Broad General Education

Preparing for the Senior Phase

A Guide for Pupils, Parents and Carers
Dear Pupil,

You have been taking part in a programme to help you make informed choices about your learning in S3 and S4.

Through this programme you have had an opportunity to reflect on the following:

- your own strengths and interests
- the importance of keeping an open mind about possible career choices
- how to find and use career resources in the school
- equal opportunities

When you receive your Second Year report for each subject it is hoped that together with this information booklet, our Information Evening and Parents’ Evening you will feel supported in making appropriate decisions at this crucial stage of your education.

A copy of the Choices form is attached with this booklet and should be completed and returned to school following the Parents’ Evening on **Monday 9th March 2020. Please note the time of the Parents’ Evening is from 4.10-6.30 pm**

During February you will be interviewed by a member of the Pupil Support Team, leading to a final decision about your subject choices in Third and Fourth Year. This will be agreed upon by you, your parent/carer and the school.

Yours sincerely

Mrs R Rea
Depute Head Teacher S2
The following pages will provide you with more information about Curriculum for Excellence and the personalisation and choice process in Holy Cross High School.

**Broad General Education**

During S1 and S2 you have had the chance to study subjects from across the eight curricular areas.

**Our S1 and S2 Curriculum**

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<th>Language and Literacy</th>
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<td>Geography</td>
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<td>Modern Studies</td>
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<th>Religious and Moral Education</th>
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<td>Biology</td>
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S3 – Part of the ‘Broad General Education’

Courses in S3 are still part of the Broad General Education. You will build on what you have learned in S1 and S2. You will usually be working at what is known as fourth level. For most pupils you will have completed third level work by the end of S2. During the latter part of S3 you will start to prepare for courses in S4 by overtaking more challenging work.

S4 – Part of ‘The Senior Phase’

In S4 you will be working towards a qualification. There are three qualifications on offer in S4.

National 3

This qualification continues at the level of content covered in the Broad General Education. Only a very small number of pupils will be presented at this level. There are no final exams and all of your work is marked in school. You will either pass or fail a National 3 course.

National 4

National 4 courses are on offer in all subjects. There is no exam in a National 4 course. Your work is assessed in school and you can either pass or fail a course. If you pass a National 4 course in S4 then you can progress to the National 5 course in that subject during S5.

National 5

National 5 courses are on offer in all subjects except Hospitality Practical Cookery. In nearly every subject you will sit an exam at the end of S4. The marks you gain in this exam will be added to coursework tasks to determine your final grade. The course is graded using the letters A, B, C, D and F. There is no final exam in PE. In this subject all of your work is assessed internally. If you pass a National 5 course in S4 then you can progress to the Higher course in that subject during S5.
How many subjects will I study in S3 and S4?

In total you will still cover eight different subjects in S3 and S4. Some subjects are mandatory for all pupils. This means that you will definitely still attend classes in the following subjects:

- Maths
- English
- Core PE
- RE
- PSE

In Maths and English, you will follow the National 3, National 4 or National 5 course. In Core PE, RE, PSE you are not presented for any formal qualifications. These subjects are important for your spiritual, social, emotional and physical health and wellbeing.

Personalisation and Choice

You will continue to study subjects from within each area of the broad general education, but you will have the chance to plan what you learn by making some personal choices before the start of S3.

In addition to Maths and English you will make six personal choices at the end of S2. The six subjects that you select will be offered at National 3, National 4 or National 5 level. You may select subjects from the following curricular areas:

- Modern Language
- Technology
- Science
- Expressive Art
- Social Subject
- Free Choice

You can use your free choice to select any subject that you would like to study but could not pick in another section. i.e two modern languages, two social subjects, two expressive arts, two technologies, two/three sciences
Can I choose more than one subject from a curricular area?

Yes, you can use your free choice to select more than one subject from the same curricular area. For example, if you choose to study Physics in the Science column you can also choose Biology as your free choice.

Are there any new subjects on offer in S3 and S4?

Yes, because some of the subjects that you study in S1 and S2 are broken up into several different subjects in S3 and S4.

Business and Technology

In S1 and S2 you follow a Business and Technology course. This subject is split into four discrete subjects in S3 and S4.

Home Economics

In S1 and S2 you follow a Home Economics course. This subject is split into two discrete subjects in S3 and S4.
Modern Languages

In S1 and S2 you study French and Spanish. In S3 and S4 you can choose to study French or Spanish or both.

Science

In S1 and S2 you study Science as one subject. In S3 and S4 you can study Biology, Chemistry or Physics.

Technical

In Technical in S3 and S4 you can study Graphic Communication or Practical Woodwork or Design and Manufacture.
Skills for Learning, Life and Work

Some pupils would benefit from additional help, which they can receive in the Skills class. The emphasis is on Literacy, study skills and Employability. If this is appropriate for a pupil there will be consultation with the pupil, parents, pupil support teacher and the Support for Learning Team.

Is there any advice that I should follow when choosing my subjects?

Yes, this is an important time of your school life and you should speak to your teachers, family and our careers adviser about your thoughts and ideas. In general, it is important to consider the following when making your choices:

Your skills, talents and interests

You should think carefully about your own God given skills and talents. Some of us are very creative, others very sporty, some enjoy problem solving, others reflective writing or number processing. Think about what you are naturally good at. It is also important to think about subjects that capture your attention or interest you out with school.

