

# **Brae High School**



## **S4 – S6**

## **Home Learning Pack**

**15<sup>th</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)

| <b>Subject</b>                            | <b>English – Ms Storey &amp; Mrs Watt</b>   |
|---|---|
| S4 / S5 / S6 National Courses             | <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>• A new activity for pupils to reflect on their lockdown experience will be shared in Teams on Monday 15<sup>th</sup> June and will be due on Monday 22<sup>nd</sup>.</li> <li>• This will be valuable reflection for you on your current situation and wellbeing and will lead into group discussion and writing tasks when we return to school.</li> <li>• Further work will be uploaded on your English Team.</li> <li>• Anyone catching up with previous work including the literary quiz on Teams can still submit this when completed.</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>• A quiz on literary techniques and RUAE skills will be uploaded to the Assignments section of the English Team on Monday 15<sup>th</sup> and should be completed by Monday 22<sup>nd</sup>.</li> <li>• A second activity, for pupils to reflect on their lockdown experience, will be shared in Teams on Friday 19<sup>th</sup> June and will be due on Friday 26<sup>th</sup>.</li> <li>• This will be valuable reflection for you on your current situation and wellbeing and will lead into group discussion and writing tasks when we return to school.</li> <li>• Further work will be uploaded on your English Team.</li> <li>• Anyone catching up with previous work can still submit this when completed.</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>   |

| <b>Subject</b>  | <b>Mathematics</b>   |
|---|--|
| <b>S4 class</b><br><b>Applications 3 / National 4</b><br><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.</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>   |
| <b>S4 class</b><br><b>National 5</b><br><b>Mrs Batty</b>                            | <p>Week beginning 15<sup>th</sup> June: pupils will be rearranging linear equations in the form <math>ax + by + c = 0</math> into <math>y = \dots</math> form to retrieve the gradient and intercept values along with some exam paper questions.</p> <p>Week beginning 22<sup>nd</sup> June: pupils will continue to work with equation of a straight line and tackle more exam style questions.</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><br><b>Personal Finance / National 4 Maths</b><br><b>Mr Murray</b> | <p><b><u>S5/S6 PF/N4 -</u></b></p> <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 continuing to work through the N5 Numeracy unit. This course helps build up their numeracy skills before starting the Personal Finance course. Mr Murray will continue to assign 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 the work and will also email it out.</p>  |

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| <b>S5 class</b><br><br><b>National 5</b><br><b>Mrs Morrison</b> | <p>Over the next two weeks we will be bridging skills from N4 into N5.</p> <p>Week beginning 15th June pupils will be assigned tasks on:</p> <p>(1) Solving problems using Pythagoras Theorem.<br/> (2) Non-calculator skills</p> <p>Week beginning 22nd June pupils will be assigned tasks on:</p> <p>(1) Calculating the area of a circle and introducing calculating the area of a sector.<br/> (2) Calculating the circumference of a circle and introducing calculating the length of an arc.</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> |
| <b>Higher</b><br><br><b>Mrs Batty</b>                           | <p>Higher course continues this week.</p> <p>Week beginning 15<sup>th</sup> June: pupils will continue to work with the wave function in the other three forms shown in the video.</p> <p>Week beginning 22<sup>nd</sup> June: pupils will be working with multiple angles and changing them into wave form as shown in the video.</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>  |

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| <b>Advanced Higher</b><br><b>Mr Murray</b>   | <p><b>AH -</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>  |
| <b>Teacher email addresses for pupil contact.</b><br><br><b>Please do not use any other form of contact.</b> | <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> |

| <b>Subject</b>                            | <b>Geography – Ms Mackney-Mills</b>   |
|---|---|
| N5  | The work on Rainforest/Equatorial and Tundra environments is to be completed and sent to me by the end of term.   |
| Higher                                    | The work on Biosphere should nearly be completed and should be sent to me as soon as possible.<br><br>Work on the Atmosphere module will be put on the Higher Teams page next week. |
| Teacher email addresses for pupil contact | <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>                |

| <b>Subject</b>                            | <b>History – Mr Tait</b>  |
|---|---|
| National                                  | S4 can finish the questions on women and the vote, before reading the textbook chapter and notes on politics during WW1; they can then complete the following task: explain the impact of World War One on Scottish politics (consider party politics, women and the vote, housing and other relevant factors). |
| Higher                                    | S5 should read the notes they received by post on how democratic Britain was by 1918, and then complete the following essay question: Britain was a fully democratic country by 1918. How valid is this view?   |
| Advanced Higher                           | S6 can continue with research on Spain in the late 19th and early 20th centuries. More notes will come out next week. Following on from this, begin research on the dictatorship of Miguel Primo de Rivera 1923-1930.   |
| Teacher email addresses for pupil contact | <a href="mailto:irvine.tait@shetland.gov.uk">irvine.tait@shetland.gov.uk</a><br><a href="mailto:gw09taitirvine@glow.sch.uk">gw09taitirvine@glow.sch.uk</a>  |

