

S2 into S3 Subject Choice

A Guide for Pupils, Parents & Carers

2023/24

This booklet contains information about the Subjects and Courses, which are available to pupils in S3, the final year of Broad General Education.

The booklet is intended to be of interest to parents and pupils in Second Year as they look ahead to curricular demands of S3 and S4. Pupils will select nine subjects at the end of S2 and then seven at the end of S3 to take forward into S4 and their National Qualifications.

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1. THE CURRICULUM

Rationale and design of the curriculum.

In designing our curriculum we have kept at the core of the development a commitment to the four capacities embedded within Curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

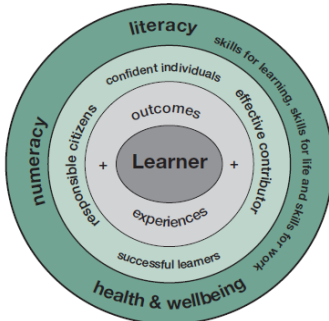
The curriculum in Boclair Academy embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence and
- Relevance

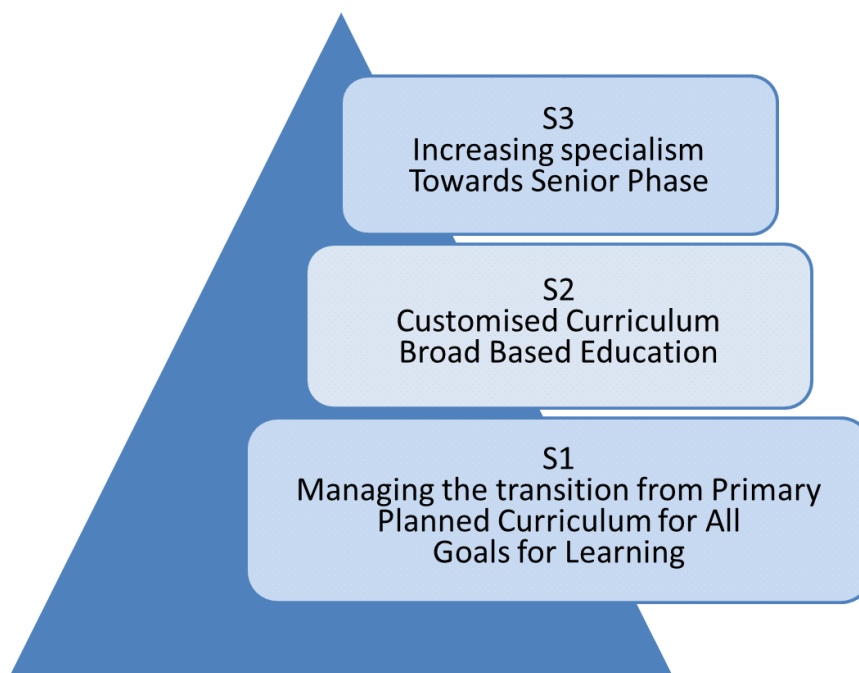
Our starting point for discussion and self evaluation exercises is taken from “Building the Curriculum 3” advice from Scottish Government.

<p>Values</p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: ‘the totality of all that is planned for children and young people throughout their education’</p> <ul style="list-style-type: none">• Ethos and life of the school as a community• Curriculum areas and subjects• Interdisciplinary learning• Opportunities for personal achievement	<p>Learning and teaching</p> <ul style="list-style-type: none">• Engaging and active• Setting challenging goals• Shared expectations and standards• Timely, accurate feedback• Learning intentions, success criteria, personal learning planning• Collaborative• Reflecting the ways different learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none">• Expressive arts• Languages and literacy• Health and wellbeing• Mathematics and numeracy• Religious and moral education• Sciences• Social studies• Technologies <p>Curriculum levels describe progression and development.</p>		
<p>Personal Support</p> <ul style="list-style-type: none">• review of learning and planning of next steps• gaining access to learning activities which will meet their needs• planning for opportunities for personal achievement• preparing for changes and choices and support through changes and choices• pre-school centres and schools working with partners	<p>Principles for curriculum design:</p> <ul style="list-style-type: none">• Challenge and enjoyment• Breadth• Progression• Depth• Personalisation and choice• Coherence• Relevance	<p>Arrangements for</p> <ul style="list-style-type: none">• Assessment• Qualifications• Self-evaluation and accountability• Professional development <p>to support the purposes of learning</p>

The Broad General Education S1 – S3

Within the Broad General Education (S1 to S3) our curriculum is built around the Experiences and Outcomes. Literacy, Numeracy and Health and well-being are planned within learning across the curriculum. Where appropriate, departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition the school has developed a system for recognising and recording the many and various wider achievements of our young people.

