

# Holy Rood RC High School



# S4

## PARENT/CARER LEARNING INFORMATION

**To support you in discussing aspects of your child's learning please find a summary of areas being covered and skills being developed, for each subject, during term 1.**

**We hope you find this helpful. Do not hesitate to contact the school if you have further questions.**

**January 2022**

## S4 YEAR GROUP UPDATE – January 2022

### Head Teacher



Dear Parents and Carers

We value being able to work in partnership with you and in this document you will find detailed information to assist your understanding of your child's learning and each SQA course.

We hope that this enables you to further support your child at home with his/her learning and homework as well as allowing you to enter into a deeper dialogue about his/her subjects. We very much appreciate all you are doing to encourage positive study habits and good routines at home.




The Tracking and Monitoring timeline has been emailed to all parents/carers and is available on our website. This gives an overview of important dates regarding the reporting of your child's progress in learning.


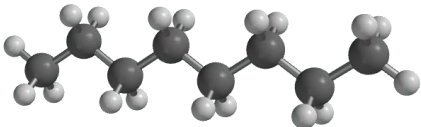


The SQA exam diet is scheduled to take place from Tuesday 26 April – Wednesday 1 June 2022. Refer to [www.sqa.org.uk](http://www.sqa.org.uk) for the timing of exams.



Please contact your child's Year Head, Mr Lindsay, [year4head@holyrood.edin.sch.uk](mailto:year4head@holyrood.edin.sch.uk) if you have any questions regarding your child's learning.

Best wishes

Mrs Daly  
Head Teacher

| Subject  | Learning focus by subject   | At home, you can help by  |
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| <p><b>ADMINISTRATION &amp; IT</b></p>                 | <p>Pupils have been developing and improving their skills using Microsoft Access (Database) software. Pupils have been learning how to edit database tables, create queries and reports using Microsoft Access software.</p> <p>They have also been improving their theory knowledge and completed assignment tasks about Health &amp; Safety and Security Methods in the workplace. Pupils are currently doing practice tasks for their National 5 level prelim exam or National 4 level SQA assessment work.</p>  | <ul style="list-style-type: none"> <li>• Reminding pupils about their homework tasks and encourage them to do regular study using their course notes.</li> <li>• Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise.</li> </ul>  |
| <p><b>ART &amp; DESIGN</b></p>  <p>Art and Design</p> | <p>From June 2021, pupils have been working on Design or Expressive courses. Each unit comprises of three stages: Investigation &amp; Research, Development and a Solution. The design units are either Graphic Design or Ceramics and within each unit, personalisation and choice is offered to allow pupils the opportunity to explore new creative techniques. The Expressive units are still life based from a selection of themes.</p> <p>Typically, Expressive or Design is complete by December. There is also a critical element which accounts for 20% of the overall mark.</p> | <p>Pupils should be regularly working at home to keep up with the courses and meet deadlines, instructions are posted on Teams and it is expected that pupils refer to this.</p> <p>Pupils should be completing all research and development that follows on from class work. Pupils should take home any papers they need for these tasks.</p> |
| <p><b>BIOLOGY</b></p>                                | <p>Pupils have been working their way through Unit 2 – Multicellular Organisms. It covers the following topics: Producing new cells, Control and communication, Reproduction, Variation and Inheritance, Transport systems in plants, Transport systems in animals and Absorption of materials. This unit was assessed recently.</p> <p>After this, the classes will go on to Unit 3 – Life on Earth. The classes have also be preparing for the prelim exam, which will assess all the Biology learned since the start of S3.</p>  | <p>Encouraging pupils to complete any homework and revision for the Unit 2 assessment and upcoming prelim exams.</p> <p>Ensuring pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>  |