| <b>Subject</b>                            | <b>Modern Studies – Mr Johnson</b>   |
|---|--|
| National                                  | <p>Pupils will be starting a new unit next week on Social Issues in the United Kingdom, with a focus on Crime and the Law. This will examine numerous aspects of the law and order system in the UK, including types of crime, causes of crime, impacts of crime, the role of the police, the role of the courts (including the Children's Hearing system) and the debate over custodial sentences (prison) versus non-custodial sentences.</p> <p>The first section will be shared via Teams and will focus on types of crime.</p> <p>If pupils are having problems accessing through Teams, it is possible to send work via email.</p> |
| Higher                                    | <p>Pupils have been looking at the various alternatives for the governance of Scotland. I have seen some very good work on this so far.</p> <p>We will now move on to look at Electoral Systems in the UK, examining the pros and cons of the various systems used for elections at different levels. A booklet of information and a document with tasks will be shared on Teams which pupils can complete and send to me.</p> <p>If pupils are having problems accessing through Teams, it is possible to send work via email.</p>  |
| Advanced Higher                           | <p>Pupils should continue their research on prisons that was outlined in the previous learning pack. Numerous links to sources have been shared on Teams and they should explore these and others in their research.</p> <p>Before the end of term, we will begin work on non-custodial sentences as an alternative to prisons. This work will be shared via the Teams page.</p> <p>If pupils are having problems accessing through Teams, it is possible to send work via email.</p>  |
| Teacher email addresses for pupil contact | <p>Glow – <a href="mailto:gw20johnsonkrisandre@glow.shetland.sch.uk">gw20johnsonkrisandre@glow.shetland.sch.uk</a><br/>       School – <a href="mailto:krisjohnson@shetland.gov.uk">krisjohnson@shetland.gov.uk</a></p>  |

| Subject                                 | French – Mrs Wilkinson   |
|---|--|
| N5                                      | <p>3ième Semaine: du 15 au 19 juin<br/>     Use the document “Ma famille et moi” in files as a model for you to write about your own family and introduce yourself in French. Do the exercises to begin with. Use the other documents in the files to help you say what you want to say. Send it in by the end of the week to Mrs D'Eathe for marking</p> <p>4ième Semaine: du 23 au 27 juin<br/>     Use the voice recorder tile on the first screen of <a href="http://www.espanol-extra.co.uk">www.espanol-extra.co.uk</a> (u/name BraeHigh, p/word Shetland3500) to record yourself using your written work to do a presentation of yourself and family. You could do this as an animation or as a video or just a voice recording – your choice of how to present it but it does have to be a spoken piece of work. Send it by the end of the week to Mrs D'Eathe. Try and be imaginative!</p>  |
| Higher                                  | <p>An email will be sent to you at the start of each week with further guidance.</p> <p><b>WEEK 1</b></p> <p>Please watch the video about Etienne who is talking about the impact of Lockdown on his life. I will send you an email with a worksheet including fill in the gaps exercises and comprehension activities.</p> <p>Complete activities 1, 2 and 3.</p> <p><a href="https://www.youtube.com/watch?v=ow0o0FscWwc&amp;list=PLrteM8RtvjHekCn_juQRwEjh2mY44rcuT&amp;index=2&amp;t=0s&amp;fbclid=IwAR1quFr_h6eELcmVxUykI5b5VOc2AZmKNMR1AYU0Ytzmtr8p3NIYdUFvWPo">https://www.youtube.com/watch?v=ow0o0FscWwc&amp;list=PLrteM8RtvjHekCn_juQRwEjh2mY44rcuT&amp;index=2&amp;t=0s&amp;fbclid=IwAR1quFr_h6eELcmVxUykI5b5VOc2AZmKNMR1AYU0Ytzmtr8p3NIYdUFvWPo</a></p> <p><b>WEEK 2</b></p> <p>Complete activity 4 and use Etienne’s interview and answers to support you in the writing activity where you have to provide your own answers. Please use a dictionary at home or online and make sure that you develop your answers using opinions and connectives. A writing help sheet will be sent to you to support your work.</p> <p><b>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.</b></p> |
| Teacher email address for pupil contact | gw19wilkinsonkerboul@glow.sch.uk   |

