



# MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness



## Home Economics Faculty Rationale Broad General Education

In S1 and S2 pupils will:

- Apply knowledge and understanding of current healthy eating advice by contributing to a healthy eating plan.
- Take part in practical food activities and prepare healthy foods to meet identified needs.
- Identify key nutrients, their sources, and functions, and demonstrate links between energy, nutrients, and health, through practical activities.
- Gain an understanding of different nutritional needs at different life stages.
- Develop an understanding of the nutritional needs of people who have different conditions and requirements.
- Gain an understanding on cleanliness, hygiene and safety and apply these principles to everyday routines, understanding their importance to health and wellbeing.
- Apply food safety principles when buying, storing, preparing, cooking, and consuming food.
- Develop and understanding of food practices and preferences influenced by factors such as food sources, finance, culture, and religion.
- Develop an awareness of the journey which foods make from source to consumer, their seasonality, their local availability, and their sustainability when preparing and cooking a variety of foods.
- Develop knowledge of nutrition and current healthy eating advice and evaluate the information on food packaging before making informed choices when preparing and cooking healthy dishes.
- Understand how advertising and the media are used to influence consumers.

In S1, pupils attend Home Economics twice a week; one theory lesson and one practical lesson. Pupils cover 3 units in S1; two food based, and one fabric based. The food-based units cover topics such as food hygiene, personal hygiene, healthy eating, the Eatwell guide and nutrients. The recipes we cover include rocky road bites, potato wedges, oat crunchies and wrap pizzas and give the pupils an introduction to the kitchens. The fabric-based unit gives pupils an introduction to the sewing room and the equipment before pupils move on to making an apron.

In S2, pupils attend Home Economics twice a week; one theory lesson and one practical lesson. Pupils cover 4 units in S2; three food based, and one fabric based. The food-based units cover topics such as sustainability, food waste, farm to fork, convenience vs homemade foods and the science of foods. The recipes we cover include macaroni cheese, homemade pizza, rhubarb crumble and bruschetta. The fabric-based unit allows pupils to build on their knowledge and skills and pupils will make a washbag.

In S3, pupils will have the opportunity to pick a subject and can chose from the following: Health and Food Technology, Practical Cake Craft, Practical Cookery and Fashion and Textiles. They will attend each subject of their choice 4 times a week. For the first part of the year, pupils will work through the Level 4 Experiences and Outcomes and will move on to National 4 and 5 content after the Christmas holidays.



## Physical Education Department Rationale Broad General Education

In S1 and S2 pupils will:

- Experience a wide variety of transferrable skills and techniques across different learning environments.
- Be challenged to develop their cognitive skills, physical competencies, personal qualities and physical fitness.
- Learn about different activities through a practical and theoretical approach.
- Learn through concepts as opposed to traditional activities.
- Experience learning skills concepts in the following units of work: Aesthetics, Aquatics, Athletics, Central Net Games, Invasion Games and Striking & Fielding Games.
- Develop their knowledge and understanding of the human body and how different factors can have an impact on their practical performance.
- Develop their understanding of how to identify personal strengths and areas for development.
- Compete in individual and team activities.
- Learn about different skills, techniques and approaches to performance.
- Develop knowledge of roles and responsibilities throughout performance.
- Learn how to display sportsmanship and etiquette across various disciplines.

In S1 and S2, pupils attend Physical Education two periods a week. These lessons are predominantly practically based. Using the concepts mentioned above pupils will experience indoor, outdoor and pool based lessons to develop their use of transferrable skills. Such environments will give pupils the opportunity to cooperate and compete with their peers in individual and team related concepts. The experiences pupils have will allow them to discover new concepts that they enjoy, and that they may wish to explore further. Our comprehensive extra-curricular activities program gives our learners the opportunity to participate in specific activities that will be similar to their Physical Education experience.

In S3, pupils will have the opportunity to pick a subject and can chose from the following: Physical Education: Aesthetic & Physical Education: Performance. Both courses are aligned with the National 4/5 Physical Education curriculum, but differ in the activities that course content is delivered through. Please see the course descriptor for National 4/5 Physical Education for a breakdown of this SQA qualification.