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| <p><b>BUSINESS MANAGEMENT</b></p>        | <p>Pupils have been learning about the role of Human Resource in the workplace including the recruitment and selection of staff, the benefits of providing good quality staff training, workplace legislation and the role of trade unions.</p> <p>Pupils are currently doing revision work and practice tasks to prepare for their National 5 prelim exam or their National 4 SQA assessment tasks.</p>  | <ul style="list-style-type: none"> <li>• Reminding pupils about their homework tasks and encourage them to do regular study using their course notes.</li> <li>• Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise.</li> </ul>                                   |
| <p><b>CHEMISTRY</b></p>                   | <p>Pupils have been working their way through Unit 2 – Nature’s Chemistry. This Unit covers the following topics: Fuels, Hydrocarbons, Carbohydrates, Alcohols, Carboxylic acids, Plants to products and Energy from fuels.</p> <p>Classes have also been preparing for the prelim exam (National 5 only) which will cover all the Unit 1 and Unit 2 content. After the prelim the classes will be moving on to the final unit – Chemistry in Society.</p>  | <p>Encouraging the pupils to complete any homework and revision for remaining assessments and upcoming exams.</p> <p>Ensuring the pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>  |
| <p><b>COMPUTING SCIENCE</b></p>          | <p>Pupils have been developing and improving their computer programming skills using Python software. They have been using their programming skills and knowledge to complete a range of problem-solving tasks – Nat 4 and Nat 5 level.</p> <p>Pupils can access an online version of the Python software package allowing them to practice their skills at home. Details of the online version of the software has been issued to pupils.</p>  | <ul style="list-style-type: none"> <li>• Encouraging pupils to use the online version of Python software to further improve their computer programming skills along with their problem-solving skills.</li> <li>• Reminding pupils about homework tasks and revising for course assessments.</li> </ul>                                  |
| <p><b>Dance</b><br/>NPA/National 5</p>  | <p>Pupils have been developing and improving their knowledge of course work in the areas of Safe Dance Practice and Technical Skills. Both areas are being developed through written and practical work.</p> <p>Pupils are also working on component 3 of their course which is their solo performance. A Technical Jazz solo piece is currently being learned. Work in this area is linked with the exam work on Technical aspects of performance and being able to evaluate, analyse and improve their own performance.</p> | <p>Reminding pupils about their homework tasks and encourage them to do regular study using their course notes. Pupils can access course notes and homework tasks within their Microsoft Team.</p> <p>Encourage revision and ask questions about work pupils have completed. Ask to see the information and work they have on TEAMS.</p> |

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| <p><b>DESIGN &amp; MANUFACTURE</b></p>  | <p>The pupils are engaged in classes which are split into: 1. Theory lesson, and 2. Practical/Portfolio lessons every week.</p> <p>The pupils are currently working through their portfolios, using the Design Brief provided, to design, and then manufacture, an Added Value Unit “Store, Hold/Display an Item”.</p> <p>Once the portfolio is completed, pupils will be designing a functional prototype of a product which can store, hold or display personal items. Their design must meet all the requirements of the specification.</p> <p>Pupils completed a review of learning around the October break, before their recent prelim exam. Pupils will begin to shortly undertake the SQA final assignment for Design and Manufacture which will involve solving the brief set by SQA and manufacturing a prototype.</p> | <p>Asking pupils to teach you the aspects of D&amp;M (specifically Design Factors/ACCESS FM - Ergonomics, Aesthetics, Function etc.)</p> <p>Ensuring pupils check Microsoft TEAMS regularly for the Tasks and Assignments set (these are found in the “Assignment” section of their class Team, or in the “Files” section.)</p> <p>Encouraging pupils to read over their notes in their class jotters and read their Learning Journals – where they can also find Past Paper Questions to complete. All of this can be found digitally on the class TEAM and a paper copy has also been provided to each pupil.</p> |
| <p><b>DRAMA</b></p>                     | <p>Pupils are currently working on both written and practical elements of their course, working towards achieving National 4 and National 5 assessment standards. Pupils have one period a week dedicated to written theory and two towards practical presentations. Recently pupils have read a scripted professional play and have begun to discuss its dramatic features including themes, issues, and key messages. Pupils have then used this text as a stimulus to create their own dramas which explore social context and educate audiences about a theme/issue as part of their Drama Skills unit. After completing this unit, pupils will be allocated a performance text/group that they will work on for their national prelims.</p>   | <p>Pupils should be keeping their homework tasks up to date and ensure these are completed to act as evidence of their progress and level within Drama.</p> <p>Pupils can also study their texts through internet research and can study dramatic terms/concepts by reading study materials which are shared on their class Team groups. This will help pupils gain knowledge that is required for the written element of their exams.</p>  |
| <p><b>ENGLISH</b><br/>National 5</p>   | <p>We have started on our Set Texts – the poems of Norman MacCaig and learning how to analyse and evaluate literary techniques. Classes will be starting a second text in the next few weeks – either drama or prose.</p> <p>We have also begun developing Close Reading Skills, looking forward to the assessment of Reading for Understanding, Analysis and Evaluation.</p>  | <ul style="list-style-type: none"> <li>• Asking about homework set by teachers.</li> <li>• Encouraging pupils to read, read, read! Either fiction or nonfiction.</li> <li>• Asking pupils to stay up to date with the writing tasks – reflective/personal writing</li> </ul>  |