Your family

Your family know you best and always have your best interests at heart. The advice that you receive from your family plays an important role in the subject choices that you make. Take time to talk to your family about your choices. Ask those at home to help you decide if you are not sure. Your family will also have an idea of your progress based upon your homework and school reports. Often the advice that your family can provide is crucial at this time of your life.

There are some great resources available to families as they help their child make their subject choices.
Parentzone

https://education.gov.scot/parentzone

This website has been designed by Education Scotland to support parents and carers as they strive to understand the new curriculum and qualifications.

My World of Work

http://www.myworldofwork.co.uk/subjectchoices

My World of Work is a Skills Development Scotland service that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work.

Your friends

Friends are important people in your lives and you will often share similar interests. However, it is important to remember that your friends may have skills and talents that are different to yours. We always advise you to make choices that provide you with the opportunity to study subjects that you enjoy. Sometimes this means that you won’t choose to take the same subjects as your friends. Even if you pick the same subject as your friend, there is no guarantee that you would end up in the same class. Be careful that you don’t pick a subject just because your friend has taken a subject. You could end up studying a course that doesn’t make best use of your talents and skills.

Your teachers

All of your teachers are highly professional and strive to offer you a first class education. Naturally, you may have teachers that you get on with very well or who bring content to life and inspire you. In a similar way to the influence of your friends this is an important part of school life. However, you do not know if your teacher will be able to take your class in S3 or S4. The relationship that you have with your teacher is very important, but it should not be the only factor that you consider when taking a subject on.
Your future

Some pupils will have a clear idea about what they want to do when they leave school. Other pupils will not yet have thought about the future or have not decided on a pathway. If you have a clear idea about what you would like to do then talk to your pupil support teacher or our Careers Advisers about what you need to take on in S3 and S4. If you are undecided, then don’t worry. Think about your skills and talents and make choices that will bring out the best in you.

Balance

Sometimes it is not as simple as picking your favourite subject from each column. At this stage of your life a good balance of subjects is best. It means that you don’t narrow your future prospects at an early stage of your life.

Will I definitely get to study my first choice subjects?

We always aim to ensure that all pupils get to study their first choices. However, sometimes course do not run because of low uptake or due to timetabling constraints. If a course is oversubscribed, we may also have to look at your second choice subjects. If we need to look at your second choices we will ask you to come to a second interview and we will talk to your parents and carers about the choices that are available to you.

National 3, National 4 or National 5

During the course of S3 and S4 your teachers will make judgements on your progress in each subject area. It is not possible to guarantee that you would sit a qualification at a certain level at this stage. In all other subjects your presentation levels will not be set until you begin to study each course. Teachers can use your work in S1-S3 to track your progress and help inform level setting in S4. You may end up sitting some subjects at National 4 level and other subjects at National 5 level.
Progression to S5 and S6

Remember that the choices you make now will have an influence on what you can study in S5 and S6. The progression pathways are shown below.

<table>
<thead>
<tr>
<th>S4</th>
<th>S5</th>
<th>S6</th>
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<tbody>
<tr>
<td>National 3</td>
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<td>National 5</td>
<td>Higher</td>
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<tr>
<td>National 5</td>
<td>Higher</td>
<td>Additional Highers or Advanced Higher</td>
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</table>

Your choices

The rest of this booklet provides you with information on each subject on offer in S3 and S4. Please take time to read the different pages carefully. Teachers have provided as much information as possible. Once you have read this booklet take some time to talk to your family.

Your Pupil Support teacher will carry out personalisation and choice interviews to talk to you about the decisions that you have made. You will also continue to spend time in PSE learning about different pathways that are open to you in each subject area. After your interview you will complete the final form and your choices will be processed.
Broad General Education

Preparing for the Senior Phase

A Guide for Pupils, Parents and Carers
## National 5 Assessment Tools Summary

<table>
<thead>
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<th>Subject</th>
<th>Final exam</th>
<th>Internal Element</th>
<th>Description of Internal Element</th>
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<tr>
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<td>Dance</td>
<td>20%</td>
<td>80%</td>
<td>Practical and performance</td>
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<td>Assignment</td>
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<td>Assignment</td>
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<td>Music</td>
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<td>Performance</td>
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<td>Assignment</td>
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<td>RMPS</td>
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S2 Personalisation and Choice – Additional Information

Developments in National Qualifications

<table>
<thead>
<tr>
<th>Previous Qualification</th>
<th>Current (CFE) National Qualification</th>
<th>Assessment</th>
<th>Progression in S5</th>
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<td>Foundation/ Access 3</td>
<td>National 3</td>
<td>Internally assessed Pass or Fail</td>
<td>National 4</td>
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<tr>
<td>General/ Intermediate 1</td>
<td>National 4</td>
<td>Internally assessed Pass or Fail</td>
<td>National 5</td>
</tr>
<tr>
<td>Credit/ Intermediate 2</td>
<td>National 5</td>
<td>External exam and assessment tools Grade A-D</td>
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<tr>
<td>Higher</td>
<td>Higher</td>
<td>External exam and assessment tools Grade A-D</td>
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<tr>
<td>Advanced Higher</td>
<td>Advanced Higher</td>
<td>External exam and assessment tools Grade A-D</td>
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Support for Pupils, Parents and Carers

