

# Holy Rood RC High School



## S5/6

### 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

## S5/6 UPDATE – January 2022

### Head Teacher



Dear Parents and Carers

We value being able to work in partnership with you and in this booklet you will find detailed information to assist your understanding of your child's learning and enable you to further support your child at home as well as allowing you to enter into a deeper dialogue with him/her about school. We very much appreciate all you are doing to encourage positive study habits and good routines.





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.

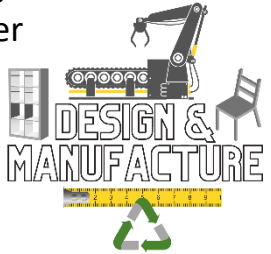
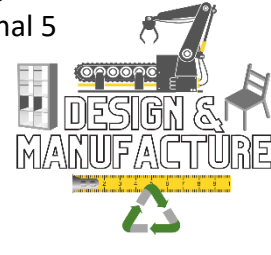
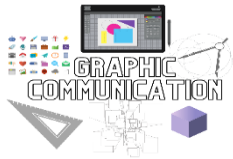
S5/6 Prelims will take place from 18-24 January. Pupils will be issued with a Prelim timetable in school and we will share full information with pupils about expectations during this period.





Please contact your child's Year Head, Mr Campbell [year5head@holyrood.edin.sch.uk](mailto:year5head@holyrood.edin.sch.uk) or [year6head@holyrood.edin.sch.uk](mailto:year6head@holyrood.edin.sch.uk) if you have any questions regarding his/her learning.




Best wishes

Mrs Daly  
Head Teacher

<b>FACULTY NAME</b>	<b>Business &amp; Computing</b>	
<b>Subject</b>	<b>Learning focus by subject</b>	<b>At home, you can help by</b>
<b>ADMINISTRATION &amp; IT HIGHER GRADE</b>  	<p><b>Higher Grade pupils</b> have been improving their IT skills by learning to use advanced features of Microsoft Word, PowerPoint and Database software packages. They have also been learning about the benefits of using Teams in the workplace and features of current workplace legislation including Health &amp; Safety Legislation and GDPR. Pupils have completed assessments this term for theory units and practical IT skills.</p>	<p>Asking pupils to demonstrate the advanced features of the software packages. Teaching someone else how to use the software will improve their knowledge and skills. Encourage them to revise thoroughly for assessments.</p>
<b>ADMINISTRATION &amp; IT NATIONAL 5</b>  	<p><b>National 5 pupils</b> have been improving their IT skills by preparing a range of business documents – Letters, Reports, Displays/Adverts, Forms – using Microsoft Word software. They have also used Microsoft Access (database) and Microsoft Excel to complete a range of Business IT tasks.</p> <p>Pupils have also been learning about the role of an Admin Assistant, Health &amp; Safety Procedures and Security methods used in the workplace.</p>	<p>Encouraging pupils to practice their IT skills at home, if possible, to help improve their accuracy and presentation. Encourage them to revise thoroughly for assessments..</p>
<b>BUSINESS MANAGEMENT HIGHER &amp; NATIONAL 5</b>  	<p><b>Higher Grade and National 5 level pupils</b> have been working on the Understanding Business unit of work this term. They have been learning about Private, Public and Third sector organisations, influence of Stakeholders, sources of finance, internal and external factors that impact an organisation. All pupils have been improving their skills answering exam style questions for N5 and Higher courses. Pupils are currently working on the Marketing Unit for the N5 and Higher courses</p>	<p>Encourage pupils to read BBC Business News articles on a regular basis. Using their course notes booklets, ask pupils to explain the meaning of key business words/terms. This will help with their understanding and depth of knowledge</p>
<b>COMPUTING SCIENCE HIGHER GRADE &amp; NATIONAL 5</b>  	<p><b>Higher Grade and National 5 level pupils</b> have been working on the Software Design &amp; Development Unit for the Computing Science courses. They have developed and improved their skills using Python programming language.</p> <p>Pupils can access an online version of Python allowing them to improve their skills at home. Pupils are aware of how to access the online resources. Tasks and activities are accessible for pupils in Teams.</p>	<p>Encouraging pupils to use the online version of Python programming language to further improve their computer programming skills along with their problem-solving skills. Remind pupils about homework tasks and revising for course assessments.</p> <p><b>Online links:</b> <a href="http://www.w3schools.com/python/">www.w3schools.com/python/</a> <a href="http://www.repl.it">www.repl.it</a></p>

FACULTY NAME	Design, Engineering and Technology	
Subject	Learning focus by subject	At home, you can help by
<p>Design &amp; Manufacture Higher</p> 	<p>Pupils are developing their creativity as well as numeracy and problem-solving skills. Pupils are developing their knowledge and understanding in relation to the design and manufacture of products. Pupils are currently working through disassembling a product to reverse engineer a product. Pupils are also creating a portfolio for an outdoor seat. Pupils also spend 1 period per week on theory, developing their overall knowledge and understanding to help support them for their exam.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>
<p>Design &amp; Manufacture National 5</p> 	<p>Pupils are developing their creativity as well as numeracy and problem-solving skills. Pupils are developing their knowledge and understanding in relation to the design and manufacture of products. Pupils also spend 1 period per week on theory, developing their overall knowledge and understanding to help support them for their exam.</p> <p>Learners have been exploring different ways to create ideas, how to develop their ideas further and what materials and manufacturing processes would be suitable for their product.</p> <p>Pupils have also been exploring the different design factors and how they relate to the design of products.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>
<p>Graphic Communication Higher</p> 	<p><b>Higher Grade pupils</b> have been working on the 2D and 3D unit of work this term. They have been learning about Desktop Publishing Elements and Principles, Thumbnail sketches and Computer Aided Design. All pupils have been improving their manual skills in preparation for their assessment folio. Pupils have completed a review of learning on these topics.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>