## National 4

Folio preparation is well underway with classes either completing or about to begin drafting their reflective writing. Work on Persuasive essays should be underway – either note taking, research or planning for writing.

Pupils are working on developing and extending literacy skills. Most of our N4 pupils are also being given an opportunity to try the N5 Literacy unit so the focus at the moment is preparing pupils for the reading, writing and listening elements of that by practicing and revising literacy skills.

Pupils should stay up to date with classwork, especially annotating poems and notes given by teacher.

## GEOGRAPHY



Pupils have recently completed an Urban unit with focus on Edinburgh and Mumbai. The Global issue- climate change- has also been a focus with COP26 in the news.

The S4 prelims have also allowed a greater focus on exam skills particularly map skills.

Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes. This is important preparation for those who are considering sitting National 5 prelims at the end of this year.

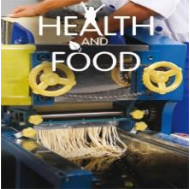


Asking him/her questions about the topic he/she is learning, using their course notes booklet and jotter, to help them revise. Please also ensure that your son/daughter is able to access our 'Geography Team' and advise should this be problematic.

## GRAPHIC COMMUNICATION





Pupils are working on technical drawing unit which is looking at surface developments and true shape of surfaces. They are also evaluating their own progress with learning across the subject and will be using this to plan their home learning activities moving forward. Pupils have had a recap of the key areas of Graphic Communication that were challenging to complete at home. This has allowed pupils to continue to develop their Computer Aided Design (CAD) skills.

Reminding and encouraging pupils to check Microsoft TEAMS for home learning tasks. Encouraging them to complete their own personal activities that they have planned with the teacher. Pupils have been provided with both a paper and digital copy of their learning journal. The class has

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|   |   | <p>links to videos of examples of in school drawing activities to review.</p> <p>Reviewing learning and supporting pupils with different activities to develop their skills.</p>   |
| <p><b>HEALTH &amp; FOOD TECHNOLOGY</b></p>  | <p>The Food for Health unit has been completed, the pupils are now starting on the Food Product Development unit and will study functional properties of ingredients and a product development project based on developing a new muffin recipe. This project introduces the skills required to complete the final assignment. In addition, some lessons are given over to developing exam technique.</p> <p>The course will then move onto Contemporary Food issues and the pupils will start the assignment if they are studying National 5, for those studying National 4 they will complete a combined unit assessment.</p>                        | <p>Pupils have been issued a help booklet on exam technique and a homework booklet. Pupils can dip into this to do questions covered in the Food for Health unit, this will help them revise this knowledge and spot weak areas they can work on.</p> <p>These can be returned to school for the teacher to mark and feedback. Talking through these questions with pupils will help them learn.</p> |
| <p><b>HISTORY</b></p>                       | <p>Pupils have been learning The Era of the Great War 1910-1928 and the Trans-Atlantic Slave trade unit. Pupils have been taught the majority of skills required for National 3 and 4 assessments and the National 5 exam including, Evaluate the Usefulness, How Fully, Compare, Describe and Explain.</p> <p>Pupils are also working on practising their skills in preparation for their prelim exam.</p>   | <p>Reminding your son/daughter about their homework tasks and encouraging him/her to do regular study using their course notes.</p> <p>Asking him/her questions about the topic he/she is learning, using their course notes booklet and jotter to help with revision.</p>   |
| <p><b>ITALIAN</b></p>                    | <p>Pupils have completed the context of <b>Culture</b> and have now finished the topic area of <b>Holidays</b>. Pupils continued to develop and improve their listening reading, talking and writing skills within the topic area and have also been revising key tenses to allow them to understand information about and to talk and write about previous holidays, future holidays and dream holidays. Pupils sitting National 5 have also prepared their Presentations on this topic for the Performance Examination which will take place in March. Pupils sitting National 4 have also sat reading and listening assessments on this topic.</p> | <ul style="list-style-type: none"> <li>-Reminding your child to complete homework tasks</li> <li>- Encouraging him/her to do regular study using their course notes/vocabulary jotters so that he/she is ready for upcoming assessments and to allow to consolidation of learning</li> <li>- Testing him/her on vocab – e.g. you read the English and they tell you the Italian</li> </ul>           |