- August 19 – Feb 20 – Careers Advisor one to one interviews
- Jan 20 - Presentation on personalisation and choice and ‘dummy run’ of choices
- Jan 21-31st - Subject Specialist Presentations
- Jan/Feb – PSE Programme
- Feb 3rd – Information Evening
- Feb 24th – Careers Fayre
- Feb/Mar – Pupil Support Interviews
- Mar 4th – S2 full reports to parents
- March 9th – S2 parents evening
- March 11th – Options forms returned to Pupil Support (with parental signature)
## HOLY CROSS HIGH SCHOOL: BROAD GENERAL EDUCATION
### S3 PERSONALISATION AND CHOICE 2020-2021 (Draft)

**NAME _____________________________________**

**CLASS __________**

<table>
<thead>
<tr>
<th>CORE</th>
<th>LANGUAGE + LITERACY</th>
<th>NUMERACY</th>
<th>SOCIAL SUBJECTS</th>
<th>SCIENCE</th>
<th>GLOBAL CITIZENSHIP AND COMMUNICATION</th>
<th>BUSINESS + TECHNOLOGY</th>
<th>EXPRESSIVE ARTS</th>
<th>ELECTIVE</th>
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**PE TUTOR**
- English
- Maths
- Geography
- History
- Modern Studies
- Biology
- Chemistry
- Physics
- NPA PC Passport
- French
- Geography
- History
- Modern Studies
- Spanish

**NOTES FOR COMPLETION**
- All young people will study RE, PE and PSHE in S3
- English and Mathematics will be taken by everyone in S3
- From Column C to Column H, select the first choice of subject that best suits your ability, skills and needs and make a second choice and write underneath
- Please note certain subjects will only run if there is sufficient demand

**PUPIL SIGNATURE** _____________________________________

**PARENT/CARER SIGNATURE** _______________________________

**PUPIL SUPPORT TEACHER SIGNATURE** _____________________

**DATE _________________________**
Religious Education

At Holy Cross High School we recognise the centrality of religious education to the formation of young people’s lives - sustaining their relationship with God and with others and guiding their search for meaning, purpose and truth in life.

The curriculum is reviewed regularly and, in light of ‘Curriculum for Excellence’, is currently adhering to the guidance provided in the document ‘This is our Faith’ on the content and nature of RE programmes for pupils in S1-S3 and existing syllabus documents for S4-S6 (Senior Phase). The Scottish Hierarchy’s minimum time requirement for formal religious education is 2 hours in secondary schools (S1 to S6). Every RE class receives instruction from a Catholic teacher.

Holy Cross High School provides high quality programmes of Religious Education and Relationships education to enable learners to develop their understanding of Gospel values and to develop all their capacities for life. Our courses promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

Beyond the walls of the RERC classroom we provide a range of opportunities for all young people to show love of ‘neighbour’ by committing their time in loving service of those in need, both in the local community and globally. We work in close partnership with our local parishes and with other agencies such as SCIAF, Missio Scotland, Mary’s Meals P. As a Catholic school we identify priorities each year for offering support to particular groups and causes.

Since 2011 we have also fully embraced the Pope Benedict XVI Caritas Award which provides opportunities for faith witness, faith learning and faith reflection and recognises achievements in providing loving service - “Caritas” - to those in need. The Caritas Award encourages young people in their final school year to commit their talents in ways which make an impact within their local parishes/faith communities.

As in other curriculum areas, when making progress in religious education, pupils will be expected to show that they:

- are progressing in a breadth of learning across a range of Experiences and Outcomes
- can respond to the level of challenge set out in Experiences and Outcomes and are moving forward to more challenging learning in some aspects
- can apply what they have learned in new and unfamiliar situations.

Course Units

**S3**
- The Presence of God
- Prayer
- Relationships Education: Living in Love

**S4**
- Living in a world of relationships/Faith in action
- Relationships Education: Committed in Love
- Relationships Education: Living in Love
Maths and Numeracy
Mathematics

The course will motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. The course develops confidence in the subject and a positive attitude towards further study in mathematics. It develops skills in manipulation of abstract terms in order to solve problems and to generalise. The course allows learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

Our courses are designed to develop the learner’s skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. They will build on prior learning and develop:

- Operational skills in algebra, geometry, trigonometry and statistics
- Reasoning skills of investigation, problem solving, analysis and modelling
- Some numeracy skills in number processes and information handling

Courses

Pupils in S3 will complete the work from the broad general education in Mathematics. They will then undertake the learning for the new National Qualifications which will be completed in S4.

Mathematics will be offered at the following levels in S3

- CfE 1st/2nd level progressing onto National 3 Mathematics in S4
- CfE 3rd level progressing onto National 4 Mathematics in S4

In S3, pupils will undertake units of work. Assessment will take a variety of forms including teacher/pupil interaction, pupils’ verbal responses and contribution to team work. Written assessments take place at the end of each unit of work (including assessment of mental maths and numeracy).

Homework

Homework enhances the quality of learning and teaching for all pupils and is designed to reinforce/extend learners’ knowledge and understanding and practical skills. Homework activities will reflect the variety of methodologies experienced in the classroom and may take the following forms: - continuation of class work, problem solving, ink exercises, practical tasks, research and revision.