## Physical Education Department Rationale Broad General Education – Senior Phase

### School of Sport

Our vision in the Physical Education department at Monifieth High School is to provide as many vast and diverse learning and teaching environments and experiences for all our young people to engage with and enjoy throughout their learning journey. Health and wellbeing is critical to ensuring that we have healthy young people who have the confidence to learn to the best of their abilities, with support from nurturing and caring role models.

To encourage our young people to lead a physically healthy lifestyle, that should in turn support their mental, emotional and social development, our BGE curriculum is designed around skills-based learning, where young people take ownership for their learning environments and have a say in the assessment process. In addition to the Core Physical Education experience, we have introduced a School of Sport model. This is where young people at the end of their S2 journey have the opportunity to pick between Football, Netball & Rugby, alongside their Core option. Here they will begin the journey of specialised learning environments based around the holistic development of the young person through their chosen activity. During this course, young people will start personalised data gathering, learn about the impact of nutrition, rest, recovery, psychology, strength and conditioning, to name a few units of work.

In S3, the focus on learning is mainly completed through high levels of practical activity, however theory lessons are part of the course.

School of Sport within the next 5 sessions, should be an option for all learners in our MHS community, running from their S1 experience, through to S6 leavers. Each year group will have a different level of focus, with varying demands, and is optional. Classes will align with Core Physical Education, so although we expect young people to commit to the course, they have the option to enjoy the Core experience rather than opting for a School of Sport.

The 3 sports (football, netball and rugby) are our baseline activities, however in time, we aim to offer more activities through community support and building capacity.

*\*Please note. The School of Sport option is aligned with Core Physical Education. A young person can still pick Physical Education: Aesthetics/Performance as part of their SQA National Qualifications pathway, leading to National 5, Higher and Advanced Higher, in addition to School of Sport.*

**Entry Requirements:**

A commitment to 2 x periods per week of learning and teaching through your chosen School of Sport Activity. Learners will attain the skills; knowledge and understanding required through their S1-2 Broad General Education (BGE). Learners will then follow a National 4 / 5 curriculum through both S3 & S4.

**Content:**

Three sporting options:

**Football:**

During S3, the School of Football aims to develop the pupils' football skills along with improving all aspects of health and wellbeing throughout (social, physical, mental and emotional). Various transferable skills will be taught, which can be utilized in other subjects and also further into life learning and work. The pupils will be put through various forms of physical testing (relating to the attributes of a professional footballer) at three points throughout the year to track their progress. The responsibility will be over to the pupils through various homework tasks to create different plans to improve the specific attributes and share with peers. Although the course is predominantly practical based, workshops around coaching, racism, nutrition and mental health will also be included, in which the pupils can potentially gain additional qualifications (phase 2: 4th year). The course will be led by a teacher along with an experienced SFA coach.

**Rugby:**

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**Netball:**

.....

**Assessment:**

Internal assessment will be on-going throughout the course and takes the form of a workbook, professional judgement and practical assessment.



**Homework:**

Homework will be issued throughout the course. Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard. Homework is often practical based i.e. carrying out aspects of a training programme.

**Progression:**

Learners who may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Those who achieve a grade 'A' with 90% +, may progress to Advanced Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.



## **DANCE – NATIONAL 5**

### **Entry Requirements**

Learner would be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and preferably from S3 elective dance,

### **Purpose**

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice

### **Technical Skills**

This is a practical unit where learners will develop their performance skills and dance fitness for at least two dance styles. Pupils will perform a solo dance for their assessment choreographed by the teacher.

### **Choreography**

Learners will devise a dance choreography for two dancers using various choreographic devices, including the use of a coherent structure whilst linking to a theme of their choice.

Learners will write a choreographic review about the process they have gone through to create the choreography and analyse their strengths and development needs.





**Course assessment**

The course assessment is made up of three components:

- Performance skills - worth 35 marks (Technical solo)
- Choreography review - worth 35 marks
- Choreography design - 30 worth
- Exam paper - worth 30 marks

Performance component is worth 35% of overall grade

Choreography component is worth 45% of overall grade

Question paper is worth 20% of overall grade

**Homework**

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). This homework will directly link to your choreographic review submission and will form part of your final grade for that component. Learners will be expected to show a high level of personal initiative and motivation to complete all tasks to a high standard.