In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning.



The Broad General Education (or Junior Phase) in Bocclair Academy will begin at the start of S1, building on strong pastoral and curricular links with associated primary schools and continue through to the end of S3. Well planned transition arrangements are in place and are being developed further within the context of Curriculum for Excellence.

Courses and programmes are carefully matched to the outcomes and experiences as set out in the national advice on implementation of Curriculum for excellence and are underpinned by the principles and practice guidance contained within the curricular framework. Experiences and outcomes across subject areas are planned on a whole school basis to ensure our young people's entitlement to a broad general education up to and including the third level is met. Increasingly in S3 there will be a focus on Experiences and Outcomes for young people within the fourth level. This will enhance the transition from Broad General Education in S3 to the Senior Phase in S4 where young people will work towards National Qualifications throughout S4 and continue this work as they progress through S5 and S6.

At the end of S2 young people have the opportunity to personalise their curriculum by making a number of choices across the key curricular areas as well as additional elective options from all the curricular areas. This model is dependent upon young people experiencing the outcomes and experiences across the curriculum up to level 3 during the course of S1 and S2. In all pupils will continue with a broad eleven areas of study – five of which will be compulsory and six which young people choose following advice and support by teachers and guidance staff. Pupils will make a first and second choice as part of the option process. Courses will be matched against Experiences and Outcomes at third and fourth level. At the same time these courses will serve as a foundation year for study in S4 when young people undertake National Qualification courses at various levels.

The Senior Phase S4 – S6

As pupils progress into the senior phase there is a broad range of contexts for learning which allow young people to follow a variety of learner pathways, and allow individuals to succeed in a variety of different ways. In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning. The Senior Phase in Boclair Academy will begin in S4 and continue through to the end of S6.

As pupils enter S4 it is expected that the majority of young people will continue their studies within the areas chosen for study throughout S3. For the majority of pupils in S4 they will remain within a coherent S4 grouping. There will however be some flexibility to ensure the most appropriate progression routes for all learners. All S3 pupils will have a meeting with their Guidance Teacher to discuss their progress and consider their next steps.

Some parents and carers may be unfamiliar with the new qualifications and the following illustration will hopefully offer a useful guide to the changes.

Previous National Qualifications	Replaced by	New National Qualifications
Access 1 & Access 2	>	National 1 & National 2
Access 3 Standard Grade (Foundation level)	>	National 3
Standard Grade (General level) Intermediate 1	>	National 4 - assessed by teachers
Standard Grade (Credit level) Intermediate 2	>	National 5 – final external assessment & coursework or performance
Higher	>	Higher
Advanced Higher	>	Advanced Higher

As pupils progress into S5 and S6 it is anticipated that young people will study five subjects (in S5) and between four or five subjects in S6 depending on the complexity and level of the courses being studied. The aim is to provide progression routes for all young people from S4 and it is anticipated that young people will choose to build on subjects studied the previous session at a higher level or build up a wider portfolio of National 4 and National 5 courses. There will be flexibility by this stage to group some S5 and S6 pupils within S4 classes to offer a wider range of courses.

Overview of Curriculum for Excellence in Bocclair Academy

The following table provides an overview of the progression in Bocclair Academy from the Broad General Education (S1 – S3) through the Senior Phase (S4 – S6)

Year		Course
Broad General Education		
S1	>	S1 CfE Curriculum
S2	>	S2 CfE Curriculum
S3	>	S3 CfE Curriculum with element of choice
Senior Phase		
S4	>	National 4 & National 5
S5	>	National 5 & Higher
S6	>	National 5, Higher & Advanced Higher

Other aspects of the curriculum

Literacy and Numeracy

Across the school all teachers take responsibility for developing literacy and numeracy skills of young people. Where appropriate, benchmarks which focus on developing literacy are built in to learning and teaching activities.

Health and well-being

Health and well-being experiences and outcomes are explicitly built in to the delivery of subjects such as Physical Education, Home Economics and Personal and Social Education. Across the school all teachers take responsibility for developing this aspect of young people's development and build this area into learning and teaching activities as appropriate.