Equipment

It is beneficial for all learners to own their own scientific calculator.
English
**English**

Skills in listening, talking, reading and writing are essential for learning, life and work. English is about the power of language to shape our understanding of ourselves, of others and the world we live in. It includes the study of literature – stories, poems, novels, plays, newspaper articles – and media such as films, gaming, social media, television, pod casting. In English your personal response is absolutely essential and will help you know yourself. English encourages imagination and creativity which helps to unlock your potential.

English is an essential aspect of many career paths and most jobs require an English and Literacy qualification as an essential component. In addition, many college courses require entrants to have studied English to National 4/5 levels with many university courses requiring you to study beyond National 5 level.

**Courses**

English will be offered at National 3, National 4 and National 5 levels. National 3 and National 4 courses have no external exams but have three units you have to pass:

- a) Reading and Listening – Analysis and Evaluation
- b) Writing and Talking - Creation and Production
- c) Literacy and/or an Added Value unit you have to do on your own with guidance from your teacher.

National 5 has two units you must cover before you can sit the final exam. The two units are:

- a) Reading and Listening – Analysis and Evaluation
- b) Writing and Talking – Creation and Production

The external exam is worth 70% of your final award and the Portfolio accounts for 30% of your award.

Exam (70%)

1. Critical Essay on a text you have studied
2. Some form of Close reading that will be chosen by the SQA.

Writing Portfolio: 2 pieces of Writing of different genres (30%)
- Imaginative/Personal
- Discursive/Persuasive

**Homework**

You will have a variety of types of homework to complete as appropriate.

- Finish off work done in class - Redrafting work - Preparing a solo talk
- Finish reading a text - Private reading - Revision for assessments
French and Spanish
Modern Languages – French and Spanish

Languages at Holy Cross High School

· You can choose French, Spanish, or both.
· You will be assessed in your skills in reading, writing, listening and talking.
· You will work towards National 4 or National 5 (most people do Nat 5!).
· After Nat 5, you can choose to do a Higher in French or Spanish or both.
· You will improve your skills by studying in a variety of contexts
  o Society - my home town, the environment
  o Learning - school rules
  o Employability - job applications, CVs
  o Culture - films, music, food

French

French is the only language other than English spoken on five continents. French and English are the only two global languages.

French will give you the numerous choices later on in your studies or your career. French, along with English, is the official working language of:

- the United Nations
- UNESCO
- NATO
- the International Olympic Committee
- the 31-member Council of Europe
- the European Community
- the International Red Cross

Spanish

Spanish is the second most spoken language by native speakers in the world, with more than 400 million Spanish speakers in 21 countries. It is considered one the easiest languages to learn. Spanish vocabulary is similar to other Romance languages, it’s completely phonetic and its pronunciation is relatively straightforward. Spanish can be used as a ‘gateway’ to learn other languages. Being a Romance language, it has many similarities to other European languages such as Italian, French and Portuguese. With an ever increasing presence in the global market, emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge (whether working directly for or dealing with such companies) is increasing.
Administration and IT
Administration and IT

Administration and IT is available as a choice within the Technologies Column.

Why study Administration and IT?

Administrative and IT job opportunities are increasing as all modern businesses need effective procedures to make sure that they are organised and functioning properly.

Studying Administration and IT will uniquely enhance a learner’s employability in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively to the Administrative systems that ensure a business is running successfully.

Moreover, the Course makes an important contribution to supporting the wider curriculum and a learner’s general education through developing a range of essential organisational and IT skills which will stand them in good stead regardless of the career path they ultimately choose.

Administration and IT does this by developing the following critical skills, knowledge and understanding.

- IT skills in the use of word processing, desk top publishing, spreadsheet and database software
- IT skills in using technology for communication and investigation (e.g. e-mail and internet)
- Organisational skills (e.g. preparing business events and meetings)
- Problem solving skills
- Understanding of how legislation affects businesses and staff and how to develop good customer care

Homework

Learners would be expected undertake approximately 20 hours of homework per unit. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop the organisational and problem solving skills of the course as well a breadth and application of subject specific knowledge.

Careers

Success with this subject can lead to Administrative roles in a wide range of organisations, e.g. health service, travel agents, legal profession, banking, police and hospitality etc.
Business Management
Business Management

Business Management is available as a choice within the Technologies column.

Why study Business Management?

Businesses need to be managed properly if they are to successfully provide the jobs and products upon which modern society depends. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute to the success of these vital businesses as employees, managers or self-employed people. Business Management does this by developing the following critical skills, knowledge and understanding.

- Ethical decision making skills
- Communication, Research, Entrepreneurial, Problem Solving, Investigating Skills
- Understanding of how to interpret and evaluate financial management data
- Understanding of how to develop effective marketing activities
- Understanding of how to evaluate production techniques to maximise quality
- Understanding of how to maximise the contribution of staff to business success
- Understanding of how to use existing and emerging business technologies

Course Organisation

Pupils will be required to complete the following 3 course units: Understanding Business, Management of People and Finance and Management of Marketing and Operations as well as completing a Value Added Unit at National 4 and a formal SQA question paper and a practical business-related project at National 5.