**Performances**

There will be multiple opportunities to perform throughout the year. Some of these performances will be part of the termly assessment so will be compulsory. Other performance opportunities may include but are not limited to:

- Angus Dance Festival
- Day in the life of a dancer at 'The Space'
- Local schools and theatres
- Talent show
- Christmas show

**Assessments**

There will be termly practical and theory-based assessments. All of these will form a baseline for which you have to work from. This will include performing solos and duets to peers, teachers, other schools and the local community.

**Other Important Notes**

Learners should be practising their dance technical skills each week out with class time. This course requires a significant amount of independent learning. Most learners are part of a dance club out with school to be at required standard of dance.

There is a dance Leadership course run every year by Angus Active Schools. This is available for anyone aged 14+ that is currently enrolled in a dance course at the school. This is a recognised qualification allowing the learner to obtain a Dance Leader Award at SCQF Level 5.

**Progression**

Learners who achieve National 5 Dance may progress to Higher Dance. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: dancer, dance teacher, choreographer, dance physical therapist, dance development officer, higher education lecturer, studio owner, musical theatre, cruise ship dancer and multiple jobs within theatre & performing arts.



## DANCE - HIGHER

### Entry Requirements

A pass at National 5 grade B or above.

### Purpose

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice

### Technical Skills

This is a practical unit where learners will develop their performance skills and dance fitness for two dance style. They will learn specific dance terminology and technical exercises, developing and improving their ability to perform at a high level. Pupils will perform two technical solo dances for their assessment, both choreographed by the teacher.

### Choreography

Learners will devise a dance choreography for 3 or more dancers using various choreographic devices, including the use of a coherent structure whilst linking to a theme of their choice.

Learners will write a choreographic review about the process they have gone through to create the choreography and analyse their strengths and development needs. They will be expected to research a specific theme and devise a choreography based on this research communicating a clear story.



**Course assessment**

The course assessment is made up of three components:

- Performance skills - worth 70 marks (2 dances at 35 marks each)
- Choreography review - worth 35 marks
- Choreography design - 35 worth
- Exam Paper – worth 40 marks

Performance component is worth 40% of overall grade

Choreography component is worth 30% of overall grade

Question paper is worth 30% of overall grade

**Homework**

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). This homework will directly link to your choreographic review submission and will form part of your final grade for that component. Learners will be expected to show a high level of personal initiative and motivation to complete all tasks to a high standard.

**Performances**

There will be multiple opportunities to perform throughout the year. Some of these performances will be part of the termly assessment so will be compulsory. Other performance opportunities may include but are not limited to:

- Angus Dance Festival
- Day in the life of a dancer at 'The Space'
- Local schools and theatres
- Talent show
- Christmas show

**Assessments**

There will be termly practical and theory-based assessments. All of these will form a baseline for which you have to work from. This will include performing solos and duets to peers, teachers, other schools and the local community.



**Other Important Notes**

Learners should be practising their dance technical skills each week out with class time. This course requires a significant amount of independent learning. Most learners are part of a dance club out with school to be at required standard of dance.

There is a dance Leadership course run every year by Angus Active Schools. This is available for anyone aged 14+ that is currently enrolled in a dance course at the school. This is a recognised qualification allowing the learner to obtain a Dance Leader Award at SCQF Level 5.

There will be an annual trip starting year 23/24 for all dance participants that will allow them to see a live, professional show and take part in dance workshops led by local dance professionals.

**Progression**

Learners who achieve Higher may progress to an HNC in Dance performance at a local college. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: dancer, dance teacher, choreographer, dance physical therapist, dance development officer, higher education lecturer, studio owner, musical theatre, cruise ship dancer and multiple jobs within theatre & performing arts.



## **FASHION & TEXTILES TECHNOLOGY – NATIONAL 5**

### **Entry Requirements:**

Learners would normally be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education and/or achieved a pass at National 4.