| Subject    | Spanish – Mrs D'eathe  |
|------------|--|
| National 5 | <p><b>Week 3:- work on present tense</b></p> <p>Present tense and present tense endings – regular and irregular verbs</p> <p><a href="http://www.language-gym.com">www.language-gym.com</a></p> <p>I have assigned you some verb training on this</p> <p>Refresh knowledge of family and friends. I have assigned work on the language gym to refresh your vocabulary on this.</p> <p><b>Week 4:- work on family and friends</b></p> <p>Use <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>Click on ebooks and go to Viva! AQA GCSE Spanish – Higher Activebook</p> <p>Go to page 50 &amp; 51 – complete all the activities there</p> <p>Vocab pages are 70 &amp; 71 to support your work</p>  |
| Higher     | <p><b>Week 3:- complete any work outstanding from the past two weeks</b></p> <p>Use <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>– 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)</p> <p>Pg 71 – spend time listening to and learning the vocabulary for “Te llevas bien con tu familia (do you get on well with your family)” and “Cómo es un buen amigo (what is a good friend?)”</p> <p>Pg 62 &amp; 3 do the activities on the page here – use the vocab pages to support your work.</p> <p><b>Week 4:- vocab learning on family and relationships</b></p> <p><a href="http://www.language-gym.com">www.language-gym.com</a></p> <p>I have assigned tasks:</p> <p>Workout – intermediate – vocab – relationships</p> <p>Boxing – intermediate – describing personality</p> <p>Boxing – intermediate – describing family member</p> <p>Rock climbing – beginner – introducing myself</p> <p>Rock climbing – beginner – introducing other family members</p> |

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| S 6                                       | <p><b>Week 3: complete any work outstanding from the past few weeks</b></p> <p>Do the activities on ¿Qué opinas del cine? And then using this and what you have learnt over the past few weeks, write a critique of either a film or a series you have watched in Spanish. Submit it for marking by the end of the week.</p> <p><b>Week 4: Talking</b></p> <p>Prepare and practise answers to the questions on “Mis preferencias..” You can alter the questions to reflect your preference for films or series. I have recorded the questions for you in the virtual classroom (click on me) you will need to send me your preparation and a voice recording/video/animation of you speaking the answers by the end of the week and we will book a teams meeting to practise together!</p> |
| Teacher email addresses for pupil contact | julie.deathe@shetland.gov.uk   |

| Subject                                   | <b>Administration &amp; IT – Ms Gregory</b>  |
|---|--|
| National 5                                | <ul style="list-style-type: none"> <li>• Complete the Powerpoint: Tasks, Skills and Duties of an Administrative Assistant and the tasks on Word to go with this first.</li> <li>• Go to the Customer Care powerpoint in Files. Read the powerpoint and complete the tasks on Slides: 6, 25 and 28.</li> </ul>  |
| Higher                                    | <ul style="list-style-type: none"> <li>• Finish the work 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> <li>• Answer the questions on 'AS 1.1 Homework' and Time and Task Mgt documents. Try to do these unseen if you can.</li> </ul> |
| Teacher email addresses for pupil contact | <a href="mailto:gw07gregoryjand@glow.sch.uk">gw07gregoryjand@glow.sch.uk</a><br><a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a>   |

| <b>Subject</b>                                   | <b>Business Management – Ms Gregory</b>   |
|--|---|
| <b>National 5</b>                                | <ul style="list-style-type: none"> <li>• Complete the work from the last 2 weeks first please.</li> <li>• Then complete the following tasks: <ul style="list-style-type: none"> <li>○ On the powerpoint Types of Business Organisations, read the information, then complete the tasks on slides 14 and 25 (Oban Chocolate Company).</li> </ul> </li> </ul>   |
| <b>Higher</b>                                    | <ul style="list-style-type: none"> <li>• Please complete reading 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.</li> <li>• Then complete the Case Study Opito which you are asked to read and complete the questions here also.</li> <li>• After you have completed these tasks, I have put another word document with tasks on files for you to do next week too. If you manage to finish all that and are getting into the swing of things, there are past exam questions in the course notes booklet (they are coloured pink!) for you to do as well. Please check the command words so that you know how to answer them though. EG Describe ..., Explain ...</li> </ul> |
| <b>Teacher email addresses for pupil contact</b> | <a href="mailto:gw07gregoryjand@glow.sch.uk">gw07gregoryjand@glow.sch.uk</a><br><a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a>  |