Princes Trust XL

XL work towards developing problem solving skills, working with others and improving their own learning, as well as recognising achievement in five key areas including citizenship and entrepreneurship. XL operates with a teacher, a youth worker from East Dunbartonshire Council and materials and support from The Princes Trust. Pupils are encouraged to work together to achieve goals relating to their education, training and future lives.

Digital Learning

All pupils are expected to gain experience of new technology, both through the study of Technological subjects, and through the use of new technology in all subjects.

Careers Education

Careers Education forms an important part of the Personal & Social Education programme. Pupils are introduced to the role of the Careers Adviser and to several online resources, which provide access to an enormous amount of careers information. All pupils in S3 receive a 1:1 appointment with SDS advisor prior to subject choice.

Personal and Social Development

Pupils are encouraged to assess their own developing skills and aptitudes, and to think through the various situations, which can arise, in personal relationships in the work place or in private life.

Developing the Young Workforce

Throughout the course of S3 all pupils will be given opportunities to reflect on their learning across subjects within the context of future career pathways. There will be an opportunity to discuss future pathways with a range of partners such as colleges, employers and Skills Development Scotland.

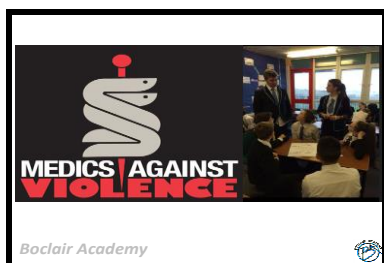
S3 – S6 Wider Achievement Programme

Our Dementia Friend Programme in S3 continues to develop our community partnerships and our focus on developing responsible citizens, in partnership with Alzheimer Scotland. All S3 pupils are Dementia Friend trained and we organise a dementia cafe each month in a local church where our pupils serve tea and coffee, perform music and talk to the elderly.



In S4 all pupils will be trained in the Mentors in Violence Prevention Programme and as mentors they will visit groups of junior pupils to help deliver the message of a safe community within the school. Delivery of this programme is supported by MVP Scotland and allows young people to lead the learning experience for younger pupils.

Our S5 pupils have recently completed their Youth Philanthropy Initiative work with local charities. Three teams progressed to the Bocclair Final which was judged by a panel made up of school staff, parents and Business partners. We have been invited to both speak and perform at the National YPI final later this year.



We have recently established a strong link with the national organisation Medics Against Violence (MAV), and over 80 of our S6 pupils are now MAV Interns. As well as developing their skills for learning, life and work, our MAV interns plan and deliver lessons to junior PSE classes on issues related to safety in our local communities and knife crime.

Our S6 pupils further develop their Saltire Award as part of the Bocclair Buddies scheme, supporting our junior pupils through S1. Throughout the year buddies hold a number of wellbeing meetings and support the Guidance Team in looking after junior pupils.



Our Duke of Edinburgh Programme for S3 to S6 pupils continues to grow with a clear pathway for young people from Bronze to Gold. We currently work in partnership with the Duke of Edinburgh Award Scheme and East Dunbartonshire Council Outdoor Education Team to deliver the programme.

Homework

In the Third Year, by and large, pupils can expect an increase in the amount of homework which each pupil is expected to do. The actual amount will vary. Courses at the fourth level which are likely to progress to National 5 in the Senior Phase tend to involve more homework than third level courses which progress to National 4. Some subjects require more than others.

In the course outlines which follow Principal Teacher have indicated the homework expectations for S3 courses

In every case homework forms an important part of every pupil's learning.

Homework falls into two kinds. Both are equally important.

Firstly, work set by the teacher - to be read or written or learnt - which will be specifically checked up on.

Secondly - work which pupils without specific instruction, should undertake, such as

- Consistent use of diary planner
- Keeping and tidying up notes
- Reading of notes, booklets, and books
- Learning of basic information
- Preparing for tests or other assignments

This kind of homework should be done every week, and not left to a desperate rush a couple of days before tests or exams.

Throughout the course of S3 and S4 all pupils will be asked to complete extended homework tasks in the form of assignments, projects, extended essays and presentations. It is essential that adequate time is set aside to complete tasks.

In addition at different points in the year learning will be measured through summative assessments. Young people will be given plenty of notice of such assessments and again it is essential that adequate time is spent revising.