### **The Content:**

There are three core units:

- Textile Technologies
- Fashion & Textile choices and trends
- Fashion item Development

The National 5 Fashion and Textile Technology Course enables learners to develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The Course particularly emphasizes the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

### **Assessment**

Internal assessment will be on-going throughout the course and takes the form of a workbook and practical assessment followed by both a course assignment and a written examination.

- Practical Assignment worth 35% (Internally Assessed)
- Course Assignment worth 35% (SQA Submission)
- Written examination worth 30% of the overall grade.

### **Homework:**

As this subject is predominately using creative and practical skills pupils will often be required to research suitable resources and complete creative plans at home. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written assessments.



**Other Important Notes:**

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items therefore additional fabrics and embellishments will also need to be obtained from time to time to support practical work. This can be purchased or upcycled from other sources.

**Progression:**

Pupils who achieve national 4/5 Fashion & Textiles might progress to:

- Higher Fashion and Textile Technology
- Further Education at National Certificate or SVQ in Textile and Clothing design.
- Employment in textile related area



## **FASHION & TEXTILES TECHNOLOGY - HIGHER**

### **Entry Requirements**

1. National 4/5 Fashion & Textiles
2. National 5 in a related subject area (new starts)
3. National 5 English

### **The Content**

There are three core areas:

- Textile Technologies
- Fashion & Textile choices and trends
- Item Development

The Higher Fashion and Textile Technology Course enables learners to develop an understanding of how the fashion industry operates, and influences on, consumer fashion/textile choices. This course provides learners with opportunities to develop and communicate their own ideas for fashion/textile items, explore the technological process of developing fashion/textile items, and consider a range of design and construction techniques.

### **Assessment**

Internal assessment will be on-going throughout the course and takes the form of a workbook and practical assessment. There is one component of external course assessment.

Both have a final practical assignment and written examination to complete the course.

### **Homework**

As this subject is predominately using creative and practical skills pupils will often be required to research suitable resources and complete creative plans at home. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written assessments.





**Other Important Notes**

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items therefore additional fabrics and embellishments will also need to be obtained from time to time to support practical work. This can be purchased or upcycled from other sources.

**Progression**

Pupils who achieve Higher Fashion & Textiles may progress to:

- Further Education or Higher Education including HNC, HND or Degree courses in Clothing Design and Manufacture, Textiles and Fashion Design Management Employment in retail clothing

**Assessment**

- Practical Assignment worth 35%. (Internally Assessed)
- Course Assignment worth 35% (SQA Submission)
- Written examination worth 30% of the overall grade.

**Homework:**

As this subject is predominately using creative and practical skills pupils will often be required to research suitable resources and complete creative plans at home. Pupils are encouraged to attend study support to make use of the technological equipment.

**Progression:**

Pupils who achieve national 4/5 Fashion & Textiles might progress to:

- Higher Fashion and Textile Technology
- Further Education at National Certificate or SVQ in Textile and Clothing design.
- Employment in textile related area



## **FASHION & TEXTILE TECHNOLOGY - HIGHER**

### **Entry Requirements**

1. National 4/5 Fashion & Textiles
2. National 5 in a related subject area (new starts)
3. National 5 English

### **The Content**

There are three core units:

- Textile Technologies
- Fashion & Textile choices and trends
- Fashion item Development

With a final practical assessment to complete the course.

The Higher Fashion and Textile Technology Course enables learners to develop an understanding of how the fashion industry operates, and influences on, consumer fashion/textile choices. This Course provides learners with opportunities to develop and communicate their own ideas for fashion/textile items, explore the technological process of developing fashion/textile items, and consider a range of design and construction techniques.

### **Assessment**

Internal assessment will be on-going throughout the course and takes the form of a workbook and practical assessment. There is one component of external course assessment.

- There is a final practical course assignment worth 70%.
- Written examination worth 30% of the overall grade.



**Homework**

As this subject is predominately using creative and practical skills pupils will often be required to research suitable resources and complete creative plans at home. Pupils are encouraged to attend study support to make use of the technological equipment.

**Other Important Notes**

Pupils are required to pay £25 at the beginning of the session which contributes towards the cost of textile resources used in the classroom.