| Subject                                   | Accounting – Mr Murphy   |
|---|--|
| Higher                                    | <p>Go through Induction Pack for the Course</p> <p>Watch Introduction to Accounting video on You Tube<br/> <a href="https://www.youtube.com/watch?v=4c0fB0lwIqs">https://www.youtube.com/watch?v=4c0fB0lwIqs</a></p> <p>Register on <a href="https://www.brightredpublishing.co.uk/shop/login">https://www.brightredpublishing.co.uk/shop/login</a> to sign up for Digital Zone:</p> <p>Access Higher Accounting section<br/> Topics to be covered</p> <ul style="list-style-type: none"> <li>• Introduction to Accounting</li> <li>• Role of the Financial Accountant</li> <li>• The Management Accountant</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><br/> <a href="mailto:Brian.Murphy@shetland.gov.uk">Brian.Murphy@shetland.gov.uk</a></p>  |

| Subject                                   | Computing Science – Mr Moss  |
|---|--|
| National 4/5                              | <p>I have extended the deadline for the last tasks to June 26<sup>th</sup> for those who have not completed the work, well done to everyone who has managed to hand it in. I will post the answers to the questions once a few more completed assignments have been handed in. The task is below:</p> <p>I will place two documents in the Team Assignments and I emailed 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, Assignments 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> <p><b>The new task for this learning pack is to go to the BBC Bitesize Daily Lesson Year 10 and S4 Lessons. Link is below, on the Team and I will email out as usual. Scroll down to “21 May: Computing” and click Computing Systems. Read the text, watch the video’s, take the online quizzes, and try the additional tasks if you can. Post or email me with a few sentences describing how you got on before or on Friday June 26<sup>th</sup>.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zdgmt39">https://www.bbc.co.uk/bitesize/articles/zdgmt39</a></p> |
| Teacher email addresses for pupil contact | gw14mossmatthewrober@glow.shetland.sch.uk  |

| Subject                                   | Media – Mr Moss  |
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| National 4/5                              | <p>The last task was difficult, N5 level examination task. So, the deadline for this will now extend to 26<sup>th</sup> June, if you need any help please let me know. The task is below:</p> <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><b>Also, can you choose any TV programme of your choice, any genre and write a short media review, no more than 200 words. Remember to refer to the resources in the Team Files and use media language and terms as much as possible.</b></p> <p>You can post your answers to the Team, in the assignment area, 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 extended the deadline for the last tasks to June 26<sup>th</sup> for those who have not completed the work, well done to everyone who has managed to hand it in. The task is below:</p> <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><b>The new task for this week is to choose 2 of the Scottish holiday destinations you have researched and produce a marketing product for each one. This can be a poster, a PowerPoint presentation, a leaflet, a brochure, etc. It must include images, information you have researched, use different styles and fonts if using a computer and be “eye catching”.</b></p> <p>Completed work can be sent to me by email in a word document, posted in Teams, assignments 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   |

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| <b>Subject</b>   | <b>Health &amp; Food Technology – Mrs Williamson</b> |
| The Higher Health and Food Technology course covers 3 main units:  |  |
| <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.

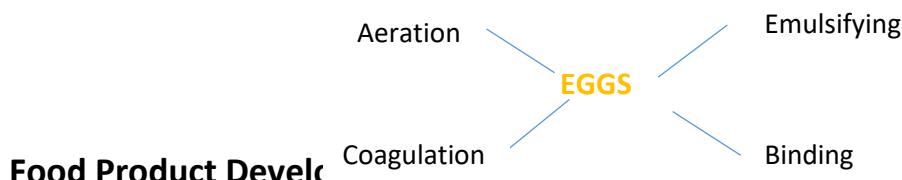
The course is made up of two components:

- **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>Over the next two weeks, we will be looking at energy in ecosystems and working on some practice questions. I would like you to complete worksheet 4 – Energy in Ecosystems this week and do the practice questions by the end of next week. Again, I have uploaded a PowerPoint presentation into the class files folder to help with this, this time all the required video links are in the presentation rather than in the worksheet. You should use your notes to help answer the practice questions - you can also refer to the Bites N5 revision pages:</p> <p><b>Ecosystems:</b><br/> <a href="https://www.bbc.co.uk/bitesize/guides/z2vjrwx/revision/1">https://www.bbc.co.uk/bitesize/guides/z2vjrwx/revision/1</a></p> <p><b>Distribution of organisms (page 1-2):</b><br/> <a href="https://www.bbc.co.uk/bitesize/guides/z83qcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/z83qcj6/revision/1</a></p> <p><b>Energy in ecosystems:</b><br/> <a href="https://www.bbc.co.uk/bitesize/guides/zy6rng8/revision/1">https://www.bbc.co.uk/bitesize/guides/zy6rng8/revision/1</a></p> <p>Many of the practice question require you to apply your knowledge, this means you might not be able to 'find' the answers, so please let me know if you are not sure about anything and I'll do my best to explain it to you.</p> |
| Higher                                    | <p>Over the next two weeks I would like you to complete Key area 6, specific cellular defences. You should use the PowerPoint to complete this section in the notes and then answer the question bank, which I'll send by email. As a guide, you should be aiming to get through pages 5-7 this week then p 7-8 and the question bank next week. Again I'll give you a few more details on email on teams as we go. Please keep in touch and let me know if you need any help.</p>  |
| Teacher email addresses for pupil contact | <a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a><br><a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a>  |

