group to get pupils started. The sources of all information should be carefully recorded and added to the research, which should be sent to me once completed either as a typed document or a photographed piece of A4.</p>
Teacher email addresses for pupil contact	<p>Glow – <a href="mailto:gw20johnsonkrisandre@glow.shetland.sch.uk">gw20johnsonkrisandre@glow.shetland.sch.uk</a></p> <p>School – <a href="mailto:krisjohnson@shetland.gov.uk">krisjohnson@shetland.gov.uk</a></p>

Subject	French – Mrs Wilkinson
N5	<p>Topic: Revise family and describing people</p> <p>An email with more guidance will be sent at the start of each week.</p> <p>Free e-book access</p> <p>To help you continue learning while the schools are closed, you can have free access to e-books. You will need to accept the licence agreement, then you can view your student books online. We will be using <b>Studio Edexcel GCSE French Higher ActiveBook</b>:</p> <p><a href="https://www.pearson.com/uk/learners/secondary-students-and-parents.html">https://www.pearson.com/uk/learners/secondary-students-and-parents.html</a></p> <p><b>WEEK 1</b>  Activities 1,2 and 3 page 6  Grammar point: Revise adjectival agreement on page 224</p> <p>Activities 6 and 7 and 8 page 7  <b>Grammar point:</b> The present tense page 206</p> <p><b>WEEK 2:</b> Talking about friends and what makes a good friend</p> <p>Activities 1 and 2 page 10  <b>Grammar point:</b> Irregular verbs page 208</p> <p>Activities 5, 6 and 7 page 11  <b>Grammar point:</b> the relative pronoun 'qui' page 232</p> <p>Page 28 and 29: Vocabulary support page.</p> <p>Assignments will be created in the Language gym about the topic of family, describing people, the topic of friends and some of the Grammar points that you would have come across with in this chapter.</p>
Higher	<p>An email will be sent to you at the start of each week with further guidance.</p> <p>Free e-book access</p> <p>To help you continue learning while the schools are closed, you can have free access to e-books. You will need to accept the licence agreement, then you can view your student books online. We will be using <b>Studio Edexcel GCSE French Higher ActiveBook</b>:</p> <p><a href="https://www.pearson.com/uk/learners/secondary-students-and-parents.html">https://www.pearson.com/uk/learners/secondary-students-and-parents.html</a></p>

	<p><b>WEEK 1</b></p> <p>Listening comprehension activity. Looking at the link below, there are some activities involving translation, gap fills and quizzes:</p> <p>Youtube video: Ma vie en confinement(My life during Lockdown)  <a href="https://www.teachvid.com/resource/MhEQpewjImrXS7QvsACs">https://www.teachvid.com/resource/MhEQpewjImrXS7QvsACs</a></p> <p>Complete the following activities from the online textbook:</p> <p>1,2 and 3 page 198</p> <p>1 and 2 page 199</p> <p><b>WEEK 2</b></p> <p>Listening comprehension activity. Looking at the link below, there are some activities involving translation, gap fills and quizzes:</p> <p>Youtube Video: Song  BigFlo et Oli  <a href="https://www.teachvid.com/resource/USdEcXlfEE3KuTwTN2ra">https://www.teachvid.com/resource/USdEcXlfEE3KuTwTN2ra</a></p> <p>Complete the following activities from the online textbook:</p> <p>1,2 and 3 page 200.</p> <p>You can continue to work on the Language gym, I will create a variety of grammar assignments for you to work on. Please check the assignment page. I will also contact you during WEEK 2 to organise a brief speaking task about the work you have completed.</p>
Teacher email address for pupil contact	gw19wilkinsonkerboul@glow.sch.uk