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items, therefore additional fabrics and embellishments will also need to be obtained throughout the year.

**Progression**

Pupils who achieve Higher Fashion & Textiles may progress to:

Further Education or Higher Education including HNC, HND or Degree courses in Clothing Design and Manufacture, Textiles and Fashion Design Management

Employment in retail clothing, textile manufacturing.



## HEALTH AND FOOD TECHNOLOGY- NATIONAL 5

### Entry Requirements

Learners would normally be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and/or achieved a pass at National 4.

### The Content

The National 4 / 5 course consists of four units:

- Unit 1: Contemporary Food Issues
- Unit 2: Food for Health
- Unit 3: Food Product Development

### Assessment

There is one component of external course assessment which is a course assignment:

- Course assignment                      60 marks (50%)
- Written Assessment                      60 marks (50%)

**Total marks                                      120 marks**

### Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and should be regularly practicing and honing their practical skills at home.

### Progression

Learners who achieve National 4 Health and Food Technology may progress to National 5. Those who achieve National 5 Health and Food Technology may progress to Higher. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers such as: Nursing, Dietetics, Home Economics teacher, Employment in Hotel and food, nutrition and health.



## HEALTH AND FOOD TECHNOLOGY – HIGHER

### Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Health and Food Technology and National 5 English.

### The Content

The Higher course consists of three units:

**Unit 1: Contemporary Food Issues**

**Unit 2: Food for Health**

**Unit 3: Food Product Development**

### Assessment

Internal assessment will be on-going throughout the course and takes the form of a variety of practical and written exercises.

There is one component of external course assessment which is a course assignment:

- Course assignment           60 marks (50%)
- Written assessment       60 marks (50%)

**Total marks**

**120 marks**

### Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard.

### Progression

Pupils who achieve Higher Health and Food Technology may progress to:

Further Education or Higher Education including HNC, HND or Degree courses in Dietetics, Food Product Development, Health Service, Environmental Health Officers, Food, Nutrition and Health, Catering and Hospitality Operations, Employment in Hotel, Catering and Hospitality Operations. Various careers e.g. nursing, social work, food technologist, education, primary teaching and teaching.



## HOSPITALITY – NATIONAL 5

### Entry Requirements

The learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and/or achieved a pass at National 4.

### The Content

**Unit 1: Cookery Skills Techniques and Processes:** The aim of this Unit is to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

**Unit 2: Understanding and Using Ingredients:** The aim of this Unit is to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice, in order to adapt recipes accordingly. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

**Unit 3: Organisational Skills for Cooking:** The general aim of this Unit is to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

### Assessment

All areas are internally assessed in the form of practical activities.

A final assessment consists of three parts:

**Practical Activity** – This will be devised by the SQA each year and will involve the following:

- The preparation of a three course meal within a timed period.
- Use of a range of equipment, techniques, cookery processes and food items will be assessed.
- This will be assessed internally. Assessor will use a check list to record attainment throughout the test.



**Assignment** – involved creating an organised time management plan used in the final practical activity. This will be completed under exam conditions and externally assessed.

**Question paper** - takes place in the school. Assessed externally.

### **Homework**

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to practice practical skills at home on a regular basis. On the run up to exams pupils are expected to practice exam recipes regularly at home.

### **Progression**

Learners who achieve National 4 Practical cookery may progress to National 5 Practical cookery. After National 5 practical cookery has been achieved there is no route for progression in school but Higher Hospitality may be offer at Dundee and Angus College. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Chef, Banquet Manager, Cafe Manager, Catering Manager, Cook, Food and Beverage Manager, Events planner.



**HOSPITALITY - PRACTICAL CAKE CRAFT**

National 5

**Entry Requirements**

The learner would normally be expected to have attained a high level of skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4/5 Hospitality of Health and food technology.

A high level of skills, knowledge and understanding required by either S1-3 Broad General Education and/or a National 4/5 pass in Art and Design would also be beneficial to enable the pupil to cope with the creative aspect of the course.