| Subject                                   | Psychology – Mrs Bennett  |
|---|---|
| N5  | <p>During the next two weeks, I want you to look at the effects of sleep deprivation and restoration theory of sleep. Start by watching the video <b>Sleep: Why We Need It and What Happens Without It</b> - <a href="https://www.youtube.com/watch?v=pwNMvUXTgDY">https://www.youtube.com/watch?v=pwNMvUXTgDY</a>. Then read through the notes Page 7-8 and answer the questions on the top of page 9.</p> <p>Before moving on the restoration theory, watch this clip <b>Restoration explanations of sleep</b> - <a href="https://www.youtube.com/watch?v=8M-Gkybm_5M">https://www.youtube.com/watch?v=8M-Gkybm_5M</a>, then read page 9-10 of the notes and answer the questions on page 10. I'd like the questions on Page 9 and 10 in for Monday 22nd June.</p> <p>Then watch these two clips on other theories of sleep and answer the first lot of question on p12:</p> <p><b>Evolutionary explanations of sleep</b> - <a href="https://www.youtube.com/watch?v=dmxItURBjfo">https://www.youtube.com/watch?v=dmxItURBjfo</a></p> <p><b>The Connection between Memory and Sleep</b> - <a href="https://www.youtube.com/watch?v=ObuaXhtKbVY">https://www.youtube.com/watch?v=ObuaXhtKbVY</a></p> <p>Finally complete the restoration theory summary on p12. Read the statements and decide whether it is a key point of the theory. Then draw the table and write the statements in the correct column. I'd like the questions on Page 12 in by Monday 29<sup>th</sup> June.</p> |
| Teacher email addresses for pupil contact | <a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a><br><a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a>  |

| <b>Subject</b>                            | <b>Chemistry – Mr Evans</b>   |
|---|---|
| National 5                                | Read the PowerPoint relating to Periodic Table and Atoms<br>Complete the Periodic Table and Atoms exercise.<br>Do not hesitate to contact me through Teams or email if you are having any issues.   |
| Higher                                    | Read the PowerPoints relating to structure and bonding<br>Complete the Structure and bonding Exercise.<br>Do not hesitate to contact me through Teams or email if you are having any issues.  |
| Advanced Higher                           | Read and complete questions up to page 45-88 (sections 3 and 4) from website<br><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><br>Do not hesitate to contact me through Teams or email if you are having any issues with the questions or accessing the site itself. |
| Teacher email addresses for pupil contact | gw18evansadam@glow.sch.uk   |

| Subject                                   | Higher Engineering Science – Mr Batty   |
|---|---|
| <b>Wk Beg 15<sup>th</sup> June</b>        | <p>Using Materials notes read p14-15</p> <p>Watch the following videos:</p> <p>Stress, Strain and Young's modulus video:<br/> <a href="https://www.youtube.com/watch?v=IyvFpuFeDYc&amp;feature=youtu.be">https://www.youtube.com/watch?v=IyvFpuFeDYc&amp;feature=youtu.be</a></p> <p>Watch this video to help explain how the material properties can be discovered using the stress-strain graphs:<br/> <a href="https://www.youtube.com/watch?v=eNPRa_3mOIM">https://www.youtube.com/watch?v=eNPRa_3mOIM</a></p> <p>Complete the questions in the notes p16-20</p> <p><b>To be submitted by 19/6/20</b></p> |
| <b>Wk Beg 22<sup>nd</sup> June</b>        | <p>Using Materials notes read p1-2 Factor of Safety</p> <p>Read separate Factor of Safety document.</p> <p>Watch the following video:<br/> <a href="https://www.youtube.com/watch?v=M5nj0z9P4IE">https://www.youtube.com/watch?v=M5nj0z9P4IE</a></p> <p>Which shows testing of furniture</p> <p>Complete questions from Materials document p3-20</p> <p><b>To be submitted by 26/6/20</b></p>   |
| Teacher email addresses for pupil contact | michaelbatty@shetland.gov.uk<br>gw08battymichael@glow.sch.uk  |