Subject	Spanish – Mrs D’eathe
National 5	<p><b>Week 1:- work on Daily Routine</b>  Reflexive verbs practice  Mi rutina diaria – reading comprehension. These will all be uploaded into files and sent to you on email too. Please let me have what you have completed by the end of this week.</p> <p><b>Week 2:- work on Daily Routine</b>  Use <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a>  Click on ebooks and go to Viva 3 Segunda Edición.  Go to page 60.  Complete all the activities there and for exercise 3 use the voice recorder in the virtual classroom to speak the Spanish for the pictures. You will need to sign in to <a href="http://www.espanol-extra.co.uk">www.espanol-extra.co.uk</a> – BraeHigh, Shetland 3500</p>
Higher	<p><b>Week 1:- complete any work outstanding from the past two weeks</b>  Use <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> – ebooks, click on accept terms and conditions and then go to Viva AQA GCSE Spanish then click on the Higher book (the first one on the left hand side)  Pg 50 &amp; 51 – complete all the activities there  Vocab pages are 70 &amp; 71 to support your work.</p> <p><b>Week 2:- oral work</b>  Prepare a little presentation about yourself showcasing what you have learnt.  Use <a href="http://www.espanol-extra.co.uk">www.espanol-extra.co.uk</a> u/name: BraeHigh p/word: Shetland3500  And the voice recorder there to record your introduction to yourself and your family. Send it to me by the end of the week please.</p>
S 6	<p><b>Week 1</b>  <a href="http://www.language-gym.com">www.language-gym.com</a>  I have assigned you some activities to do around the preterite and imperfect tense. I have also assigned some work on essay writing useful phrases.  Listening on TV and Film</p> <p><b>Week 2</b>  Useful phrases for essay writing and connective revision quickies  Reading “No suelo ver las películas de terror” and activities  We are working towards doing a cinema critic by the end of June and some speaking practice- virtually!!</p>
Teacher email addresses for pupil contact	julie.deathe@shetland.gov.uk

Subject	Administration & IT – Ms Gregory
National 5	<ul style="list-style-type: none"> <li>• Play the powerpoint as a presentation by clicking on the icon that looks like a wine glass at the bottom right of your screen. If you do this, you can click on the links more easily. Answer the questions throughout the powerpoint, using the documents in the Files Section. The questions involving classroom discussion will have to wait until we meet! Please answer the questions on Word or Word 365, or you can handwrite them if you wish. I have folders at school which I will give to you when we go back. Please keep all your sheets in a SAFE PLACE if you do write your answers! The work is for next Friday 5 June 2020.</li> </ul>
Higher	<ul style="list-style-type: none"> <li>• Using the Powerpoint on Task and Time Management and the Core Notes in Files, answer the questions (LO1.1 Tasks). These can be completed in Word. I will give you folders when we get back to school.</li> </ul>
Teacher email addresses for pupil contact	<a href="mailto:gw07gregoryjand@glow.sch.uk">gw07gregoryjand@glow.sch.uk</a> <a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a>

Subject	Business Management – Ms Gregory
National 5	<ul style="list-style-type: none"> <li>• I will send the information below to you on Glow emails.</li> <li>• Look at the powerpoint for Outcome 1.1 Understanding Business. The first section is entitled <b>Goods and Services</b>. There are questions in the powerpoint at the end of this section which will be repeated here: <ul style="list-style-type: none"> <li>○ In 5 minutes, list as many GOODS and SERVICES that you can think of in Shetland.</li> <li>○ Click on the link in slide 7 and using the Innocent drinks website and the following slide, summarise the development of the company in your own words.</li> </ul> </li> <li>• Look at the same powerpoint for Outcome 1.1 Understanding Business. The second section is entitled <b>Needs and Wants</b>. There are questions in the powerpoint at the end of this section which will be repeated here: <ul style="list-style-type: none"> <li>○ In 5 minutes, write a list of things you would put on your birthday/Christmas list. These are things you want!</li> <li>○ Answer the questions on slide 14 – how many items did you choose? How many were under/over £100? How many can you buy here in Shetland/online? What is the average value on your list?</li> <li>○ Choose a product from your wish list and apply the factors of production to it.</li> </ul> </li> <li>• Continue to look at the next section – entitled <b>Sectors of Industry</b>. There are questions in the powerpoint in this section which will be repeated here: <ul style="list-style-type: none"> <li>○ On slide 27, tick each box to show whether the business is primary, secondary or tertiary. You can copy this and write it on paper if you prefer.</li> <li>○ Do some research on the internet and the last 2 slides to find out what changes have occurred to UK Industry in the past 30 years (for example has the primary sector (eg coal mining increased or decreased?) has there been an increase or decrease in manufacture in the UK (Secondary) what has happened to tourism (tertiary) over the last few years? – before Covid-19) and try to find out why is this?</li> </ul> </li> </ul>
Higher	<p>Read the PowerPoint The Role of Business in Society, and answer the questions throughout the PowerPoint as you go and at the end. You can either answer the questions on Word, or on paper if you prefer. Please if you can, upload onto Assignments or send via email. The powerpoint also refers to the Case Study Opito which you are asked to read and complete the questions here also. We will aim for the end of next week. However, if you are having difficulty completing it on time, just let me know. No problem.</p>
Teacher email addresses for pupil contact	<p><a href="mailto:gw07gregoryjand@glow.sch.uk">gw07gregoryjand@glow.sch.uk</a>  <a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a></p>