**The Content**

The National 5 course consists of three areas:

**CAKE BAKING**

The course aims to enable pupils to: acquire knowledge and understanding of methods of cake production, develop knowledge and understanding of functional properties of ingredients used in cake production and develop technical skills in cake baking. Learners will create a wide range of baked products to support their learning. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

**CAKE FINISHING**

This area of the course aims to enable pupils to: develop technical and creative skills in cake finishing, follow safe and hygienic working practices, develop their knowledge and understanding of cake design and follow trends in cake production, acquire and use organisational skills in the context of managing time and resource and to do so safely and hygienically.

**PLANNING AND DESIGN**

This area of the course aims to enable pupils to: develop the skills, knowledge and understanding to prepare a plan of work for baking and finishing their final cake. Learners will create cakes for a range of occasions to allow them to develop a high standard of drawing techniques to produce a detailed design illustration for their final product.





## Assessment

The course assessment consists of 3 components:

- **Question paper:** The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course content.
- **Assignment and Practical activity:** The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task: designing, planning, making, finishing and evaluating a cake—which will provide evidence for both components.

## Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to practice practical skills at home on a regular basis. On the run up to the practical activity learners are expected to practice the skills and techniques required to create their final product. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written exam.

## Progression

After National 5 practical cake craft has been achieved there is no route for progression within school. Pupils can go on to further education in Hospitality or can use this qualification to gain work in the bakery and cake decoration industry.

Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. It is this transferability that will help candidates with further study and enhance their personal effectiveness and employability, which might not necessarily be related to hospitality. Manual dexterity, fine motor skills and hand-eye co-ordination are developed through this course, and are valued in a range of sectors.



## **Hospitality- Practical Cookery Enterprise Course** **Starting session 2024-25 (course to be developed)**

Hospitality Practical Cookery Enterprise course is an opportunity for our learners to enhance their practical abilities across the kitchen environment, enhancing life-long skills. Furthermore, the course challenges the young people to develop their knowledge and understanding of the workplace and business in the hospitality industry.

### **Term 1**

NPA Enterprise and Employability SCFQ level 4 - Units only

### **Term 2**

10x Challenge SCQF Level 4

Pupils are given a £10 budget and have to make a profit, they are to create/make something that they can sell to the public. The pupils will learn about running a business, profit and loss.

### **Term 3**

- Community link, going into the workforce to gain real life experiences in the hospitality industry
- DYW

### **Term 4**

Learning to cook on a budget and working to get REHIS certificate



## PHYSICAL EDUCATION – NATIONAL 4 / 5

### Entry Requirements

All learners at Monifieth High School will be expected to have attained the skills; knowledge and understanding required through their S1-2 Broad General Education (BGE). Learners will then follow a National 4 / 5 curriculum through both S3 & S4.

### The Content

The National 4 / 5 course consists of two units:

#### Unit 1: Performance Skills

In this Unit, learners will develop their ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of physical activities.

#### Unit 2: Factors Impacting on Performance

The general aim of this unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, social, emotional and physical factors that impact on performance and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

### Assessment

Internal assessment will be on-going throughout the course and takes the form of a workbook and practical assessment.

There is one component of external course assessment which is a portfolio:

- |                                      |                  |
|--------------------------------------|------------------|
| • Portfolio                          | 60 marks         |
| • One-off Performance x 2 activities | 60 marks         |
| <b>Total marks</b>                   | <b>120 marks</b> |

*\*The Added Value Unit at National 4 level provides candidates with evidence of added value in the National 4 course. Learners will prepare and carry out a performance which will allow them to demonstrate challenge and application. Added Value at National 5 is included in the course assessment.*



**Homework**

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard. Homework is often practical based i.e. carrying out aspects of a training programme.

**Other Important Notes**

Before opting for this course pupils must carefully check the activities offered in the Performance Skills unit as all activities are compulsory. This is particularly important in regards to the swimming component of the course.

**Progression**

Learners who achieve National 4 Physical Education may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Those who achieve a grade 'A' with 90% +, may progress to Advanced Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.



## PHYSICAL EDUCATION – HIGHER

### Entry Requirements

This course is normally suitable for those who have achieved a B pass at National 5 Physical Education and a pass at National 5 English.

### The Content

The Higher course consists of two units:

#### Unit 1: Performance Skills

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. The unit offers opportunities for personalisation and choice in the selection of physical activities used for learning and teaching.