<p>Graphic Communication National 5</p> 	<p><b>National 5 pupils</b> have been working on the 2D and 3D unit of work this term. They have been learning about Desktop Publishing Elements and Principles, Thumbnail sketches and Computer Aided Design. All pupils have been improving their manual skills in preparation for their assessment folio.</p> <p>Pupils have completed a review of learning on these topics.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>
<p>Graphic Communication National 4</p> 	<p><b>National 4 pupils</b> have been working on the 2D and 3D unit of work this term. They have been learning about Desktop Publishing Elements and Principles, Thumbnail sketches and Computer Aided Design. All pupils have been improving their manual skills in preparation for their Added Value Unit assessment folio.</p> <p>Pupils have completed a review of learning on these topics.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>
<p>Practical Woodworking National 5</p> 	<p>Pupils have been working through the three units of the course, Flat-Frame construction, Carcase Construction and Machining and Finishing. They have completed the Carcase construction unit manufacturing their required practice joints and their corner cabinet and have started to work through the Machining and Finishing unit.</p> <p>They are focused on learning the skills required to be able to undertake their practical assessment later in the session, this assessment piece is set by the SQA and assesses all the skills built up throughout the course. They will all have completed an assessment by the October break.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>
<p>Skills for Work: Engineering National 4/5</p> 	<p>Pupils have been working on completing two out of the four units required for this course this term. They have been working on employability skills and have undertaken a mock interview to develop communication skills. They are also currently undertaking their mechanical unit where they have been developing their practical skills through the manufacture of a bird feeder. All pupils have been improving their manual skills in preparation for their assessment folio. The assessment of this course is continuous throughout the year and is based on the work that the pupils complete within class time.</p>	<ul style="list-style-type: none"> <li>• Asking questions.</li> <li>• Re-reading theory notes with pupils.</li> <li>• Reminding them to check TEAMS for files/updates as well as set assignments.</li> </ul>

FACULTY NAME	English	
Subject	Learning focus by subject	At home, you can help by
<p>Advanced Higher English</p> 	<p>Pupils have begun analysing two novels texts – “The Road” and “Beloved” - for the Literary Study element. We have also begun work on the Textual Analysis element, looking at drama and prose texts.</p> <p>Pupils have chosen texts for their Dissertation, started note-taking, chosen a focus for their study and will now write an opening paragraph. We will move on to planning the dissertation and should have a first draft from each pupil around December.</p> <p>Pupils are currently producing a creative folio piece.</p>	<p>Encouraging your son/daughter to:</p> <ul style="list-style-type: none"> <li>• Work independently on all areas of the course</li> <li>• Meet deadlines</li> <li>• Produce handouts for class</li> <li>• Lead tutorials</li> <li>• Take part in discussion</li> <li>• Explore secondary sources for dissertation</li> </ul>
<p>Higher English</p> 	<p>We have almost completed our Set Texts – the short stories of Iain Crichton Smith and are learning how to analyse and evaluate literary techniques. Classes have started their secondary text – either poetry or drama. We have also begun developing Close Reading Skills, looking forward to the assessment of Reading for Understanding, Analysis and Evaluation. Folio preparation is well underway with classes either completing or about to begin drafting their folio work</p>	<p>Encouraging your son/daughter to:</p> <ul style="list-style-type: none"> <li>• Complete homework set by teachers.</li> <li>• Read, read, read! Either fiction or nonfiction.</li> <li>• Stay up to date with the writing tasks – reflective/personal writing</li> <li>• Stay up to date with classwork, especially notes given by teacher.</li> </ul>
<p>National 5 English</p> 	<p>We almost finished our Set Texts – the poems of Norman MacCaig and are learning how to analyse and evaluate literary techniques. Classes have started a second text – 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> <p>Folio preparation is well underway with classes either completing or about to redraft their essays.</p>	<p>Encouraging your son/daughter to:</p> <ul style="list-style-type: none"> <li>• Complete homework set by teachers.</li> <li>• Read, read, read! Either fiction or nonfiction.</li> <li>• Stay up to date with the writing tasks – reflective/personal writing</li> <li>• Stay up to date with classwork, especially annotating poems and notes given by teacher.</li> </ul>

National 4 Media/  
National 5 Literacy






Pupils are continuing to work on developing and extending their literacy skills to enable them to complete the National 5 Literacy unit. For this unit pupils complete tasks in reading, writing, talking and listening. The class have been looking at readings skills and are about to sit a reading assessment. We will then start a travel unit with a focus on functional writing and talk skills.




The class are also studying a number of elements of media analysis to enable them to complete N4 assessments for media. We have started with film language and looked at a number of examples. We will then be going on to look at other areas such as audience, representation and narrative with relevant texts to enable pupils to pass assessments in these elements.