Subject	Accounting – Mr Murphy
Higher	<p>Weekly meetings will be held on Microsoft Teams.</p> <p>The content to be covered until the end of term is as follows:</p> <ul style="list-style-type: none"> <li>• Stock Valuation using the AVCO system</li> <li>• Labour</li> <li>• Overheads</li> <li>• Job Costing</li> </ul> <p>Instructions that are more detailed will be emailed through Glow and posted in the Higher Accounting Team.</p>
Teacher email addresses for pupil contact	<p><a href="mailto:gw09murphybrian2@glow.sch.uk">gw09murphybrian2@glow.sch.uk</a></p> <p><a href="mailto:Brian.Murphy@shetland.gov.uk">Brian.Murphy@shetland.gov.uk</a></p>

<b>Subject</b>	<b>Computing Science – Mr Moss</b>
National 4/5	<p>I will place two documents in the Team Assignments and email the documents to you on Monday 01 June.</p> <p>One document is Web Design notes, you will only need the first part of the document for this task. The second document is a Web Design Test, try and answer as many questions as you can. Post your answers to the Team or email them to me. If you can only produce handwritten answers, take a picture and email me them please.</p> <p>You can also Google the questions and use BBC Bitesize. Any problems just email me.</p>
Teacher email addresses for pupil contact	gw14mossmatthewrober@glow.shetland.sch.uk

<b>Subject</b>	<b>Media – Mr Moss</b>
National 4/5	<p>I will place practice “Advert Questions” in the same style as the exams you have practiced before in the class Team, Assignments. I will also email you the tasks on Monday June 01. There are two adverts to look at and questions to answer, you can choose which areas to include in your answer. To help you I have placed a folder in the Team, Files with all the help sheets that you are familiar with from last year. If you have your folder from last year you will also have hard copies of some of the documents. BBC Bitesize also has information to help you.</p> <p>You can post your answers to the Team, email me the answers, or send a photo of any handwritten work. Please email me or message if you have any questions.</p>
Teacher email addresses for pupil contact	gw14mossmatthewrober@glow.shetland.sch.uk

Subject	Travel & Tourism – Mr Moss
National 4/5	<p>I have placed a worksheet on Scottish holiday destinations in the Team, Assignments and I will also email a copy to you on Monday 01 June. There are two tasks and two tables to complete.</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>
Teacher email addresses for pupil contact	gw14mossmatthewrober@glow.shetland.sch.uk

<b>Subject</b>	<b>Health &amp; Food Technology – Mrs Williamson</b>
<p>The Higher Health and Food Technology course covers 3 main units:</p> <ul style="list-style-type: none"><li>• <b>Food for Health</b><ul style="list-style-type: none"><li>- The nutrients, water and dietary fibre</li><li>- Current dietary advice</li><li>- Benefits to health of a balanced diet</li><li>- The effects of diet-related conditions on health</li></ul></li><li>• <b>Food Product Development</b><ul style="list-style-type: none"><li>- The functional properties of ingredients</li><li>- The stages of food product development</li><li>- Developing food products to meet specific needs</li></ul></li><li>• <b>Contemporary Food Issues</b><ul style="list-style-type: none"><li>- Factors affecting food choice</li><li>- Contemporary food issues affecting food choice</li><li>- Technological developments affecting food choice</li><li>- Organisations which protect the needs of the consumer</li><li>- Food labelling and the consumer</li></ul></li></ul> <p>This follows the same information as previously covered in the National 5 course in more detail. The answering technique will also differ in Higher. You will no longer be asked to 'State', 'Name', 'Give' or 'Identify', but will still be expected to 'Describe', 'Explain', 'Evaluate' and additionally 'Analyse'. Therefore in the written exam, you will be expected to be to give more in depth extended answers.</p> <p>The course is made up of two components:</p> <ul style="list-style-type: none"><li>• <b>Component 1:</b> Question paper (written exam) 60 marks, 1 hour and 50 minutes (50% of overall grade).</li><li>• <b>Component 2:</b> Course Assignment (completed during class time) 60 marks (50% of overall grade).</li></ul> <p>On the following page are instructions of what I would like you to cover over the next few weeks up until the summer holidays.</p> <p>You will be starting with the unit 'Food for Health'. I would like you to take the time to read through the information in the booklet provided, and use this to answer the questions provided. You will then be given answers to check your work.</p> <p>*Please note for some of the questions, there may be additional answers which are acceptable not necessarily stated within the answer sheet – you may be able to double check the booklet for these.*</p>	

## **Food for Health**

Please read through the information in the booklet, and use this to answer the questions provided for each section.