#### Unit 2: Factors Impacting on Performance

In this unit, learners will develop knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider the effects of mental, social, emotional and physical factors can influence effectiveness of performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these factors to impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

### Assessment

Internal assessment will be on-going throughout the course and takes the form of a workbook and practical assessment.

There is one component of external course assessment which is a question paper:

- |                                      |                  |
|--------------------------------------|------------------|
| • Question Paper                     | 50 marks         |
| • One off Performance x 2 activities | 60 marks         |
| <b>Total marks</b>                   | <b>110 marks</b> |



**Homework**

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written exam.

**Other Important Notes**

Before opting for this course pupils must carefully check the activities offered in the Performance Skills unit as all activities are compulsory. This is particularly important in regards to the swimming component of the course. We would strongly recommend that Higher pupils participate in a minimum of two physical activities regularly to develop their physical competencies.

**Progression**

Learners who achieve National 4 Physical Education may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Those who achieve an 'A' at Higher Physical Education may progress to Advanced Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.



## PHYSICAL EDUCATION – ADVANCED HIGHER

### Recommended Entry

· Higher Grade PE with an 'A' pass. This **MUST** include a Performance pass of 90%+

### Purpose of the Course:

- to provide candidates with the opportunity to explore, in an extended way, key aspects of performance.
- to develop the advanced techniques necessary to perform at an advanced level.
- to develop candidate's knowledge of the nature and demands of quality performance.

### Course Details

There are three mandatory component units: **1. Performance**  
**2. Perspectives on Performance**  
**3. Investigation of Performance**

- 1. Performance** – this is assessed internally and based on a single activity undertaken on the course
- 2. Perspectives on Performance** – this is assessed internally and consists of two one hour essays based on research in two areas of analysis
- 3. Investigation of Performance** – this is assessed internally and draws upon the knowledge and understanding gained through the Perspectives and Performance units
- 4. A final Dissertation** which is assessed **externally** and relates to the work undertaken in the Perspectives and Investigation of Performance units.

### Progression

Pupils who achieve Advanced Higher-level Physical Education may progress to: Further Education or Higher Education including HNC, HND or Degree in Physical Education or associated subject areas Employment in Fitness, Health, Leisure and Recreation Industries



**Any candidate undertaking this course is expected to be self-motivated and dedicated in their pursuit of a serious performance goal. A great deal of the necessary training and associated study requires to be completed independently.**

## **PHYSICAL EDUCATION - LEADERSHIP THROUGH SPORT**

### **Entry Requirements**

This course is suitable for pupils who have an interest in sporting activities, teaching others, working with primary pupils and childcare.

### **The Content**

This course consists of three units of work ranging from volunteering and participating in sport to working with primary and ASN pupils. Learners will also experience other coaching certificates and first aid qualification. There will be a combination of practical activities and classroom work.

### **Unit 1: Activity and Participation**

In this Unit, learners will develop their knowledge and understanding of the benefits which can be achieved by participating in sport. This will be explored by pupils in the form of planning, participating and evaluating in sport.

### **Unit 2: Developing Volunteers**

In this unit, learners will develop knowledge and understanding of the various roles which can be undertaken in sport. This will be explored by pupils in the form of volunteering and investigating the benefits of taking an active role in being involved in sport.

### **Unit 3: Youth Achievement Award: Gold, Silver or Bronze**

Both of these units involve developing learner's knowledge, ability and confidence to deliver PE lessons to primary pupils and reflect on this experience.

### **Course assessment**

The unit assessments are internally assessed throughout the course and take the form of logbooks and practical activities.

### **Progression**

Learners who achieve this course may progress to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer,





physiologist, sports medicine, sports dietician, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.



**HOME ECONOMICS - SURVIVAL COOKERY****(S6 only)****Entry Requirements**

This course is suitable for pupils who have an interest in cooking, nutrition and perhaps are going on to further education and may be living away from home.