Encouraging your son/daughter to:

- Complete homework set by teachers.
- Read, read, read! Either fiction or nonfiction.
- Stay up to date with the writing tasks – reflective/personal writing
- Stay up to date with classwork, especially annotating poems and notes given by teacher.

FACULTY NAME	Expressive Arts	
Subject	Learning focus by subject	At home, you can help by
<p>Art &amp; Design Advanced Higher</p>  <p>Art and Design</p>	<p>Pupils undertake a folio of work on a single theme. The artwork is worth 64%. The written work is worth 36%.</p> <p>Pupils are encouraged to work on different scales using a range of media such as pencil, coloured pencils, felt tips, collage, pen and charcoal to create their individual Artwork.</p> <p>Pupils should also be looking at the work of artists working in a similar genre to them.</p> <p>The critical essay is worth 30% and is up to 2000 words long, it is based on an artist who has inspired the practical work.</p>	<p>Encouraging your son/daughter to do</p> <ul style="list-style-type: none"> <li>• Regular Sketching and or completion of class tasks in art workbook or on paper</li> </ul> <p>Check assignments on TEAMS</p>
<p>Art &amp; Design Higher</p>  <p>Art and Design</p>	<p>Expressive – The Expressive element of Higher is worth 100 marks. Pupils have been working on research and development in class. Pupils should aim to have at least 3 single item objects and at least 3 compositions completed by the end of November. Pupils have taken visuals of their theme on their phones and these may also be on TEAMS.</p> <p>Design – Pupils are working on a Graphic Design unit. By October, they should have completed at least 4 investigation drawings, 3 developments of these, 2 patterns and lettering. From October onwards, pupils will be working on compositional developments.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Check TEAMS for assignments</li> <li>• Experiment with photopea.com</li> <li>• Study artist/designer regularly along with Art &amp; Design terminology.</li> <li>• Complete artwork at home.</li> </ul>
<p>Art &amp; Design National 5/4</p>  <p>Art and Design</p>	<p>Pupils are working on Design and Expressive . This comprises of three stages; Investigation &amp; Research, Development and a Solution from a Design Brief they have created. 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 unit is still life based on a selection of themes.</p> <p>Typically, the entire Design and Expressive courses are complete by Easter. The written element accounts for 20% overall.</p>	<ul style="list-style-type: none"> <li>• Encouraging regular Sketching in art workbook or on paper</li> <li>• Checking assignments on TEAMS</li> <li>• Completing Research work at home.</li> <li>• Completing Design work at home.</li> </ul>



<p>Drama Advanced Higher</p> 	<p>Pupils have been exploring dramatic practitioners to investigate performance skills theories. They have worked together to practically explore these theories and each created a play which has been self-devised and directed.</p> <p>Pupils are also working on their dissertation by exploring performance issues that interest them, including characterisation skills, invisible theatre and social issues. Pupils are beginning to narrow down their ideas and are working on creating an investigation question. Pupils will soon receive scripts that they will use for their practical exams this year.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• watch performances from home to help with their assignment and complete a research sheet for this.</li> <li>• maintain progress on their dissertation throughout the year by reading sources and editing their project.</li> </ul>
<p>Drama Higher</p> 	<p>Pupils are currently working on both written and practical elements of their course. Pupils have explored a published dramatic play and then explored the themes/issues/contexts of this to help create their own stories which have been self-directed and presented.</p> <p>They have been working on developing essay skills to help pass the written element of the course. This involves demonstrating an understanding of their chosen text (the play they have read) and reflecting upon this. Pupils will soon be given their practical exam script and will begin rehearsing this with their group before presenting this for their Prelim exams.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Check TEAMS regularly, Keep Homework tasks up-to-date</li> <li>• Learn their lines at home</li> <li>• Practice exam style essay questions</li> </ul>
<p>Drama National 5/4</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. Pupils have read a scripted professional play and have begun to discuss its dramatic features including themes, issues, and key messages. They 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>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Check TEAMS regularly, Keep Homework tasks up-to-date</li> <li>• Learn their lines at home</li> <li>• Practise exam style essay questions</li> </ul>

Media  
Higher



The course is divided in two - 50% of the marks are given to the exam, and 50% are given to a practical assignment. Pupils have started both sections of the course.

**Analysing media content in context (exam preparation)**

Pupils have been shown three film texts and discussed them in class. They have discussed the key aspects of media theory and written work on each film studied as well as past paper questions which have been marked and fed back to pupils.

Currently, pupils are refining their responses to meet SQA exam criteria.

**Creating media content (practical assignment)**

Pupils have chosen a brief to pursue from a small selection and have researched how to pursue their chosen topic. Pupils have chosen to create a movie trailer based on a non copyrighted book of their choice. Pupils have started the planning essay worth 25% of their overall grade in media.

Currently, pupils are researching audience needs that may influence their chosen trailer.

Encouraging your son/daughter to

- Check TEAMS regularly for homework tasks
- Complete SQA past papers
- Plan essays available on onedrive

Media  
National 5








The media course is in 2 sections of 60 marks. (60 for the exam and 60 for a practical assignment) Pupils have been working towards completing their assignment, which involves them planning, researching and adapting their own movie trailer that they may choose to make into a storyboard. Pupils complete a planning essay, usually by December, then a storyboard or trailer, and evaluation essay completed by March.