### Week 1: 1<sup>st</sup> June – 5<sup>th</sup> June

Nutrients: Protein, carbohydrates and fats

Read pages 2-7, then complete revision questions on carbohydrates, protein and fat.

### Week 2: 8<sup>th</sup> June – 12<sup>th</sup> June

Nutrients: Vitamins and minerals

Read pages 8-14, and 17-18, then complete revision questions on vitamins and minerals.

### Week 3: 15<sup>th</sup> June – 19<sup>th</sup> June

Water and NSP

Read pages 15-16, then complete revision questions on water and NSP.

### Week 4: 22<sup>nd</sup> June – 26<sup>th</sup> June

Interrelationship of nutrients

Read pages 19-20, then complete revision questions on the interrelationship of nutrients.

### Week 5: 29<sup>th</sup> June – 3<sup>rd</sup> July

Effect of storage, preparation and cooking on nutrients.

Read over pages 21-24. Cook something at home, and consider some of the different effects of storage, preparation and cooking on the nutrients within the ingredients used.

I will provide a recipe for Helensburgh toffee, which is a good example of both caramelisation and crystallisation!

## **S4 – National 5 Health and Food Technology**

The National 5 Health and Food Technology course covers 3 main units:

- **Food for Health**
  - The nutrients, water and dietary fibre
  - Current dietary advice
  - Benefits to health of a balanced diet
  - The effects of diet-related conditions on health
- **Food Product Development**
  - The functional properties of ingredients
  - The stages of food product development
  - Developing food products to meet specific needs
- **Contemporary Food Issues**
  - Factors affecting food choice
  - Contemporary food issues affecting food choice
  - Technological developments affecting food choice
  - Organisations which protect the needs of the consumer
  - Food labelling and the consumer

You have already covered the Contemporary Food Issues unit during S3, and will now begin to look at the Food product development unit.

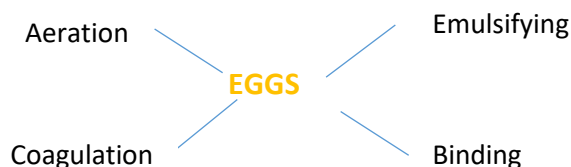
The course is made up of two components:

- **Component 1:** Question paper (written exam) 60 marks, 1 hour and 50 minutes (50% of overall grade).
- **Component 2:** Course Assignment (completed during class time) 60 marks (50% of overall grade).

On the following page is instructions of what I would like you to look at in the weeks running up to the summer holidays. Some of this should be familiar as some of the information was included in the work set out over the last few weeks.

Please use the information from the textbook provided (I have put photos of the relevant pages to use into a word document) to complete the mind maps as well as the questions. Answers will be provided for you to check your own work afterwards.

\*Example of how to set out mind map:



### **Food Product Development**

Please use the information provided from the textbook to make mind maps on the following functional properties of ingredients. Please then use the information to complete the questions provided:

Week 1: 1<sup>st</sup> June – 5<sup>th</sup> June

Topic 1: The functional properties of **eggs**

- Aeration
- Emulsifying

- Coagulation
- Binding

Week 2: 8<sup>th</sup> June – 12<sup>th</sup> June

Topic 2: The functional properties of **flour**

- Gelatinisation
- Fermentation
- Dextrinisation

Week 3: 15<sup>th</sup> June – 19<sup>th</sup> June

Topic 3: The functional properties of **sugar**

- Crystallisation
- Caramelisation
- Aeration and flavour

Week 4: 22<sup>nd</sup> June – 26<sup>th</sup> June

Topic 4: The functional properties of **fat**

- Aeration: creaming
- Aeration: rubbing in
- Shortening

Week 5: 29<sup>th</sup> June – 3<sup>rd</sup> July

Topic 5: The functional properties of **liquid** (water, milk, egg)