| <b>Subject</b>  | <b>National 5 Engineering Science –Mr Baxter</b>   |
|---|--|
| National 5<br>Engineering science                             | I will pass on documents on Microsoft Teams class notebook and through email.  |
| <b>week</b><br>15th June to 19 <sup>th</sup> June             | Questions on work done potential energy and kinetic energy.<br><br>From the class notebook or power point learn these forms of energy and the equations. Files also found in Teams<br><br>Answer questions sent to you on teams and by email. You will be using and manipulating formulae  |
| <b>Week</b><br>22 <sup>nd</sup> June to 26 <sup>th</sup> June | Concept of electrical energy, heat, power and energy transfer<br><br>Play with this simulation: <a href="http://phet.colorado.edu/en/simulation/energy-forms-and-changes">phet.colorado.energy-forms-and-changes</a><br><br>From the class notebook or power point learn these forms of energy and the equations. Files also found in Teams<br><br>Answer questions using and manipulating the formulae. Questions sent to you on teams and by email |
| Teacher email<br>addresses for pupil<br>contact               | paulbaxter@shetland.gov.uk<br>gw08baxterpaul3@glow.shetland.sch.uk   |

|  |   |
|--|---|
| <b>Subject</b>   | <b>Higher Physics – Mr Batty</b>  |
| <b>Wk Beg 15<sup>th</sup> &amp; 22<sup>nd</sup> June</b> | <p><b><u>The Standard Model</u></b></p> <ul style="list-style-type: none"> <li>❖ As revision/consolidation complete The Standard Model quiz on Teams.</li> </ul> <p><b><u>Nuclear Reactions</u></b></p> <p>As there is quite a lot of reading for this section of the course then this work will cover the next 2 weeks with some work due to be handed in at the end of week 1 (19<sup>th</sup> June).</p> <p><b><u>Learning Resources</u></b></p> <ul style="list-style-type: none"> <li>❖ Particles and Waves notes read p 24-32.</li> <li>❖ Scholar Particles and Waves notes p55-69</li> <li>❖ Power Point on Nuclear reactions and power generation</li> <li>❖ Use web links below for further reading/learning</li> <li>❖</li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>❖ Particles and Waves problems p12-13</li> <li>❖ Selected questions on nuclear reactions including past paper question</li> <li>❖</li> </ul> <p><b><u>Submission dates</u></b></p> <ol style="list-style-type: none"> <li>1. The Standard Model Quiz due in <b>19/6/20</b></li> <li>2. Particles and waves problems due in <b>19/6/20</b></li> <li>3. Selected questions on the standard model and nuclear reactions due <b>26/6/20</b></li> </ol> <p>All of the documents are contained within the Class materials folder on Teams.</p> <p>If you cannot access this then please email as soon as possible.</p> <p><b>Do not leave it until the end of the week to contact me.</b></p> <p><b><u>Web links:</u></b></p> <p><a href="#"><u>Nuclear Physics: Crash Course Physics</u></a></p> <p><a href="#"><u>Nuclear Reactions, Radioactivity, Fission and Fusion</u></a></p> <p><a href="#"><u>Slides on Nuclear fission and fusion</u></a></p> <p><a href="#"><u>Research on different types of reactors</u></a></p> <p><a href="#"><u>Research on fusion reactors</u></a></p> |
| <b>Teacher contact details</b>                           | michaelbatty@shetland.gov.uk<br>gw08battymichael@glow.sch.uk  |

| Subject   | National 5 Physics – Mr Baxter/Mr Batty   |
|---|---|
| National 5 Physics  | <p>The detail will be on Microsoft teams class notebook<br/>I will pass on documents on Microsoft Teams and through email.</p>  |
| <b>Week</b><br>15 <sup>th</sup> June to 19 <sup>th</sup> June | <p>Acceleration Due to Gravity</p> <p>Here are a couple of relevant videos :<br/> <a href="#">Introduction to Free-Fall and the Acceleration due to Gravity</a><br/> <a href="#">Brian Cox visits the world's biggest vacuum   Human Universe - BBC</a></p> <p>Force as A Vector Watch this video: <a href="#">National 5 Physics - Vector addition</a></p> <p>Questions on Resolving Forces sent to you on teams and by email.</p> |
| <b>Week</b><br>22 <sup>nd</sup> June to 26 <sup>th</sup> June | <p>Study the concept of Gravity and weight</p> <p>Play with these simulations:</p> <p><a href="#">phet.colorado/gravity-force-lab-</a><br/> <a href="#">phet.colorado.gravity-and-orbits</a></p> <p>Read notes and answer questions sent to you on teams and by email.</p>  |
| Teacher email addresses for pupil contact                     | michaelbatty@shetland.gov.uk<br>gw08battymichael@glow.sch.uk<br>paulbaxter@shetland.gov.uk<br>gw08baxterpaul3@glow.shetland.sch.uk  |