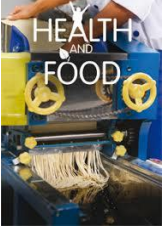

Pupils have also been introduced to the first film we will be studying for the exam, and the prelim exam in November/January. The pupils will study three films in total, all of which will be completed by November.



Encouraging your son/daughter to




- Check TEAMS regularly for homework tasks
- Plan essays should be worked on at home
- Complete papers available online.

<p>Music Advanced Higher</p> 	<p>The course is made up of 2 different parts, performance skills and understanding music.</p> <p><b>Performance Skills – 60%</b> Pupils are working on 2 instruments, they will be required to perform an 15-minute programme at Grade 5 level.</p> <p><b>Understanding Music – 40%</b> Pupils will learn new concepts which they must identify whilst listening to music. Currently we are studying the History of the Renaissance period, we will soon be looking at Baroque Music.</p>	<ul style="list-style-type: none"> <li>• Encouraging your son/daughter to</li> <li>• Practise regularly at home 30-45 mins a 4 days a week</li> <li>• Check TEAMS for homework activities</li> <li>• Consolidate concepts using this website: <a href="http://www.mymusiconline.com">www.mymusiconline.com</a></li> </ul>
<p>Music Higher</p> 	<p>The course is made up of 2 different parts, performance skills and understanding music.</p> <p><b>Performance Skills – 60%</b> Pupils are working on 2 instruments; they will be required to perform a 10-minute programme at Grade 4 level.</p> <p><b>Understanding Music – 40%</b> Pupils will learn new concepts which they must identify whilst listening to music. Pupils are just about to complete a unit on 20<sup>th</sup> century music and then they will be practicing exam style questions.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Practise regularly at home 30-45 mins a 4 days a week</li> <li>• Check TEAMS for homework activities</li> <li>• Consolidate concepts using this website: <a href="http://www.mymusiconline.com">www.mymusiconline.com</a></li> </ul>
<p>Music National 5/4</p> 	<p>The course is made up of 2 different parts, performance skills and understanding music.</p> <p><b>Performance 60%</b> – Pupils are working with level specific music, given to them by the classroom teacher or Music Instructor.</p> <p><b>Understanding Music 40%</b> – Pupils learn concepts and their meanings to be able to identify them when listening to or playing various genres of music.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Practise regularly at home 20-30 mins 4 times a week</li> <li>• Check TEAMS for homework activities</li> <li>• Consolidate concepts using this website: <a href="http://www.mymusiconline.com">www.mymusiconline.com</a></li> </ul>

<p>Photography Higher</p> 	<p>This course comprises of 2 parts: Folio – 100 marks and externally assessed exam – 30 marks</p> <p>The folio is broken down into 3 areas:</p> <p><b>Planning, Research and Investigation</b> – Pupils are to complete a thorough plan of their photoshoots along with extensive investigation around equipment, techniques and influential photographers.</p> <p><b>Development</b> – Pupils are required to carry out 8 photoshoots, planning, editing and evaluating each one as they go.</p> <p><b>Evaluation</b> – A detailed evaluation is completed at the end of the course to outline strengths and areas for development.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Check TEAMS for Homework and Revision Resources</li> <li>• Take photoshoots for portfolios</li> </ul>
<p>Photography NPA 5</p> 	<p>The course comprises of 4 units:</p> <ul style="list-style-type: none"> <li>• <b>Understanding Photography</b> – Explaining photographic terms and their meanings as well as analysing photographs.</li> <li>• <b>Photographing People</b> – Planning photography sessions to take controlled, composed photographs of people</li> <li>• <b>Photographing Places</b> - Planning photography sessions to take controlled, composed photographs of places</li> <li>• <b>Working with Photographs</b> – Enhancing and evaluating images from photoshoots. Store and present images safely and effectively.</li> </ul>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> <li>• Check TEAMS regularly for homework and resources</li> <li>• Complete online PowerPoints on Teams &amp; OneDrive</li> <li>• Create photoshoots with varying viewpoints, compositions, lighting and camera functions.</li> </ul>

<b>FACULTY NAME</b>	<b>Food &amp; Textile Technology</b>	
<b>Subject</b>	<b>Learning focus by subject</b>	<b>At home, you can help by</b>
<p>Health and Food Technology Higher</p> 	<p>The pupils have been studying the Food for Health unit, they started with Nutrition and Current Dietary Advice topic, followed by Dietary Diseases and Individual Dietary Needs. This unit very much underpins the course so requires pupils to develop a thorough understanding of each subtopic.</p> <p>The class has now moved on to the Product Development unit, they will study the functional properties of ingredients and the food product development process.</p> <p>Alongside this the pupils' study Contemporary Food Issues one period a week, they have covered factors affecting consumers choice of foods and are now studying technological developments in food production.</p>	<p>Encouraging pupils to tell you about the foods they are eating so they can recall knowledge on nutrients and current dietary advice.</p> <p>Keeping up with homework is essential to help pupils practice their exam technique and revise the knowledge required.</p>
<p>Fashion and Textile Technology Higher/National 5</p> 	<p>The Fashion and Textile Technology course pupils are studying where textiles come from, both natural and man-made textiles and the characteristics and properties associated with them. The class are looking at different fabric construction techniques and how to make textile items with a wide range of sewing construction techniques.</p> <p>We have made a range of simple textile items using a variety of techniques with different fabric types.</p> <p>The class are now starting their SQA assignment which will form part of their final grade.</p>	<p>Encouraging pupils to revise work from class and complete homework thoroughly.</p> <p>Looking at their clothes labels will help them apply knowledge covered in class.</p>