- Aeration
- Gelatinisation
- Nutritional value
- Colour and flavour

Subject	Biology/Human Biology – Mrs Bennett
National	<p>We will now start the Life on Earth unit. Over the next 2 weeks, you should complete <i>Worksheet 3</i> using the <i>Biotic and Abiotic factors in ecosystems</i> PowerPoint presentation, which can both be found in the class files folder on teams. Please let me know if you would prefer these files to be sent by email. If you have access to a printer, you should print the worksheet and fill it in. If not write your answers in your jotter. You could also fill it in online, but this will make it harder to look at the slides while you do so.</p> <p>There are several video links in the presentation and on the worksheet – I will also post these on the teams page in case any of you find them easier to access there.</p> <p>Please send photos of the completed worksheet/answers by the end of next week.</p> <p>If you need any help along the way, please just get in touch.</p>
Higher	<p>The higher class will be working through the immunology topic for the rest of term. This will mainly involve using the PowerPoint presentation to complete the notes booklet. There several video to watch, the links built into the presentation. There will also be some practice questions to do, which I will send out electronically. Their pack also contains the learning outcomes for this topic.</p> <p>The BBC Bitesize Higher Human Biology site also has some helpful information.</p> <p>I will keep them right with what I expect them to do via teams and email, but they should complete the introduction and the first key area on specific cellular defences over the next two weeks.</p>
Teacher email addresses for pupil contact	<p><a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a>  <a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a></p>

Subject	Psychology – Mrs Bennett
N5	<p>The first topic we will study in psychology is sleep. You will need to use the ‘Sleep notes’ throughout this topic, answer any questions in your jotter and send in a photo of your answers by the date given. The first week will be an introduction to sleep. Start by watching this video, which gives a good overview of sleep. <b>Why do we sleep?</b> - <a href="https://www.ted.com/talks/russell_foster_why_do_we_sleep?language=en">https://www.ted.com/talks/russell_foster_why_do_we_sleep?language=en</a></p> <p>The talk goes into a bit more detail than you need, but covers a lot of what we will study as part of the sleep and dreams topic. Next, read pages 1-2 in the sleep notes and answer the questions on page 2.</p> <p>Then I’d like you to look a bit more into sleep and our daily routine. Read through the BBC news page <b>Body Clock: What makes you tick?</b> - <a href="https://www.bbc.co.uk/news/health-27161671">https://www.bbc.co.uk/news/health-27161671</a> . Work though the activity and watch the clips as you go, then try the Quiz <i>Are you an Owl or a Lark?</i></p> <p>In the second week, you should look at the stages of sleep, REM and Non REM sleep. Watch this clip, up to 7:20 (the exam questions are not relevant as they are talking about a different exam) <b>Stages of sleep</b> - <a href="https://www.youtube.com/watch?v=8ut789U-9Hw">https://www.youtube.com/watch?v=8ut789U-9Hw</a>. Then read the notes page 3-4 and answer the questions on page 4.</p> <p>The next task is to learn about the Dement and Kleitman study into REM sleep and dreaming. Watch the clip on this study, then read page 5-6 and answer the questions. <b>Dement and Kleitman core study</b> - <a href="https://www.youtube.com/watch?v=8jG_ULf26PE">https://www.youtube.com/watch?v=8jG_ULf26PE</a></p> <p>I’d like the questions on page 2, 4 and 6 in by Monday 15<sup>th</sup> June. If you have any problems or need any help at all, please let me know. Most of the questions are fairly straight forward using the notes, but some might need a bit of further guidance, so please just pop a note on teams or send an email if you are not sure what to do and I’ll get back to you asap.</p> <p>I’ll post all this information on the team page, please let me know if you would like the information or any files sent out by email.</p>
Teacher email addresses for pupil contact	<a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a> <a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a>

Subject	Chemistry – Mr Evans
National 5	<p>Read the PowerPoint relating to Rates of Reaction.</p> <p>Complete the Rates of Reaction Exercise.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Higher	<p>Read the PowerPoints relating to Trends in the Periodic Table.</p> <p>Complete the Trends in the Periodic Table Exercise.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Advanced Higher	<p>Read and complete questions up to page 42 (sections 1 and 2) from website <a href="http://www.standrewspaisley.com/uploads/6/0/2/3/60230905/scholar_unit_1.pdf">http://www.standrewspaisley.com/uploads/6/0/2/3/60230905/scholar_unit_1.pdf</a></p> <p>Do not hesitate to contact me through Teams or email if you are having any issues with the questions or accessing the site itself.</p>
Teacher email addresses for pupil contact	<p>gw18evansadam@glow.sch.uk</p>