**The Content**

This course is a practical course which will show you how to create and enjoy health food options that are nutritious and affordable. You will develop your practical cookery skills, knowledge of nutrition and diet, safe and hygienic practice in the kitchen. It will also develop learner numeracy skills and how to cook on a budget and make sensible choices. Pupils will work towards the Elementary food and hygiene certificate

**Course assessment**

There are no assessments for this course.

**Other information**

There will be a small annual cost for the course to help subsidise the cost of the ingredients provided by the school. Pupils will also be expected to bring in items such as meat and chicken when cooking certain dishes.



**Health Improvement Staff Class Assigned Session 2023-24 (provisional)**

- S3 = 3 x periods per week (1 x double, 1 x single)
- S4 = 5 x periods per week (2 x double, 1 x single)
- S5 = 5-6 x periods per week (3 x double/ 2 x double, 1 x single)
- ASN = 3 x single PE periods / 2 x single Home Economics (Life-skills)

**DANCE**

S3 Dance	Mr McArtney
S4 N5 Dance	
S5-6 Higher Dance	
Dance (ASN)	Mr McArtney, Miss Sinclair & Mr Paterson

**HOME ECONOMICS**

S3 FTT	Miss Quinn & Mrs Reid
S3 HFT	Mrs McDonald & Mrs Gibson
S3 PrCo	Miss Adam, Miss Dallas and Mrs Quinn
S4 N5 FTT	Miss Quinn & Mrs Reid
S4 N5 HFT	Mrs McDonald & Mrs Gibson
S4 N5 PrCo	Miss Adam, Miss Dallas and Mrs Quinn
S5-6 H FTT	Miss Quinn & Mrs Reid
S5-6 H HFT	Mrs McDonald & Mrs Gibson
S5-6 N5 PrCo	Miss Adam & Miss Quinn
S5-6 Hospitality Enterprise (NEW)	Miss Adam, Miss Dallas and Mrs Quinn
ASN Life-skills	Miss Adam, Miss Dallas and Mrs McDonald

**PHYSICAL EDUCATION**



<b>S3 PE (aesthetic)</b>	<b>Miss Sinclair, Mr McArtney &amp; Miss Cairns</b>
<b>S3 PE (performance)</b>	<b>Miss Cairns, Mr McArtney &amp; Mr Hopkins</b>
<b>S3 Core</b>	<b>Miss Sinclair, Mr McArtney &amp; Miss Cairns</b>
<b>S3 SoS (Football)</b>	<b>Miss Cairns, Mr Paterson &amp; Mr Hopkins</b>
<b>S3 SoS (Netball)</b>	<b>Miss Sinclair &amp; Mr Lockhart</b>
<b>S3 SoS (Rugby)</b>	<b>Mr Lockhart, Mr Hopkins &amp; Mr Paterson</b>
<b>S4 N5 PE (aesthetic)</b>	<b>Miss Cairns, Mr Paterson &amp; Miss Sinclair</b>
<b>S4 N5 PE (performance)</b>	<b>Mr Hopkins &amp; Mr Paterson</b>
<b>S4 Core</b>	<b>Miss Sinclair, Mr McArtney &amp; Mr Lockhart</b>
<b>S4 SoS (Football)</b>	<b>Miss Cairns, Mr Paterson &amp; Mr Hopkins</b>
<b>S4 SoS (Netball)</b>	<b>Miss Sinclair &amp; Mr Lockhart</b>
<b>S4 SoS (Rugby)</b>	<b>Mr Lockhart, Mr Hopkins &amp; Mr Paterson</b>
<b>S5-6 H PE (aesthetic)</b>	<b>Miss Cairns, Mr Paterson &amp; Miss Sinclair</b>
<b>S5-6 H PE (performance)</b>	<b>Mr Lockhart, Mr Hopkins &amp; Mr Paterson</b>
<b>S6 Adv H PE</b>	<b>Mr Lockhart, Mr Hopkins &amp; Mr Paterson/TRIC</b>
<b>S6 Sports Leaders</b>	<b>Mr Hopkins, Mr Paterson &amp; Miss Sinclair</b>
<b>ASN PE</b>	<b>Mr Paterson, Miss Cairns &amp; Mr Hopkins</b>





## MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness

Helping everyone to be happy, healthy,  
resilient and responsible