Satchel One is our online homework tool designed to help our young people manage their homework tasks efficiently. Personal log in details are issued to every pupil in Bocclair Academy to allow access to tasks set.

Parents are also issued with personal log in details to allow them to help their child with learning at home.

Personal log in details are not essential as our homework calendar can ALWAYS be accessed via our school website: <https://www.satchelone.com/login>

Forgotten passwords, lost homework sheets are no longer a problem!! Just access Satchel one via our link and search your class and task.

Homework is also issued on Microsoft Teams, but all homework of this kind should always be signposted on Satchel One.

Attendance

Courses in S3/S4 involve a considerable workload for all pupils involved in studying them (and for their teachers, too!). The depth of learning continues to increase at this stage and the learning will become more challenging.

It is essential that pupils achieve as full an attendance as possible.

Of course, health comes first. But all the evidence suggests that absence from class is a major obstacle to attainment and achievement at the highest level possible.

2. PERSONALISATION AND CHOICE

Making Choices

This information which follows has been produced to help pupils and parents select the subjects they wish to take forward into National Qualifications.

At Bocclair we involve pupils, parents and staff as partners in the decision-making process. This process is seen as part of the young person's education itself. Our aim is to provide information, advice, recommendations and support so that the best choices are made for each individual.

How many subjects are studied?

At the end of S2 pupils will select nine subjects. English, Maths and French are compulsory. Pupils in S3 take forward seven of their nine subjects as they move into S4 and prepare for national qualifications. English and Maths are compulsory and then pupils will choose five other subjects. Pupil choice will be heavily based on progress and achievement through S2, interest and career aspirations.

In addition pupils will study Personal and Social Education, Physical Education and Religious Education.

Some General Advice

Equal Opportunities

Bocclair Academy does its best to provide equal opportunities for every individual, regardless of race, sex, cultural background, or disability.

When it comes to course planning, we try not to reinforce traditional stereotyped images of male and female-orientated subjects and/or careers or occupations.

Preparation through PSE

In the weeks leading up to making choices, pupils are extensively informed and advised during the weekly Personal and Social Education periods. Pupils also receive a wide range of information through assemblies, from the school careers advisor, guidance staff and subject teachers.

S2 Options Timeline 2023	
Date	Event
Thursday 2 nd February	S2 Parents' Evening
January / February 2023	PSE lessons around pathways, careers and subject choices with guidance Teachers and SDS Careers Advisor
Tuesday 7 th February	S2 Information Evening for Parents and Carers
Wednesday 8 th February	Course choice information booklet and mock option forms available to view on school website
Thursday 16 th February	S2 Pupils' Careers Conference
Friday 17 th February	S2 Pupils' Subject Carousel with Principal Teachers S2 Assembly with Year Head and SDS Careers Advisor
Monday 20 th February	Meeting times issued to S2 pupils
Tuesday 21 st February	Individual pupil meetings with Guidance Teacher to discuss course choice and universal support. Completed forms sent home for parent/carer signature
Tuesday 28 th February	Deadline for on-line return of option choices
Week beginning Monday 8 th May	S2 progress report issued

SOME DOs AND DON'Ts

DO Listen to advice from your teachers, your parents, and careers officer.

DO Remember that it may not be possible to offer every pupil her or his first choice of subjects. Of course we will do our best.

DO Pay attention to S2 Parents Evening advice. Generally speaking you will probably do better to choose subjects in which you have done well.

DO Consider also how much you ENJOY a subject. You will be much more motivated to work hard in subjects you enjoy.

DO Remember to think about what you may wish to do in S5/6 and as a potential career pathway.

DON'T Choose a subject just because your friend has chosen it.

DON'T Choose a subject just because you like (or dislike!) the teacher. You may have a different teacher next session

DON'T Give up a subject without thinking whether or not you may need it

REMEMBER that throughout your life you have to make decisions. Make sure that you have thought about these matters carefully. Never hesitate to ask for advice or information. We are here to help.

3. Course Outlines

ADMINISTRATION AND IT

WHY STUDY ADMINISTRATION?

Administration and IT are essential skills in our society. Job opportunities in Administration and IT 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. The course focuses on using IT and Administration in Events Management.

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 develops the following critical skills, knowledge and understanding.