Homework

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit. Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well a breadth and application of subject specific knowledge.

Careers

The need for people with management skills and business qualifications is growing rapidly. This course will provide students with good employment opportunities in such areas as banking, advertising, manufacturing, marketing, sales and retail as well as self-employment. Further study at Higher Grade can be used to gain entry to College and University to study Business, Finance, and etc. Marketing, Management Enterprise etc.
Computing Science
Computing Science

Computing Science is available as a choice within the Technologies column.

Why Study Computing Science?

We are living in the digital age, and the digital age needs Computer Scientists.

Computer scientists theorise, design, develop and apply the software and the hardware for the programmes we use day in and day out.

Computing Science is vital for everyday life; it shapes the world in which we live and the future of that world. Computer scientists play key roles in fields that include science, communications, entertainment, education, business and industry.

Society needs more Computer Scientists but it also needs all young people to have an informed view of the IT industry and its contribution to the economy.

Course Details

The course has 2 Units:

· Software Development
· Information Systems

Software development is about the design and development of computer programmes.

Information systems is about the design and development of Web Sites and Databases.

Both units involve learning appropriate coding in the required languages, which include SQL, HTML, Javascript, CSS & Visual BASIC.

Method of Assessment:

The course is assessed in two ways:

· A written exam within the normal SQA exam Diet at the end of Fourth year. (Worth 69% of your final grade)
· A practical exam, which is an open book exam, towards the end of the fourth year. (Worth 31% of your final grade)

Career and Further Study Opportunities:

In S5 pupils can study Higher Computing Science and it is possible to go onto 6th year and study for the Advanced Higher.
PC Passport

This is a skills based course covering three main areas. It will provide students with up-to-date knowledge and skills in a range of popular IT software.

Taking PC Passport will improve your skills in key areas such as word processing, spreadsheets and presentation software and help prepare you for employment and further study.

Course Details

There are three main units covered:

· Presentation Software
· Spreadsheets
· Word processing

All units will provide information on the usage of the appropriate software and also provide practice at developing the essential skills to become a successful practitioner in each type of software. PC Passport does requires a reasonable level of Literacy and Numeracy.

Method of Assessment

The course is offered at Level 4, 5 and 6.

To achieve an Overall Award at level 4, 5 or 6 all Units must be passed at this level.

Assessment is on-going and usually carried out as a unit is completed as follows:

Presentation By on-line SOLAR multiple-choice assessment followed by a practical Assessment

Spreadsheet By on-line SOLAR multiple-choice assessment followed by a practical Assessment

Word Processing By a practical assessment.

Career and Further Study

PC Passport is part of the Modern Apprenticeship (MA) in Digital Applications at SCQF level 6.

PC Passport provides skills and confidence, which are of use in most industries; students may simply work for a company employing their skills in their day-to-day work or be part of a support mechanism for others using this software.
Design and Manufacture

Design and Manufacture introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic.

The Course combines scientific, mathematical and technological rigour with design and manufacturing creativity and innovation. It is at this interface that the Course demonstrates broad options, possibilities and flexibilities in supporting educational growth.

In the Course, learners are encouraged to exercise imagination, creativity and logical thinking. The Course thus provides a broad scope for personalisation and choice.

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further acquire and develop further the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

The Course provides learners with skills that allow them to learn live and work more effectively in our advancing technological society. It allows them to become not just effective contributors but informed and discerning consumers.

Areas of Study

Learners are required to work through design tasks using the materials wood, metal and plastic. Each task will develop the learner’s knowledge of the design process and encourage their creativity in designing, as well as, developing practical skills, knowledge and understanding of each material in terms of its properties and use.

Homework

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.
Practical Woodworking

The Practical Woodworking course introduces practical woodworking. It is largely workshop-based, combining elements of theory and practical woodworking techniques.

Candidates develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. They learn how to work effectively alongside others in a shared workshop environment.

The Course is of broad general benefit to all learners. It provides a foundation for those considering further study, or a career in joinery and carpentry, skilled construction, cabinet designer, picture frame and furniture designer.

Areas of study

The assessment of the Units in this Course are:

Practical Woodworking: Flat-frame Construction

In this Unit, evidence will be required that the learner can produce flat-framed woodworking joints and assemblies to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Practical Woodworking: Carcase Construction

In this Unit, evidence will be required that the learner can produce carcase constructions to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Practical Woodworking: Machining and Finishing

In this Unit, evidence will be required that the learner can carry out machining and finishing to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Homework

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.
Graphics
Graphics

Graphics is available as a choice within the Technologies column.

Why Study Graphics?

The ability to communicate effectively is an essential requirement in every aspect of the modern world. The Graphics course introduces learners to the diverse and ever increasing variety of presentation methods employed in graphic communication. It provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards.

The Course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, architecture and related disciplines.

Areas of Study

Pupils are required to produce a number of drawings, sketches, displays, graphs and charts which involve the following techniques:

- Use of colour illustrating 2 and 3dimensional objects

- Desktop publishing

- Various sketching techniques

- Computer Aided Drawing using Autodesk Inventor

Homework

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.
Health and Food Technology

Health and Food Technology is available as a choice within the Technologies column. In the BGE this course covers aspects of Health & Wellbeing and Technologies.