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|  | <p>N5 pupils have also been working on examination technique and dictionary skills in preparation for the recent reading and listening prelim examinations which took place in November.</p> <p>All pupils are now currently working on the new context of Employability with N5 pupils preparing a written job application in French which will form part of the preparation for the N5 writing examination. The prelim for this paper will take place in January 2022. N4 pupils are currently preparing a CV and interview questions for their upcoming writing and talking assessments for the topic of Employability.</p>   | <p>-Encourage revision and preparation over the Christmas break ahead of the Writing Prelim mid-January – N5 Pupils<br/>         - Encouraging him/her to use TEAMS to access school work during any absences from school<br/>         -Encourage regular and thorough revision in February for the Performance Examinations taking place in March – N5</p>   |
| <p><b>MATHEMATICS</b><br/>         National 5</p> <br><br><br><br><br><br><br><br><br><br><br><p>National 3/4</p> | <p>We are completing the Applications unit of the course by working on the topics of Statistics, Trigonometric Rules, and Indices. Pupils have been developing their problem solving, numeracy and logical thinking skills.</p> <p>All pupils will be preparing for prelims in November and will be demonstrating their knowledge and understanding of Straight line, Simultaneous Equations, Pythagoras, Quadratics, Angles and Similarity.</p> <p>We have completed the National 4 Numeracy Unit and will sit the assessment for this before the October holiday. Skills such as problem solving and logical thinking are being developed by studying Speed, Distance, Time and Ratio and Proportion. Pupils have also been practising Numeracy skills such as Finding a Percentage and Comparing Fractions and Percentages.</p> | <p>Encouraging pupils to use MS TEAMS to check for nightly and formal homework. Parents should sign homework and look for teachers comments from previous work. Encouraging pupils to prepare for assessment and tests by creating a revision plan and allocating time for practice questions. All pupils have a Notes jotter which they should use to revise and learn content. Encouraging pupils to seek help from Maths staff if additional support is required. All pupils have access to SCHOLAR and <a href="http://www.national5maths.co.uk">www.national5maths.co.uk</a> which have lots of examples and revision materials.</p> <p>Checking MS TEAMS for nightly and formal homework tasks. Parents should sign homework and look for teachers comments on previous work. Please encourage pupils to plan their time well so they can revise for assessments to gain their Unit passes. Attendance at school to sit Unit tests is very important.</p> |



**MEDIA**



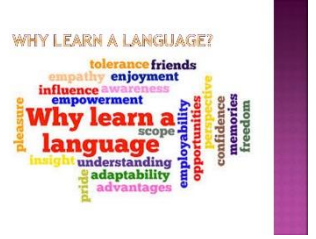
The Media course is broken into 2 sections of 60 marks. 60 for the exam and 60 for a practical assignment that pupils complete. Since June 2020, pupils have been working towards completing their assignment, which involves them planning, researching and adapting their own movie trailer that they will eventually make into a storyboard. Pupils complete a planning essay, usually completed by December, then complete the storyboard, then an evaluation essay completed by March.

Pupils have also been introduced to the first film we will be studying for the exam, and the prelim exam in November/January. The pupils will study three films in total, all of which will be completed by November.

Pupils should be going over the work completed in class.

There is a TEAMS page where the pupil can find relevant resources and homework tasks.