<p><b>Practical Cookery National 4/5</b></p> 	<p>The pupils completed an induction unit and then moved onto the first unit: Cookery Skills, Techniques and Processes, this covers a wide range of practical skills which the pupils need to master as the course progresses.</p> <p>The course is now moving onto the Organisational skills for cooking unit. In January the pupils will complete a practical assessment and a theory assessment paper (Nat 5).</p> <p>National 4 pupils are moving onto the combined unit assessments which they need to complete to achieve the qualification.</p> <p>In addition, the pupils are studying for the Elementary Food Hygiene certificate awarded by the Royal Environmental Institute of Scotland, this is a requirement for any person employed in the food industry.</p>	<p>Encouraging pupils to make dishes at home as often as possible including cleaning up.</p> <p>The course requires candidates to be organised and competent in many culinary skills and this requires practice.</p>
<p><b>Cake Craft National 5</b></p> 	<p>Pupils have completed the induction unit and have started on the basic skills, they are familiarising themselves with the cake craft terminology, the specialist equipment and developing the very specific skills demanded by this course.</p> <p>The pupils have made a variety of cakes and used a selection of icing techniques which they are continuing to practise so they can achieve the high standard required to pass the course.</p>	<p>Baking at home would help pupils to become competent at basic cake making.</p> <p>Using sugarpaste at home to model figures and objects would be useful practise.</p>

FACULTY NAME	Mathematics	
Subject	Learning focus by subject	At home, you can help by
<p>National 5</p> 	<p>National 5 pupils have been working through the Top 10 Topics at National 5. They have covered 7 main topics which are Volume, Algebraic Skills, Fractions, Algebraic Fractions, Arcs and Sectors, Percentages, Equations and Inequalities, and Straight Line. This has developed their Numeracy and Problem-Solving skills and enhanced their logical thinking.</p> <p>All pupil materials and tasks are accessed via MS Teams.</p>	<p>Helping pupils organise their time for study and priority of tasks through checking tasks on MS TEAMS.</p> <p>Helping them have a quiet place for study away from distractions.</p> <p>Encouraging pupils to complete all homework tasks and prepare fully for their upcoming progress test. Encouraging pupils to use SCHOLAR to aid their revision.</p>
<p>Higher</p> 	<p>Higher Mathematics pupils have been improving their mathematical and problem-solving skills through the topics of Straight Line, Circle, Quadratics, Differentiation, Integration and Trigonometric Equations and Expressions. They have been recognising the links between each of these topics and how to apply their skills to exam style questions.</p>	<p>Encouraging the pupils to access TEAMS for their notes and assignments. Encouraging them to use both SCHOLAR and <a href="http://highermathematics.co.uk">highermathematics.co.uk</a> to access a wide variety of notes and questions. The pupils have a username and password for both websites. Encouraging them to thoroughly revise for upcoming assessments using the above resources.</p>
<p>Advanced Higher</p> 	<p>Advanced Higher pupils have been studying Differentiation, Integration, Partial Fractions, Binomial Theorem and Complex Numbers. They are using this bank of knowledge and understanding to solve Differential Equations (Variable Seperable, Integrating Factor and 2<sup>nd</sup> Order).</p>	<p>Encouraging pupils to organise their time and tasks to keep their workload manageable. Supporting them in accessing websites and resources online for revision.</p> <p>Encouraging them to keep things in perspective and congratulate them on their hard work when they succeed.</p>



**Personal Finance**



Pupils have been exploring themes such as managing household costs, insurance, pensions and tax-free savings. They have been developing their Numeracy, organisational and independent thinking skills. They will soon sit the assessment on Money Management.

Talking about money management and giving real life examples to pupils.

Encouraging pupils to catch up with work through MS TEAMS if they are falling behind, or absent.

Helping them consolidate their learning by reviewing materials from class regularly.

**National 5**



**Applications**



We have completed the first unit of N5 Numeracy and are now moving forward with the Relationships unit. We will focus on the Straight Line, Quadratics and Changing the Subject of the formula.



Helping pupils organise their time for study and priority of tasks through checking tasks on MS TEAMS.

Helping them have a quiet place for study away from distractions.

Encouraging pupils to complete all homework tasks and prepare fully for their upcoming progress test. Encouraging pupils to use SCHOLAR to aid their revision.