Why Study Health and Food Technology?
This course provides learners with opportunities to continue to acquire skills and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for work and skills for life. The focus is on health and the nutritional properties of food and develops safe, hygienic and informed practices in food preparation. It raises learners’ awareness of the impact of diet on health and highlights food related diseases which are becoming increasingly problematic to the Scottish population. Product Development is investigated as part of the course and includes opportunities for candidates to design their own food product. The course also develops learners’ knowledge of consumer issues relating to the environment, animal welfare and sustainability. There are weekly opportunities to cook. However, large sections of the course focus on technology and the impact that it is having in the health and food industry.

Courses
The Course consists of the following units:

At National 4:
- Health and Food Technology: Food for Health.
- Health and Food Technology: Food Product Development
- Health and Food Technology: Contemporary Food Issues
- Health and Food Technology Portfolio (Added Value Unit)

At National 5:
- Health and Food Technology: Food for Health.
- Health and Food Technology: Food Product Development
- Health and Food Technology: Contemporary Food Issues

Assessment
Candidates are assessed in S4 by a final exam (60 marks) during the SQA exam diet and Practical Assignment (60 marks) which is completed under supervision in class time.

Homework
Written exercises and Homework exercises will be given on a regular basis. Research tasks will also form part of homework. This could involve researching contemporary media.

Equipment
Pupils must come prepared with an appropriate container on cookery days

Dishes cooked include; Chicken Fajitas, Chilli ‘Non’ Carne, Lasagne, Hot Swiss Trifle, Mandarin Cheesecake and lots more!
Hospitality: Practical Cookery

Hospitality: Practical Cookery is available as a choice within the Technologies column. In the BGE this course covers aspects of Health & Wellbeing and Technologies. Hospitality: Practical Cookery is only on offer at National 4 level in S4.

Why Study Hospitality: Practical Cookery?

The course will develop successful learners who achieve through participation in engaging, motivating and relevant learning experiences; confident individuals who derive satisfaction from acquiring practical skills and producing end products of an excellent quality.

Candidates have their successes celebrated within the department and on the Home Economics Twitter page.

The Scottish food and hospitality industry is large, vibrant and growing, employing a significant proportion of the nation’s workforce. Throughout Scotland, employers have called for well-educated and skilled workers capable of further professional development. This qualification in Practical Cookery aims to answer this call.

Holy Cross has built up close links with the Department of Hospitality and Professional Cookery at “City of Glasgow College”. The head of Culinary Arts is a proud former pupil. S4 pupils have the opportunity to visit the fantastic new building and have taken the chance to work with Professional Chefs during the workshops. Pupils may wish to do a week’s work experience in the Culinary Arts department.

Courses

The course consists of the following units:

- Cookery Skills: Processes and Techniques.
- Understanding and using ingredients.
- Organisational Skills for Cooking.
- Producing a meal (Added value Unit)

Assessment

Candidates must demonstrate the skills and processes required during practical cookery lessons and complete the Added Value Unit under supervision in class.

This Subject will be offered at National 4 only in S4. A pupil achieving a National 4 may choose to progress to National 5 Practical Cookery or Practical Cake Craft in the upper school.

Homework

Pupils are required to ensure that they come well organised for practical lessons. The course includes some written research and project work. This is a practical cookery course!

Equipment

Pupils have to come prepared with a suitable container to take food home in.

Dishes cooked include; Chicken Curry, Sweet and Sour Chicken, Chilli Con Carne, Swiss Roll, Christmas Cake and lots more!
Geography

curriculum for excellence
**Geography**

Geography is available as a choice within the **Social Studies column**.

**Why Study Geography?**

Geography opens up for learners the physical environment around them and the ways in which people interact with this environment. The purpose of Geography is to develop the learner’s understanding of our changing world and its human and physical processes.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental responsibility, sustainability and global citizenship.

The main aims of Geography are to enable learners to:

- Appreciate the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales
- Be aware of spatial relationships and develop an understanding of the changing world in a balanced, critical and sympathetic way
- Acquire a geographical perspective on environmental and social issues
- Develop an interest in, and concern for, the environment leading to sustainable development

Geography will help create informed and active citizens by helping learners develop a greater understanding of the human and physical processes which have an impact on their environment. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

**Course Content**

The following units are studied as part of the Geography course:

- Physical Environments
- Human Environments
- Climate change
- Health

**Homework**

Pupils will be provided with regular homework tasks that are appropriate, relevant and challenging. These tasks may take the form of consolidation of class work, extension tasks, personal research, revision or exam skills and past paper work.
History
History

History is available as a choice within the **Social Studies column**.

**Why Study History?**

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three units of the Course which cover Scottish, British, European and World history in a variety of time periods.

History uniquely provides opportunities for learners to study past societies, the changes they have undergone, and the ways in which they have embraced or sometimes resisted change. Through such studies, History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries.

The main aims of this Course are to:

- develop learners’ conceptual understanding and foster their ability to think independently
- enable learners to acquire breadth and depth in their knowledge and understanding of historical themes
- develop learners’ skills of explaining historical developments and events, evaluating historical sources and drawing conclusions
- develop learners’ imagination and empathy with people living in other periods
- encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest

**Course Content**

Three topics from the following areas of Historical Study will be covered during the course.