**MODERN LANGUAGES FOR WORK**



Pupils are currently working on the unit **“Building own employability skills”**, which is part of the course conducted in English. They have been considering the skills and qualities they have, what they are good at, what employability skills they need to improve/develop while also considering what job/career pathway they might be interested in.

They will then use this information to reflect on a specific job advertised and to create a CV in English. In the unit **“Languages for Work”** Listening and Reading assessments will be testing pupils’ abilities to understand key information about jobs in French and the speaking assessments will be a roleplay where pupils take part in a mock interview.

- Reminding your child to complete homework tasks
- Encouraging him/her to do regular study using their course and vocabulary notes so that he/she is ready for upcoming assessments
- Encourage pupils to access the website [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) to update their cv, to research jobs advertised and to pay careful attention to the skills and qualities required to apply
- Encouraging him/her to use TEAMS to access school work during any absences from school

**MODERN STUDIES**



Pupils have recently completed their Enquiry skills section of the course. The three Enquiry Skills that they have studied are Support and Oppose, Option Choice and Conclusions. They have previously completed both the Crime and the Law and the Terrorism units of work.

Pupils are currently working on the final unit of work – Democracy in the UK.

Reminding your child about their homework tasks and encourage them to do regular study using their course notes.

Ask them questions about the topic they are learning, using their course notes booklet and jotter to help with revision.

**MUSIC**

Pupils work on the two elements of the Music course throughout the week, Understanding Music and Performing.

Pupils should be practising their instruments at home, we recommend at least 20-30 minutes 4 times a week.



*Performance* – Pupils should be working with level specific music (N4 – Grade 2, N5 – Grade 3) given to them by the classroom teacher or Music Instructor. All pupils should have an Instrumental instructor who they meet once a week for 1 instrument. The other instrument will be taught by the classroom teachers.

*Understanding Music* – Pupils learn concepts and their meanings to be able to identify them when listening to or playing various genres of music. Pupils have completed a unit on Vocal Music and Instrumental Music so far in S4. They will cover all the remaining N5 concepts in preparation for the final exam.

Understanding music concepts can be consolidated using the following website  
[www.mymusiconline.com](http://www.mymusiconline.com)

**PE (Core)**



The focus for learning within Physical Education S1-S3 has been structured for better understanding for pupils into four areas: My Thinking, My Qualities, My Moving and My Fitness. (Physical Education Benchmarks)

Pupils in S4 take this learning forward into the Senior phase and begin to look at taking more responsibility for their learning with an expectation that they will lead in small group situations and take more responsibility for determining areas of strength and areas to be developed. Pupils choose the activities that they feel that they can best engage in and make their learning as enjoyable as possible.

Encourage pupils to remain as active as possible, to see the link between increased physical activity and better overall attainment.

Encourage pupils to see the benefit to their Wellbeing form participation both in and out of school in physical activity.

**PE (SQA)**


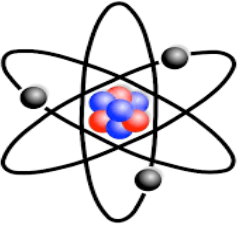






Pupils are currently working on overtaking Section 1 as part of their Portfolio as part of National 5 Physical Education. Pupils will then continue to gather data through their chosen Performance activity, to enable them to complete their Portfolio.

Pupils are also undertaking a variety of training practices to develop their strengths and weaknesses within the Physical Factor, this will enable pupils to work towards their final One Off Practical Performance, this will account for 50% of their final mark.

Reminding pupils about homework tasks and encouraging them to do regular study using their course notes. Course notes are to be found within their TEAMS Group and from their One Note folder on Office 365.

Ask them to look at and make notes on areas they are unsure of from:  
<https://www.bbc.co.uk/bitesize/subjects/zctsr82>  
 This will help with their understanding and revision.