- Organisational skills (e.g. preparing for business events and meetings)
- IT skills using word processing, desk top publishing, spreadsheet and database software
- IT skills using technology for communication and investigation (e.g. e-mail and the internet)
- Problem solving skills
- Research skills



COURSE ORGANISATION

In S3 pupils studying Administration and IT will undertake level 4 experiences and outcomes from the Curriculum for Excellence Technologies section. Thereafter pupils will study the subject at the most appropriate level in S4 - National 3, 4 or 5 Administration and IT.

The National 3 Administration and IT course consists of the following 3 units:-

- IT solutions for Administrators - basic word processing, spreadsheets and databases
- Communication in Administration - researching using the internet, desk top publishing, presentation software and email
- Administration in Action - helping to plan and organise an event

The National 4 Administration and IT course consists of the following units:-

- Administrative Practices - administrative tasks required to organise events, legislation affecting employees and customer care
- IT solutions for Administrators - using word processing, spreadsheets and databases
- Communication in Administration - the use of the intranet and the internet, preparing information using multimedia and desktop publishing
- Added Value Unit – where learners plan and prepare documentation to a given brief

The National 5 Administration and IT course consists of the following units:-

- Administrative Practices - administrative tasks required to organise and support events, legislation affecting employees and customer care
- IT solutions for Administrators - using word processing, spreadsheets and databases to a high standard
- Communication in Administration - the use of the intranet and the internet, preparing information using multimedia and desktop publishing and communicating using electronic methods
- Added Value Unit – where learners plan and prepare documentation to a given brief

ASSESSMENT OF COURSES

In S3 pupils studying Level 4 Experiences and Outcomes will be assessed using a variety of methods. These may include:

- Practical assessments
- Cooperative group tasks
- Peer and self-assessment
- End of unit assessments
- Web based research



Assessments may include a combination of practical work, written work, class based assessments and projects.

To be awarded the overall course award for:-

- Administration and IT at National 3 level pupils will have to pass all 3 units.
- Administration and IT at National 4 level pupils will have to pass all 3 units including the value added unit.
- Administration at National 5 level, pupils will sit an assignment in early March before the final course assessment during the examination diet which will be externally administered by the SQA and be graded A – D.

PROGRESSION - WHAT CAN PUPILS DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

At the end of fourth year, pupils who have achieved Administration and IT (National 3) award can progress by:

- Studying Administration and IT (National 4)

At the end of fourth year, pupils who have achieved Administration and IT (National 4) award can progress by:

- Studying Administration and IT (National 5)
- Entering employment – IT is a core skill
- Studying Business Management

At the end of fourth year, pupils who have achieved Administration and IT (National 5) award can progress by:

- Studying Administration and IT (Higher)
- Entering employment – IT is a core skill that the course develops
- Studying Business Management
- Further education courses – Administration and IT is available to study up to degree level

HOMEWORK

Homework will be used to consolidate learning. Homework activities will take a variety of forms – written and research tasks.



ART & DESIGN

WHY STUDY ART & DESIGN?

Art & Design provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. The courses are designed to encourage pupils to be creative and to express themselves in different ways. Learning through Art and Design helps learners to develop an appreciation of aesthetic and cultural values, identities and ideas. Pupils will develop their knowledge of Art and Design, practice and practical, media handling skills in both expressive and design contexts. Learners will develop important skills, attitudes and attributes. Learning in the Course will include active involvement in creative activities and the creative use of media, materials and/or technologies.

COURSES

Art & Design will be offered at the following levels:

National 3, National 4 and National 5

National 3, National 4 and National 5 courses will be up to 160 hours

Courses consist of 3 units: Expressive, Design and Art and Design Studies

In S3 pupils will still be covering level 4 of the Broad General Education.

In Art and Design this level is similar to the assessment criteria for National 4.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5).

Units for all levels will be assessed by teachers and graded as pass/fail.

Units for all 3 levels will be assessed by teachers and graded as pass/fail.

The National 4 course will be assessed by teachers and graded as pass/fail.

The National 5 course will also have units assessed as pass/fail.

The course assessment for National 5 will be externally administered by the SQA and graded A – D.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- A pupil achieving National 3 may choose to progress to National 4
- A pupil achieving National 4 may choose to progress to National 5
- A pupil achieving National 5 may choose to progress to Higher

HOMEWORK

Pupils will be issued with homework tasks at regular periods throughout the year. The tasks will range from observational drawing to research and development work for both practical and critical (written) activities. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work.