| Subject                                   | Practical Electronics – Mr Batty   |
|---|--|
| <b>Wk Beg 15<sup>th</sup> June</b>        | <ul style="list-style-type: none"> <li>• Read information sheet on calculating Resistor values</li> <li>• Complete the questions on calculating resistor values</li> <li>• <b>To be submitted by 19<sup>th</sup> June.</b></li> </ul>                      |
| <b>Wk Beg 22<sup>nd</sup> June</b>        | <ul style="list-style-type: none"> <li>• Read information sheet on calculating Resistor tolerance values</li> <li>• Complete the questions on calculating resistor tolerance values.</li> <li>• <b>To be submitted by 26<sup>th</sup> June.</b></li> </ul> |
| Teacher email addresses for pupil contact | michaelbatty@shetland.gov.uk<br>gw08battymichael@glow.sch.uk   |

| Subject                                   | Technical – Mr Robertson   |
|---|--|
| S4 N5 Woodwork                            |  |
| S4 N5 Graphic Communication               | 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.                                 |
| N5 Metalwork                              | <b>Please make sure that you meet the deadlines set for the submission of work.</b>  |
| Higher Graphic Communication              |  |
| Teacher email addresses for pupil contact | <a href="mailto:andrew.robertson@shetland.gov.uk">andrew.robertson@shetland.gov.uk</a><br><a href="mailto:gw08robertsonandrew5@glow.sch.uk">gw08robertsonandrew5@glow.sch.uk</a> |

| Subject                                   | Art – Ms Hay   |
|---|--|
| National 5                                | <p>*Email me your written work so far on your chosen Peploe painting for correction and to see if you need to add anything to this IF YOU HAVEN'T DONE SO ALREADY.</p> <p>*Also email me your mindmap for THEME ideas IF YOU HAVEN'T DONE SO ALREADY.</p> <p>You are to begin the last section, PART 3, of the 'Expressive Artist Enquiry' info sheet uploaded to the Teams page for art &amp; design.</p> <p>Check the Teams page as I would like to set up a MEETING time with all of you in case you are needing any help. This will be at a time when we can all meet. You don't need to have your camera on if you don't want to.</p> <p>You are also to do <b>2</b> single object drawings linked to your theme...<br/>e.g. say your theme is hobbies/sport; one drawing of a trainer, and one drawing of part of a badminton racket. Do one in pencil, using shading and tone. The other could be done with what you have at home – coloured pencil, biro pen..... This will be used on your portfolio so it has to be of good quality – spend 1-2 hours' worth on each!</p> <p><b>Discuss with me which objects you are going to draw first</b>, by sending me an email. If the object is large in size then you can draw part of it ...</p> <p><b>Email this by Friday 26<sup>th</sup> June at the latest</b></p> |
| Higher                                    | <p>Make sure ARTIST 1 ANALYSIS with INFLUENCES has been emailed to me.</p> <p>Choose 2<sup>nd</sup> artist to analyse. Begin with INFLUENCES first and then begin analysing your chosen artwork. Discuss with me first which other artist/piece to analyse. Choose a different style of artist to broaden the Question 'responses' you will be able to give in the exam.</p> <p>Research Study #3 in a different medium from first two.</p>  |
| Advanced Higher                           | Email me your work so far and then we will discuss next steps on Teams page/by email.  |
| Teacher email addresses for pupil contact | <a href="mailto:kirstenhay@shetland.gov.uk">kirstenhay@shetland.gov.uk</a><br><a href="mailto:gw11haykirsten@glow.sch.uk">gw11haykirsten@glow.sch.uk</a>   |