FACULTY NAME	Modern Languages	
Subject	Learning focus by subject	At home, you can help by
<p><b>FRENCH</b> <i>HIGHER</i></p> 	<p><b>Higher French pupils</b> have been working on development of their Reading, Translation Listening, Writing and Speaking skills this term. We have worked on the theme of Society and in particular on the topics of Family &amp; Friends, Marriage, Healthy Living and Lifestyles, Technology and Global Languages as well as working through grammar points to compliment Higher Grade standards of writing and accuracy.</p> <p>We have also been looking at the Directed Writing component of the exam and producing practice pieces to develop knowledge of how to tackle this Writing exam. Knowledge about language is far more important at this level, and so there is a greater emphasis on revisiting previously covered grammar, as well as using more complex structures.</p> <p>All topics and language learned also build towards preparation for the Performance: Talking. The next context will be Learning.</p>	<ul style="list-style-type: none"> <li>• Asking your young person to read out loud their Speaking answers to topical questions.</li> <li>• Facilitating opportunities to watch French films and listen to French music.</li> <li>• Encouraging use of a diary with deadlines and dates to work to</li> <li>• Giving encouragement to revise thoroughly for assessments and to keep up with weekly homework.</li> <li>• Encouraging use of Scholar and Teams during any absences from school</li> </ul>
<p><b>ITALIAN</b> <i>HIGHER</i></p> 	<p><b>Higher Italian pupils</b> are currently working within the context of Society, considering family relationships and healthy and unhealthy lifestyles. They continue to develop and improve their skills of listening, reading, translation and talking and writing within the topic area, but are also tackling the new discipline of Directed Writing. Knowledge about language is far more important at this level, and so there is a greater emphasis on revisiting previously covered grammar, as well as using more complex structures.</p> <p>All topics and language learned also build towards preparation for the Performance: Talking. The next context will be Learning.</p>	<ul style="list-style-type: none"> <li>• Reminding your young person to complete homework tasks by the deadline given</li> <li>• Encouraging them to do regular study using course notes/vocabulary jotters so that he/she is ready for upcoming assessments and to allow consolidation of learning</li> <li>• Encouraging them to make use of recommended websites for practice and extension of language</li> <li>• Encouraging them to use TEAMS to access school work during any absences from school</li> </ul>

FACULTY NAME	Physical Education	
Subject	Learning focus by subject	At home, you can help by
<p>Physical Education Higher</p>  <p>gg78929576 www.gograph.com</p>	<p>Higher pupils have been working through The Cycle of Analysis for the Physical Factor.</p> <p>Pupils have been creating and implementing Personal Development Plans, which they have carried out during practical lessons. They have been modifying their PDPs and learning how to analyse and evaluate performance.</p> <p>Pupils have been completing past paper questions during theory lessons (including writing structure).</p> <p>Pupils have been working towards performance development.</p>	<p>Encouraging pupils to engage with revision materials posted via TEAMS.</p> <p>Encouraging pupils to regularly engage with the completion of homework task within “Assignments,” on TEAMS.</p> <p>Reminding pupils about homework tasks and revising for course assessments, referring them to supports to help with their revision:</p> <p>Higher Hammond Excel Tool Higher PE – SATPE resource located in Teams Higher PE – BBC Bitesize</p>
<p>Physical Education National 5</p>  <p>gg78929576 www.gograph.com</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Ask them to look at and make notes on areas they are unsure of from: <a href="https://www.bbc.co.uk/bitesize/subjects/zctsr82">https://www.bbc.co.uk/bitesize/subjects/zctsr82</a> This will help with their understanding and revision.</p>

## Physical Education SQA Leadership



Pupils have been working through the first unit of this course:  
An Introduction to Leadership, this requires the pupil to:

Gather information on leadership (i.e. principles, styles, skills and qualities) from a variety of sources. Interpret and adapt the information gathered, then produce a report on leadership based on the information gathered.

Pupils then aim to reach conclusions about what makes an effective leader, reach conclusions about the skills and qualities which can be found in effective leaders. Pupils will then evaluate their own potential for leadership by evaluating their own skills, qualities and experiences based on your evaluation, finally providing an explanation to support their conclusions.


Once this unit is complete pupils will move on to complete unit :  
Leadership in Practice, this will involve : Lead the planning for an activity, Implement the plan and then Review the experience.

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.

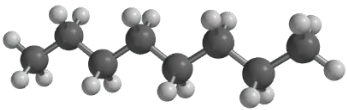

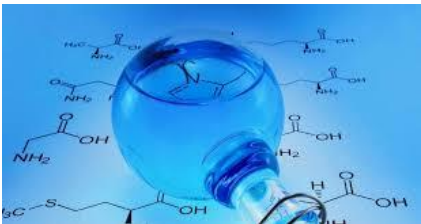
Ask them to look at and make notes on areas they are unsure of from:


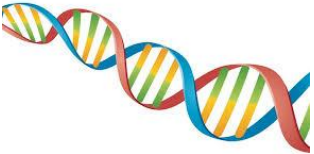
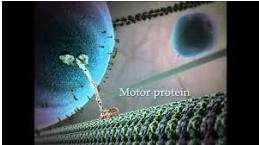
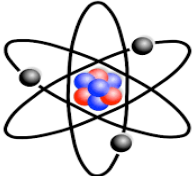
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This will help with their understanding and revision