Subject	Higher Engineering Science – Mr Batty
Higher Wk Beg 1 <sup>st</sup> June	<p><b>New work:</b>  <b>Research and take notes to allow you to complete Engineering Contexts &amp; Challenges Task 3.</b>          Having now completed your research please follow the instructions on the file document in files and produce a written piece of work covering all the aspects which need to be covered.</p>
Wk Beg 8 <sup>th</sup> June	Using the <b>Materials</b> document on Teams please read through pages 1-13. Complete all exercises up to and including p13.
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 class notebook and through email.
<b>week</b> 1 <sup>st</sup> June to 5 <sup>th</sup> June	Energy: Systems Transformations Losses and Efficiency Video <a href="#">Forms of energy</a> From PhET: <a href="#">PhET Energy Forms and Changes</a> <a href="#">PhET Energy Skate Park Basics</a>  Reading notes in the content library or using the power point Energy as your notes.  Then tackling the questions
<b>Week</b> 8 <sup>th</sup> June to 12 <sup>th</sup> June	Concept of work done, potential energy and kinetic energy.  From the class notebook or power point learn these forms of energy and the equations. Files also found in Teams  Answer questions using and manipulating the formulae
Teacher email addresses for pupil contact	paulbaxter@shetland.gov.uk gw08baxterpaul3@glow.shetland.sch.uk

Subject	Higher Physics – Mr Batty
Wk Beg 1 <sup>st</sup> June	<p><u>Particles and waves Summary notes</u></p> <p><u>Orders of Magnitude</u></p> <ul style="list-style-type: none"> <li>• Read section on Orders of Magnitude p1 &amp; 2</li> <li>• Access Word document on Teams and follow links to use the interactive simulations for orders of magnitude</li> <li>• Various other exercises/activities will be posted on Teams</li> </ul> <p><u>Particles and waves problems</u></p> <ul style="list-style-type: none"> <li>• Complete section 1 Orders of Magnitude exercise.</li> <li>• <b><i>To be completed and submitted by Fri 5<sup>th</sup> June</i></b></li> </ul>
Wk Beg 8 <sup>th</sup> June	<p><u>The Standard Model.</u></p> <p><u>Particles and Waves notes</u></p> <ul style="list-style-type: none"> <li>• Read p3-9</li> <li>• Various other exercises/activities will be posted on Teams</li> </ul> <p><u>Particles and waves problems</u></p> <ul style="list-style-type: none"> <li>• The standard model of fundamental particles and interactions Exercise p2-3</li> <li>• <b><i>To be completed and submitted by 12<sup>th</sup> June</i></b></li> </ul>
Teacher contact details	<p>michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk</p>

Subject	National 5 Physics – Mr Baxter/Mr Batty
National 5 Physics	The detail will be on Microsoft teams class notebook I will pass on documents on Microsoft Teams and through email.
<b>Week</b> 1 <sup>st</sup> June to 5 <sup>th</sup> June	Further practice on Vectors: Displacement and Velocity Questions; working with vectors using trigonometry Velocity Time Graphs BBC Bitesize <a href="#">Velocity Time Graphs</a> Try quiz at end of reading through pages
<b>Week</b> 8 <sup>th</sup> June to 12 <sup>th</sup> June	Displacement and Acceleration from a graph Positive and Negative acceleration Acceleration as a vector BBC Bitesize <a href="#">Acceleration</a> Try quiz at end of reading through pages
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
<b>Wk Beg 1<sup>st</sup> June</b>	<b>Introductory Course Booklet</b> <ul style="list-style-type: none"> <li>• Read p1-8</li> <li>• Complete all sections on p3 &amp; 5</li> <li>• Send answers by 5<sup>th</sup> June</li> <li>• Ensure that you follow the link on P8 and read the various articles within the link.</li> </ul>
<b>Wk Beg 8<sup>th</sup> June</b>	<b>Introductory Course Booklet</b> <ul style="list-style-type: none"> <li>• Complete the task on p9 Recycling Electrical Items</li> <li>• You have to complete the N4 task.</li> <li>• If doing a PowerPoint then at least 6 slides</li> <li>• If word document a paragraph for each section.</li> <li>• You must include where you got your information from</li> <li>• Completed and handed in by 8<sup>th</sup> June</li> </ul>
Teacher email addresses for pupil contact	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk