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| <p><b>PEOPLE IN SOCIETY</b></p>    | <p>Pupils have recently completed one of their core units entitled Making a Decision. They researched different types of weapons that were used in World War One using various sources. They then were asked to make a decision on which was most effective and support it using the evidence they collected. Pupils then completed a fact-file on their chosen weapon.</p> <p>Their new unit focuses on Investigation Skills and pupils will be asked to research the sinking of the RMS Titanic. Using various sources including eyewitness accounts, pictures and documentary evidence they will investigate the causes and consequences of the sinking of the Titanic.</p>   | <p>Reminding pupils that all resources are available online via TEAMS including links to videos, documentaries and their course booklet. Reminding your son/daughter about his/her homework tasks and encourage him/her to do regular study using their course notes.</p> <p>Ask questions about the topic he/she is learning, using their course notes booklet and jotter, to help them with revision.</p> |
| <p><b>PHYSICS</b></p>             | <p>After reviewing the prelim, S4 pupils will be moving onto studying the Energy &amp; Space topic. This involves learning about the many forms of energy and using this information to consider the energy requirements for space travel. We will also be learning about cosmology and satellites.</p>  | <p>Checking that pupils are able to access the revision materials on the Teams page for their class and are aware of the extra resources on BBC Bitesize and Scholar.</p> <p>Encouraging pupils to complete the topic booklets that have been provided to allow them to review prior learning in advance of any the Nat 5 assessments.</p>  |
| <p><b>PRACTICAL COOKERY</b></p>  | <p>The pupils started the term by completing some assessment work for the Understanding and Using Ingredients unit which had been started during Lockdown, this work has been progressing and most pupils have now passed the whole unit.</p> <p>The pupils then moved onto the Cookery Skills, Techniques and Processes unit, this involves the pupils becoming competent in a wide range of practical skills with the aim of making a 2-course meal for their assessment. This has now been completed although many pupils will need a little more practise before they pass the unit.</p> <p>The final unit is Organisation of Practical skills and requires pupils to put into practise their practical skills and dovetail tasks to make two dishes in a timely manner.</p> | <p>In order to build practical experience, any opportunity to make meals and bake at home will help pupils to further develop their practical and organisational skills.</p> <p>They should be encouraged to plan a dish, carry it out and clean up afterwards.</p>   |

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| <p><b>PRACTICAL WOODWORKING</b></p>  | <p>Pupils are developing their practical and psychomotor skills. Most are working through their National 4 project to combine their flat frame and carcass construction skills to create a vanity mirror. Pupils who complete and pass this will begin their National 5 final project which will run between January to April.</p> <p>The class will continue to develop their theoretical knowledge of wood, manufacturing processes, tools, and sustainability to supplement and add context to their practical activities and build towards completing their logbook.</p>   | <p>Reminding and encouraging pupils to check Microsoft Teams for assignments and read over notes and information in their Learning Journal.</p> <p>This can be found digitally on the class TEAM and a paper copy has also been provided to each pupil.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise.</p> |
| <p><b>RELIGIOUS EDUCATION</b></p>     | <p><b>Pupils in S4</b> receive the Scottish Catholic Education Service programme on Equality and Inclusion. The focus of this year's programme is the Protected Characteristics from the Equality Act 2010. This builds on previous work from last year. Within the classroom, pupils are encouraged to examine these Characteristics from the perspective of the Christian vision of the dignity of the human person. Pupils are facilitated in their reflection upon how this vision of the human person has contributed to shaping the person they are becoming.</p> <p>We ask the pupils to reflect on their own experiences and consider how, through their intelligence and compassion, they can be aware of the value of themselves and others.</p> <p>Within the RE Faculty we provide opportunities for pupils to explore justice issues and to make a personal response during the seasons of Advent and Lent. We also provide opportunities for religious observance though-out the year.</p> | <p>Finding opportunities to discuss relationships such with family and friends. Discussing the importance of respecting themselves and others in all aspects of life.</p>   |
| <p><b>SCIENCE TECHNOLOGY</b></p>    | <p>Pupils have recently finished the Chemistry unit, named Chemistry in Society. They were assessed on this with an experimental write-up and a written assessment.</p> <p>They have now started working on the Physics unit, name Energy and Electricity, which covers Electricity, Electronics, Electromagnetism and electricity generation and Gas laws.</p>  | <p>Encouraging the pupils to complete any homework and revision for end of unit assessments.</p> <p>Ensuring the pupils are able to access the Teams page for their class, which contains focussed revision resources.</p>  |