- **Historical Study: Scottish**
  - The Great War (1914-1918) or Migration and Empire
- **Historical Study: British**
  - The Atlantic Slave Trade
- **Historical Study: European and World**
  - Hitler and Nazi Germany

**Homework**

Pupils will be provided with regular homework tasks that are appropriate, relevant and challenging. These tasks may take the form of consolidation of class work, extension tasks, personal research, revision or exam skills and past paper work.
Modern Studies
Modern Studies

Modern Studies is available as a choice within the Social Studies column.

Why Study Modern Studies?

In Modern Studies you examine contemporary society and the world around you. It encompasses three main elements: Political, Social and Economic areas of study. In Modern Studies you become equipped with many transferable skills which will enable you to effectively contribute in a variety of events and activities throughout your life. Being able to analyse information and make decisions is an essential life skill, as is having an awareness of current affairs and how they can affect you. Modern Studies is an interesting and highly relevant subject that provides many opportunities to actively participate.

Course Content

Three topics will be covered during this course:

Democracy in Scotland and the United Kingdom

Learners will develop knowledge and understanding of the UK’s political structure, including the place of Scotland within this structure. Learners will then have a choice of contexts for study which will be drawn from either the Scottish political system or the UK’s political system.

Social Issues in the United Kingdom

Contexts for study will focus on crime and the law. In the crime and the law context, learners will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

International Issues

Learners study The USA in this section. Contexts for study can be either a socio/economic and political study of another contemporary society or an international issue. The study of a contemporary society will focus upon recent socio-economic issues in a major world power and a study of its political system.

Homework

Pupils will be provided with regular homework tasks that are appropriate, relevant and challenging. These tasks may take the form of consolidation of class work, extension tasks, personal research, revision or exam skills and past paper work.
Biology

curriculum for excellence
Biology

Biology is available as a choice within the Science column.

Why Study Biology?

Biology — the study of living organisms — plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions too many of the world’s problems. It explores the use of genetic modification to produce new plants and drugs, curing genetic diseases, and developing new sources of food. The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology.

Learners will study:

- Cell structure and function
- DNA and genetic engineering
- Cells, tissues and organs
- Reproduction and inheritance
- Health and disease
- Biodiversity and the distribution of life
- Adaptation, natural selection and the evolution of species

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. The course develops scientific understanding of biological issues and aims to develop learners’ interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities, scientific enquiry and investigation skills are developed through a range of topics from molecular to whole organism and beyond.

Possible career pathways which require knowledge of Biology include: Medicine, Nursing, Midwifery, Pharmacy, Dentistry, Veterinary Science, Radiology, Fitness Training & the Food Industry.

Homework

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding and problem solving skills being taught in the Unit.

Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well a breadth and application of subject specific knowledge.

Equipment

All science courses in Holy Cross High School are well resourced. Pupils will be responsible for bringing their notes to class each lesson; we also expect them to bring their own basic equipment, pencil, pen, ruler etc.
Chemistry

Chemistry is available as a choice within the **Science column**.

**Why Study Chemistry?**

What in the world is not chemistry? We live in an age of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development! By studying chemistry, you will find out how chemistry is vital to everyday life. It will help you understand how society’s needs are met and how you could shape the world in which we live.

Chemistry is an important subject in many careers such as medicine, plastic manufacture, pharmaceuticals, cosmetics, environmental science, sales, chemical engineering, forensics, waste management, textiles, water safety, the oil industry and the food industry.

**Course Content**

The course develops learner’s curiosity, interest and enthusiasm for Chemistry in a range of contents. The skills of scientific enquiry and investigation are developed through the course and relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday contexts.

Learners will study:

- Atomic Structure
- Nuclear Chemistry
- Fuels
- Chemical Reactions
- Consumer products
- Plants to products
- Acids and Metals
- Plastics & Ceramics
- Fertilisers
- Chemical Analysis

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. Successful chemists think creatively, analyse and solve problems by working individually and in groups where they will apply critical thinking in situations to develop their learning. Students will also learn how to handle and use scientific equipment.

**Homework**

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit. Homework activities will take a variety of forms in order to develop the research, decision-making, communication and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.
Physics

Physics is available as a choice within the Science column.

Why Study Physics?

By completing this course, learners will develop important and relevant skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; an understanding of the role of physics in scientific issues; the ability to apply knowledge and understanding of concepts in physics; and an understanding of relevant applications of physics in society.

Learners will study:

- Heat, Pressure and Gas Laws
- Renewable Energy
- Electricity and Electronic Systems
- Solar System
- Space exploration-Cosmology
- Big Bang
- Waves- Radiation and Medical and Industrial Applications
- Medical Physics
- Light and lenses

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. Careers where knowledge of physics is essential include: optometry, aeronautics, space science, medical science, electronics, architecture, renewable energy manager, computer games designer, electrician and engineering.

Homework

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding of the problem solving skills being taught in the Unit. Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well a breadth and application of subject specific knowledge.

Equipment

All science courses in Holy Cross High School are well resourced. Pupils will be responsible for bringing their notes to class each lesson; we also expect them to bring their own basic equipment, pencil, pen, ruler etc.
Art and Design

curriculum for excellence
Art and Design

Art and Design is available as a choice within the **Expressive Arts column**.