<b>FACULTY NAME</b>	<b>Religious Education</b>	
<b>Subject</b>	<b>Learning focus by subject</b>	<b>At home, you can help by</b>
<p>Religious Education</p> 	<p><b>S5/6 pupils</b> are following the National ‘This is our Faith’ Curriculum for Excellence syllabus for Roman Catholic Schools where they are invited to grow in knowledge, understanding and faith and/or appreciation of faith as well as developing a deeper awareness of other religions.</p> <p>S6 Pupils The ‘Called to Love’ programme “Responsible in Love”, explores the theme of “What it means to be fully human?”. It encourages positive discussion where the focus is placed on understanding of both humanity and sexuality and the impact they have on our relationships with others. Pupils have the opportunity to gain a greater understanding of Christian values and the importance of respecting themselves and others in all aspects of life.</p> <p>The Caritas Award Programme is offered to all S6. This year, 40 pupils are connecting with their local faith community, be it Catholic, other Christian denominations, Muslim or Hindu. S5 Pupils ‘The Called to Love’ Programme, “Faithful in Love” enables pupils to explore the theme of “What makes a true relationship with others and God?”.</p> <p>It encourages positive discussion where the focus is on understanding different kinds of relationships and how to build and sustain them. Pupils have the opportunity to gain a greater understanding of Christian values and the importance of respecting themselves and others in all aspects of life. The new National Equality and Inclusion Programme is currently being delivered and the focus is the nine Protected Characteristics and Catholic Social Teaching.</p> <p>Pupils are encouraged to discuss these characteristics which focus on the Christian vision of the dignity of the human person and they are asked to reflect upon how this has contributed to shaping the person they are today. Pupils are asked to consider their own experiences and reflect on how, through their intelligence and compassion they can develop a deeper awareness of the value of themselves and others.</p>	<p>Encouraging your son/daughter to contribute positively to Holy Rood’s school community. Engage in caritas activities such as helping at prayer services or volunteering.</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>	
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FACULTY NAME	Science	
Subject	Learning focus by subject	At home, you can help by
<p>Chemistry National 5</p> 	<p>Pupils have completed Unit 1 - Chemical Changes and Structure. This Unit covers the following topics: Rates of Reaction, Atomic Structure, Chemical formulae, Bonding, Energy Changes and Acids and Alkalis.</p> <p>After unit 1 is assessed the classes will be moving on to Unit 2 – Natures Chemistry. Both Unit 1 and Unit 2 material will be assessed in the Prelim.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 2 assessment and upcoming prelim 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>Chemistry Higher</p> 	<p>Pupils have completed Unit 1 – Chemical Changes and Structure and the associated assessment. From this they are aware of the areas that they need to focus on to improve.</p> <p>The classes have now moved on to Unit 3 – Chemistry in Society, where they are studying Chemical Energy and Equilibrium.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 3 assessments and upcoming prelim exams.</p> <p>The pupils should also be making regular use of the Scholar site to consolidate their learning.</p>
<p>Chemistry Advanced Higher</p> 	<p>The students have just completed Unit 1 are completing (completed) the assessment at the end of November.</p> <p>They will start Unit 2 – Organic Chemistry and Instrumental analysis at the beginning of December.</p>	<p>Encouraging the pupils to complete any homework and revision for the upcoming Prelim 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>Biology National 5</b></p> 	<p>Pupils have worked their way through Unit 1 – Cell Biology. This unit was assessed before the October Holidays.</p> <p>The classes are now completing Unit 2 – Multicellular Organisms and assessments will be done before the Christmas holiday. 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. The classes will also be preparing for the Prelim exam.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 2 assessments 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>
<p><b>Biology Higher</b></p> 	<p>Pupils have completed Unit 1 – DNA and the genome and have completed the grading test for this.</p> <p>They are now about half way through Unit 2 – Metabolism and Survival.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 2 assessments and upcoming prelim 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>Biology Advanced Higher</b></p> 	<p>Pupils will soon complete the smaller Unit 3 – Investigative Biology and have also almost completed Unit 1 – Cells and proteins.</p> <p>They will be assessed on Unit 1 before the Christmas holiday and the Unit 3 assessment will come up soon after.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 assessment and upcoming Prelim 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>Physics National 5</b></p> 	<p>Recently we have been learning about Electricity and have now moved on to the Dynamics unit. This involves learning about motion and forces. Pupils will be assessed on this unit prior to Christmas. We will then be reviewing all the topics covered so far, prior to the prelim in January.</p>	<p>Checking that pupils can access the revision materials on the TEAMS page for their class and are aware of the extra resources on BBC Bitesize.</p>

<p>Physics Higher</p> 	<p>Pupils have now completed, and been assessed on the first Unit, Our Dynamic Universe. We are now moving onto the Waves section of the Particles &amp; Waves unit. This will be followed by consolidation for the prelim, after which we will complete the Particles &amp; Electricity topics.</p>	<p>Encouraging pupils to make sure that they have completed the Waves topic booklet that has been provided.</p> <p>Ensuring pupils have access to the revision materials on the TEAMS page for their class and are aware of the resources on BBC Bitesize and Scholar.</p> <p>Checking that pupils are using the SQA past paper questions that have been provided as an extra revision resource.</p>
<p>Physics Advanced Higher</p> 	<p>Two parts of the course have now been completed and assessed: Rotational Motion and Astrophysics. Pupils are now studying Quantum Theory before moving on to complete the Waves topic prior to Christmas.</p>	<p>Encouraging pupils to access the revision materials on the TEAMS page for their class and are aware of the resources on Scholar.</p> <p>Checking that pupils are using the tutorial questions that have been provided as an extra revision resource.</p>
<p>Laboratory Science National 5</p> 	<p>In Unit 1 they studied careers and industries that link well this course and looked at their own skills and what they would do to improve these. The class then studied the microbiology topic from Unit 3.</p> <p>Currently the class are doing Unit 2, learning the basics for working in a laboratory – carrying out risk assessments, understanding safe handling of chemicals and preparing stock solutions.</p>	<p>The majority of this course is based around practical work, that can only be completed in class.</p> <p>If they can keep up with the practical work in class, then there is little work that needs done at home. Some pupils will need to catch up on missed work and later in the course will be expected to complete a C.V.</p>