| Subject                                   | Music – Mrs Leask (Mrs Hibbert – Principal Teacher)   |
|---|---|
| National                                  | <p>Practical – keep up with regular practice on your instruments.</p> <p>Please go to the BBC Bitesize Music National 5 page<br/> <a href="https://www.bbc.co.uk/bitesize/guides/z9n6v9q/revision/5">https://www.bbc.co.uk/bitesize/guides/z9n6v9q/revision/5</a></p> <p>Understanding Musical Signs and symbols<br/> Please listen to the clips and watch the videos in this section too.</p> <p>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> <p>Go to: <a href="https://www.rsno.org.uk/rsnochallenge/">https://www.rsno.org.uk/rsnochallenge/</a> have a look at some of the challenges. Choose one or two each week and try them out.</p>         |
| Higher                                    | <p>Practical – keep up with regular practice on your instruments.</p> <p>Please go the the BBC Bitesize Music Higher Page<br/> <a href="https://www.bbc.co.uk/bitesize/guides/z6ww92p/revision/5">https://www.bbc.co.uk/bitesize/guides/z6ww92p/revision/5</a></p> <p>This will provide information on the mandatory musical styles.<br/> The information also provides video clips with examples of each style.<br/> 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> <p>Go to: <a href="https://www.rsno.org.uk/rsnochallenge/">https://www.rsno.org.uk/rsnochallenge/</a> have a look at some of the challenges. Choose one or two each week and try them out.</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.<br/> <a href="https://mymusiconline.co.uk/advanced-higher-concepts">https://mymusiconline.co.uk/advanced-higher-concepts</a></p> <p>Go to: <a href="https://www.rsno.org.uk/rsnochallenge/">https://www.rsno.org.uk/rsnochallenge/</a> have a look at some of the challenges. Choose one or two each week and try them out.</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.<br/> <a href="mailto:gw09hibbertjill@glow.sch.uk">gw09hibbertjill@glow.sch.uk</a></p>   |

| Subject    | Physical Education – Mrs Hibbert & Miss Copland  |
|------------|--|
| S4 Core PE | <p>1. Miss Copland will put a link to “Core Fitness Challenges” on to the Teams page. There is a form to complete which you then submit. You will need something to time with. There is a scoring system so you can compete against others. Miss Copland will collate the scores.</p> <p>2. The national school sport week at home runs from 20th June to 26th June.</p> <p><a href="https://www.youthsporttrust.org/national-school-sport-week-home">https://www.youthsporttrust.org/national-school-sport-week-home</a></p> <p>There is information about registering and finding ideas.</p> <p>It has been good to see some completed Activity logs being sent in. If you have not done one yet please give it a try. Check out our Microsoft Team for Core PE. The info you need is in the File tab. 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. The last learning pack looked briefly into mental factors and you completed the scat test.</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 – <b>Emotional Factor</b>. Please read through pages 1 – 4. This will provide you with information and examples of where anger, trust and fear have had a positive or negative impact on a performance.</p> <p>Being emotionally fit is extremely important for dealing with challenges before, during or after a performance.</p> <p>1. After reading, please think of an activity where you could provide an example of your own, relating to fear, anger or trust and how it had either a positive or negative impact on performance. This does not need to be about you it can be about any sportsperson. Use the internet or books to research if you want. Type or write about this and send in to me.</p> <p>2. Save a copy of a blank Sports Emotion Questionnaire from the Files section, MESP testing folder, on S4 National 2020 2021 teams and complete. Name it, date it and save to the team’s page or in your own folder – keep it safe.</p> |

|   |   |
|---|---|
|   | I hope that you are managing to stay active for some part of each day. Do your activity logs (S4 core team) to stay active and send them in please. Take care and stay safe.  |
| Higher                                    | <p>Using the Higher Physical Education Bitesize link:<br/> <a href="https://www.bbc.co.uk/bitesize/subjects/zhf3cdm">https://www.bbc.co.uk/bitesize/subjects/zhf3cdm</a></p> <p>Read the introduction section on Factors Impacting on Performance.</p> <p>Email Miss Copland your 3 step process answers for a factor of your choice from Mental, Emotional, Social and Physical.</p> <ol style="list-style-type: none"> <li>1. Choose a factor and provide an example of a specific situation</li> <li>2. Show how that impacts on your performance</li> <li>3. Complete the process with the outcome it may have on performance</li> </ol> <p>Repeat this process for Mental, Emotional, Social and Physical.</p> <p>This information will be posted into the Higher PE Team. Please get in touch if you have any questions.</p> <p><a href="mailto:gw09coplandjillian@glow.shetland.sch.uk">gw09coplandjillian@glow.shetland.sch.uk</a></p>  |
| Advanced Higher                           | <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.</p> <p>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. Save a blank Sports Emotion Questionnaire test, (files tab (on Advanced Higher Teams page) – MESP testing folder) complete and return by email, save a copy of the test for yourself.</li> <li>2. From an activity of your choice, google an athlete and research how they prepare mentally and emotionally for a high level performance – Olympics or World Cup. Write a short piece on <b>describing</b> the methods used.</li> </ol> <p>Any questions, please feel free to get in touch.</p> <p>Please let me know what you are doing in order to try to maintain your level of fitness at present.</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></p> <p><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>  |