Subject	Technical – Mr Robertson
S4 N5 Woodwork	<p>Learning materials and tasks are being posted on the Teams page for each course. Please make sure that you regularly check on the relevant Team.</p> <p><b>Please make sure that you meet the deadlines set for the submission of work.</b></p>
S4 N5 Graphic Communication	
N5 Metalwork	
Higher Graphic Communication	
Teacher email addresses for pupil contact	<a href="mailto:andrew.robertson@shetland.gov.uk">andrew.robertson@shetland.gov.uk</a> <a href="mailto:gw08robertsonandrew5@glow.sch.uk">gw08robertsonandrew5@glow.sch.uk</a>

Subject	Art – Ms Hay
<p>National 5</p> <p>Still awaiting some previous work from some pupils. Get this to me asap or email me to say how you are getting on.</p>	<p>You are going to begin your <b>Expressive portfolio</b> for your N4/N5 course.</p> <p>Look at the information sheets that have been uploaded to Glow. There is one describing what you have to do for the whole folio called <u>N5 Expressive</u>.</p> <p>You will only be doing the RESEARCH stage at the moment.</p> <ul style="list-style-type: none"> <li>• Look at examples of PORTFOLIOS on PINTEREST. I will also upload a sheet with previous folio examples.</li> <li>• Collect IMAGES for research (word doc?) and make a list of THEMES you could use and do the MINDMAP.</li> <li>• Look online at the artist, Samuel John Peploe and examples of his paintings. Then look at the PEPOE examples sheet uploaded to Glow and choose one of his paintings to write about.</li> <li>• Use the <u>N5 Expressive Enquiry</u> sheet uploaded to Glow and work through each point for your chosen painting.</li> </ul> <p>Email me your work by <b>Sunday 15<sup>th</sup> June</b>.</p>
<p>Higher</p> <p>Make sure work done during last two weeks has been emailed in.</p>	<ul style="list-style-type: none"> <li>• Monday 1<sup>st</sup> June- Decision made now on which topic area (still life/ portraiture etc...)</li> <li>• Decision made with teacher on which artist to research first and which art piece to analyse.</li> <li>• Analyse artwork by artist 1. Use the Expressive Artist Analysis info sheet uploaded to glow teams to help you work through each point.</li> <li>• Complete 2 Research drawings of individual objects from your chosen theme, using different media types.</li> </ul> <p>Email work by <b>Sunday 15<sup>th</sup> June</b>.</p>
<p>Advanced Higher</p> <p>Make sure work done during last two weeks has been emailed in:</p> <ol style="list-style-type: none"> <li>1) Theme possibilities</li> <li>2) Small sketches/studies in different media</li> <li>3) List of artists you could look at for inspiration/ written work.</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to think of different THEMES for your folio.</li> <li>• Continue to try out small sketches/studies to see how you get on with a certain topic. This will help inform a decision later. Use a <b>minimum of 3 different media types</b> that you have at home (pencil, pen, coloured pencils, any others?)</li> <li>• <b>Continue with your list of artists and their work that you like.</b> These may be ones that you like; how they have handled the media type or subject matter. Save to a word document or save images. Make brief notes on why you like their style of art. Might be</li> </ul>

	<p>media handling technique/ composition/subject matter/theme/colours used etc...</p> <p>Forward on any info you have gathered so far, ideas etc...(if I haven't seen it already) <b>this week beginning 1<sup>st</sup> June</b> and then I can advise some next steps. Should have a list of some potential artists already. 4-6 artists by end of this pack? One of these artists could possibly be one that you may write about in your Critical Analysis (written piece).</p>
Teacher email addresses for pupil contact	kirstenhay@shetland.gov.uk