FACULTY NAME	Social Subjects	
Subject	Learning focus by subject	At home, you can help by
<p><b>Geography</b> <i>HIGHER</i></p> 	<p>Pupils have completed the two parts of the physical landscape section: glaciation and map skills. The human landscape units of population and land use conflict are also complete.</p> <p>Pupils have recently started the hydrosphere unit and will be moving on to study the rural land degradation unit.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes.</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>History</b> <i>HIGHER</i></p> 	<p>Pupils have finished their Scottish unit of the Higher course (The Wars of Independence 1249-1328) and have completed their end of unit test.</p> <p>Pupils have learned how to answer the 4 exam questions in the Scottish paper of the Higher exam: Explain, Evaluate the usefulness, How fully and How Much.</p> <p>Pupils have started their first essay topic – Russia They have completed the first issue whilst learning how to write a Higher essay. Pupils have completed one essay for homework and will be completing timed questions in class to practice this technique. Pupils will be assessed on both their Scottish and their Russia units during the January prelim.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise</p> <p>Regularly checking Teams to help revise over content and catch up on any missed work.</p> <p>Practicing past paper questions at home and under timed conditions to ensure they are still developing their skills.</p>
<p><b>History</b> <i>NATIONAL 5</i></p> 	<p><b>Miss Glover's class</b></p> <p>Pupils have completed their Scottish topic – ‘The Era of the Great War’ and completed an assessment in class at either National 4 or National 5 Level. Students who are working at the National 5 level have learnt how to answer the 6 exam style questions and are assessed every Wednesday in class under timed conditions.</p> <p>Pupils have recently started their British topic – The Atlantic Slave Trade. They will continue to practice their timed questions in class and will be assessed on both the Scottish and the British topic in their November prelims.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise</p> <p>Ensure they are regularly checking Teams for updates and missed work.</p> <p>Practicing past paper questions at home and under timed conditions to ensure they are still developing their skills.</p>

**Modern Studies**  
*HIGHER*



Pupils have completed work on the Democracy in Scotland and the UK topic, and have sat the test for this unit. They have access to the notes for the topic through Microsoft Teams and should continue to revisit these notes as we move forward.

They have also covered the first of three Enquiry Skills (Conclusions questions), and an explainer of how to do these questions is also on the TEAMS site.

They are now moving on to the USA topic, after which we will complete coursework before moving on to the Social Inequality in the UK topic after Christmas.

Mr Radford's class have one homework to complete per week, in which they will be required to look over the course notes and complete short revision tasks, leading to an essay question each week. Please encourage your child to complete these tasks and to ask for support if they require it.

Detailed course notes are available on TEAMS, as are guides to answering each type of question.

Mrs Jackson's class -have essays to complete at home, for which they will be required to look over the course notes. Please encourage your child to complete these essays and to ask for support if they require it.

Detailed course notes are available on TEAMS, as are guides to answering each type of question.

**Modern Studies**  
*NATIONAL 5*



Pupils have completed all 3 enquiry skill type questions.

Pupils have recently started working on the crime and law unit.

Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes. Asking them questions about the topic they are learning, using their jotter, to help them revise.

**Psychology**  
*HIGHER*





Pupils have completed the Sleep & Dreams topic and have sat the Unit Test for this topic. They have access to the notes for the topic through Microsoft TEAMS and should continue to revisit these notes as we move forward. We are now moving onto the Conformity & Obedience topic, and will finish this before Christmas, in time to do a full prelim in January.

The students will begin a research project after the prelim, which makes up 35% of their final grade.

Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes, which can be found on the Microsoft TEAMS site.

Encouraging your son/daughter to access all the videos that they have watched and worksheets that they have completed through the Class Notebook on Microsoft Teams.

<p><b>People and Society</b> <i>NATIONAL 4</i></p> 	<p>Pupils have made good progress with the course already. They have completed a unit comparing the Celts and Egyptians and also completed the assignment.</p> <p>The unit on Flooding in Bangladesh has been completed too. They are currently working on a compare and contrast unit about the Death Penalty.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes when needed.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise or prepare for assessments.</p>
<p><b>Travel and Tourism</b> <i>NATIONAL 4/5</i></p> 	<p>Pupils with Mrs Liggins are currently working on the Scotland Unit and are part way through the assessment tasks for Outcome 1. The section to follow for Outcome 2 focuses on customer needs.</p> <p>Pupils with Mr Shaikh are studying the UK and Worldwide unit, there has been a focus on the Lake District and Kenya.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise and prepare for assessment tasks.</p>