**Why Study Art and Design?**

Art and Design provides learners with the opportunity to create, express and communicate ideas in different ways. Learners will develop skills through exploring a wide range of two- and three-dimensional media and technologies through practical activities. Learners will complete two main units of work, Expressive with Critical Activity and Design with Critical Activity.

**Expressive with Critical Activity** - Learners will work in a variety of media including paint, pastels, oil pastels, charcoal and print-making to explore a unit of work in either still life or portraiture.

**Design with Critical Activity** - Learners will be set a design problem to work out, for example to produce a repeat pattern for a head scarf based on nature. Through investigation, research and development of their idea’s learners will produce a final solution.

Learners will study the works of other artists and designers to enhance their enjoyment and deepen their knowledge and understanding. Pupils maybe asked to collect information, discuss and write about their work.

**Career Opportunities**

Learners who want to follow a career in art and design may go onto study fashion design, textile design, jewellery design, interior design, architecture, furniture design, graphic design, illustration, animation, print-making, painting and sculpture.
Drama

Acting Techniques
Character Development
Directing
Stage Management
Lighting and Sound
Costume Design

curriculum for excellence
Drama

Drama is available as a choice within the **Expressive Arts column**.

**Why Study Drama?**

Drama is designed to offer pupils the opportunity to develop personal and social skills through a variety of theatre arts and performance skills.

The aims of the Drama course are to:

- develop creativity and a range of skills in problem solving, critical thinking and reflective practice
- communicate thoughts, meaning and ideas when creating drama and using a range of theatre arts, production skills and technologies
- develop knowledge, understanding and appreciation of drama practice
- consider social and cultural influences

**Course Content**

The course allows pupils to explore:

- Acting Techniques
- Character Development
- Directing
- Stage Management
- Lighting and Sound
- Costume Design

**Career Opportunities**

Dram is a pupil-centred activity which will improve communication and self-expression skills. These will be of benefit in all jobs particularly those which involve dealing with the public or Problem Solving. The course is an enriching and enjoyable experience which develops self-confidence, versatility, independence and the ability to cope with unforeseen and difficult situations.

These skills will benefit pupils both personally and professionally in the wider context of post school life. The course will develop understanding and critical awareness of drama and theatre. While a few students may continue with drama as a professional career others may go into the Arts, Media, Journalism, Community work, Law, Business or pursue drama as a leisure activity.
Music
Music

Music is available as a choice within the Expressive Arts column.

Why Study Music?

Music provides learners with opportunities to display their creativity and to experience the inspiration, enjoyment and life-enhancing activities provided by music. In all the new courses, from National 4 through to Higher, performing and creating music will be the main areas of study for all learners.

Pupils will be shown how to develop their vocal and instrumental skills, and to explore sounds and musical concepts. Working in groups they will use their imagination and skills to create musical ideas and compositions.

Career Opportunities

A qualification in music offers many career choices. Possible careers are music therapy, music teaching, music production, promotion and management. For some pupils, the study of music may lead to a professional career as a performer. A qualification in music is highly regarded when seeking entry to many other academic faculties at university. The study of music requires dedication and perseverance and encourages the development and enhancement of good co-ordination skills.

Assessment

At both levels pupils are assessed as follows:

- Composing, arranging and improvising
- Understanding music concepts and literacy
- Performing skills on two instruments

Homework

Daily practice is encouraged, in addition to listening and appreciating music through attendance at concerts, and involvement in the extra-curricular work of the department.

Extra-Curricular Activities

Pupils are encouraged to showcase their talent in a wide variety of extra-curricular activities. These involve performance at awards ceremonies, Masses and concerts and our Young Musician Competition.

Equipment

Pupils will have access to the instruments they require within the classroom and practice rooms in the music department.
Physical Education

Physical Education is available as a choice within the Expressive Arts column.

Why Study Physical Education?

The main theme of the course is developing personal performance and skills in a number of physical activities. Pupils will be encouraged to develop problem solving and decision-making skills. In addition, the young people will be given every opportunity to show initiative through working in small groups/teams.

Pupils will record, analyse, develop and evaluate their performance in a number of activities through completion of a series of ‘mini cycle of analysis’. They will become aware of their own strengths and weaknesses and will acquire knowledge on how to enhance their personal performance. They will build on their basic knowledge of factors which influence performance. Learners will be assessed practically in all activities through teacher observation sheets and/or video analysis.

PE provides learners with the opportunities to develop:

- The skills necessary for improved physical performance
- The knowledge and understanding required to enhance their physical, social, emotional and mental wellbeing
- The knowledge of how to maximise active engagement to sustain an active, enjoyable and healthy lifestyle

Homework

The regular setting of homework is an essential component of the Physical Education Department’s programme of work. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks/presentation preparation
- Private Reading/Research
- Revision for internal assessments
- Revision for external assessment at National 5

Equipment

Pupils are expected to bring their full PE kit- white t-shirt, black shorts/leggings and trainers for practical lessons and their PE folder (text book, notes and jotter) on theory days.

Extra-Curricular

Pupils are encouraged to participate in extra-curricular clubs in order to improve and develop their performance. There is a wide variety of activities on offer as well as school teams.