Subject	Music – Mrs Leask
National	<p>Practical – keep up with regular practice on your instruments.</p> <p>Please go to the BBC Bitesize Music National 5 page  <a href="https://www.bbc.co.uk/bitesize/guides/z9n6v9q/revision/5">https://www.bbc.co.uk/bitesize/guides/z9n6v9q/revision/5</a>  Understanding Music/Literacy – check through information regarding re time signature, key signature, tempo, dynamics and symbols pages 1-8.  Please listen to the clips and watch the videos in this section too.  Take individual notes to help you remember the information. Please save any work completed either on your own computer/pendrive or email to Mrs Hibbert.</p>
Higher	<p>Practical – keep up with regular practice on your instruments.</p> <p>Please go the the BBC Bitesize Music Higher Page  <a href="https://www.bbc.co.uk/bitesize/guides/z6ww92p/revision/5">https://www.bbc.co.uk/bitesize/guides/z6ww92p/revision/5</a>  This will provide information on the mandatory musical styles.  The information also provides video clips with examples of each style.  Take individual brief notes and save any work completed either on to the team page or on your own computer/pendrive or email to Mrs Hibbert.</p>
Advanced Higher	<p>Practical – keep up with regular practice on your instruments.</p> <p>Understanding Music/Literacy – use online sites to revise and learn new concepts.  <a href="https://mymusiconline.co.uk/advanced-higher-concepts">https://mymusiconline.co.uk/advanced-higher-concepts</a></p>
Teacher email addresses for pupil contact	<p>Mrs Leask is currently absent. Please save your work on your computer/pendrive or email in to Mrs Hibbert.  <a href="mailto:gw09hibbertjill@glow.sch.uk">gw09hibbertjill@glow.sch.uk</a></p>

Subject	Physical Education – Mrs Hibbert & Miss Copland
S4 Core PE	<p>It has been good to see some completed Activity logs being sent in. Check out our Microsoft Team for Core PE. 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>Mental, Emotional, Social and Physical fitness are crucial for performance development.</p> <p>We are going to use the remainder of this term to gather some information on your initial levels in these factors. Please save your results as they will be used for comparison purposes when retesting takes place later on this year allowing you to measure performance development. Some results will be required for your Portfolio so it is important to store them all safely.</p> <p>Please go to <a href="https://www.bbc.co.uk/bitesize/subjects/zctsr82">https://www.bbc.co.uk/bitesize/subjects/zctsr82</a></p> <p>Factors Impacting on Performance - Knowledge and Understanding – Mental Factor. Please read through pages 1 – 5.</p> <p>Being mentally fit before, during and after a performance is crucial and associated with a cognitive process within the brain.</p> <p>Different athletes have different ways of preparing for performance, training their concentration and focus and shutting out distractions.</p> <ol style="list-style-type: none"> <li>1. Check out YouTube – The Athletes Mental performance (BBC) - Darren Zwiers. Watch this clip.</li> <li>2. Select an activity. Google an athlete in that activity and how they prepare mentally for their event. This may be a routine they repeatedly go through before the event or skill, it may include visualising what they are going to do. Do they have time between points in a game to compose themselves? How do they cope at the end of an event? Any sport will feature athletes doing this. Write a short paragraph about this and email to me.</li> <li>3. Save a copy of a blank Mental Fitness test – SCAT TEST from the files section on Microsoft teams and complete. Name it and Save to teams page or in your own folder – keep it safe.</li> </ol> <p>I hope that you are managing to stay active for some part of each day. Remember the new social distancing rules in place. Take care and stay safe.</p>
Higher	<p>Thank you for getting in touch with Miss Copland last week through Glow. Further information on the work required for the following 2 weeks will be posted or emailed out to you all on your Higher Microsoft teams page. Any questions please remember to email or get in touch via the teams page</p>

Advanced Higher	<p>Please find information re Performance on Adv H teams File tab.</p> <p>We will use the remainder of this term to start to gather information on your initial levels of fitness for Mental and Emotional Fitness. This is initial data and will be used later for comparison purposes to monitor performance development. Please keep the results of any tests safe. It is important that these tests produce reliable and valid results.</p> <ol style="list-style-type: none"> <li>1. I will email you some suggested clips to watch regarding Mental preparation in activities.</li> <li>2. Save a blank SCAT test, (files tab – MESP testing folder) complete and return by email, save a copy of the test for yourself. Once complete look at the analysis sheet for your result.</li> <li>3. From an activity of your choice, google an athlete and research how they prepare mentally for a high level performance – Olympics or World Cup. Write a short piece on <b>describing</b> the methods used.</li> </ol> <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> <p>Thank you. Mrs Hibbert.</p>
Teacher email addresses for pupil contact	<p><a href="mailto:gw09coplandjillian@glow.sch.uk">gw09coplandjillian@glow.sch.uk</a>  <a href="mailto:jillhibbert@shetland.gov.uk">jillhibbert@shetland.gov.uk</a> <a href="mailto:gw09hibbertjill@glow.sch.uk">gw09hibbertjill@glow.sch.uk</a></p>