EQUIPMENT

Pupils are encouraged to come to class with their own basic drawing materials i.e. pencil, rubber, hand writing pen & colouring pencils. Any specialised materials required for the course will be supplied by the centre.

BIOLOGY

WHY STUDY BIOLOGY?

Biology 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 to many of the world's problems. It explores the use of genetic modification to produce new plants and drugs, devising fertility treatments, 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.

The S3 course delivers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. By completing this course, learners will develop important and relevant skills, attitudes and attributes related to biology, including scientific and analytical thinking skills and an understanding of relevant applications of biology in society. Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. In the words of our pupils, learning biology at Bocclair Academy is **fun, interesting, challenging and active!**

COURSES

In S3 pupils' learning will be guided by the Benchmarks from Level 4. Where appropriate, they will also begin some work from National 4 and 5.

In S4, Biology will be offered at the following levels:

National 3, National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

All three courses consist of three units: Cell Biology, Multicellular Organisms and Life on Earth. Further details of units and course content can be obtained from:

<http://www.sqa.org.uk/sqa/45723.html>

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Units for **National 3 and 4** levels will be assessed by teachers and be graded as pass/fail. This will consist of 3 unit tests set by the SQA and for National 4, an added value research project

There are now no unit assessments for National 5 level. The course assessment for **National 5** will be externally administered by the SQA and graded A – D. National 5 pupils will also complete an assignment taking the form of an extended research project. This will also be externally marked by the SQA and contributes 20% towards the final grade.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 3 may choose to progress to National 4;
- a pupil achieving National 4 may choose to progress to National 5;
- a pupil achieving National 5 may choose to progress to Higher Human Biology.

Please note that a C pass at National 5 is strongly advised to progress to Higher level.

HOMEWORK

It is expected that pupils will devote at least 1 hour per week in S3 and 1.5 hours per week in S4 to homework. This homework can take the form of homework exercises, research of information, project work and learning the factual content of the course for class assessments.

EQUIPMENT

Pupils are expected to bring all their current Biology materials to every lesson including any homework issued, pens/pencils, etc. necessary to enable them to participate fully in the lesson. Pupils are provided with a full set of summary notes and learning outcomes to help them study at home.



BUSINESS MANAGEMENT

WHY STUDY BUSINESS MANAGEMENT?

Business affects every aspect of our lives and is an important part of the economy. No matter which occupation a learner will eventually have, he/she will work in a business of some description. This course will help learners to understand how business works. Businesses need to be managed properly if they are to successfully provide the jobs and products that modern society depends upon. 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 skills
- Research skills
- Entrepreneurial attributes
- Understanding of how to interpret and evaluate financial management data
- Decision making skills
- Employability skills
- Team building skills



COURSE ORGANISATION

In S3 pupils studying Business Management will undertake the majority of their level 4 experiences and outcomes from the Curriculum for Excellence Social Studies section. In addition their learning will be enhanced by completing a level 4 outcomes and experiences in Technologies. Thereafter pupils will study the subject at the most appropriate level in S4 –

National 3 Business

National 4 Business

National 5 Business Management

The National 3 Business course consists of the following 2 units:-

- Business in Action - entrepreneurial skills and ways to support business
- Influences on Business - internal factors affecting business and stakeholders

The National 4 Business course consists of the following units:-

- Business in Action - how businesses develop and operate. The ways in which marketing, finance, operations and human resources departments support business.
- Influences on Business - stakeholders and external factors affecting business.
- Added value unit – where learners complete research and produce a business plan

The National 5 Business Management course consists of the following units:-

- Understanding Business - entrepreneurs, creation of wealth, key business concepts and external factors affecting business.
- Management of Marketing and Operations - how effective marketing and operations affects a business, customer satisfaction and the importance of quality.
- Management of People and Finance - how organisations manage people and finance, how to prepare and interpret financial information to solve problems.

- Added value unit - learners selecting and researching an organisation and producing a report on their findings.

ASSESSMENT OF COURSES

In S3 pupils studying Level 4 Experiences and Outcomes/Benchmarks will be assessed using a variety of methods. These may include:

- Written tasks
- Cooperative group discussions
- Case studies
- Observation of group/individual presentations
- Peer and self-assessment
- End of unit assessments

Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the overall course award for:-

Business at National 3 level pupils will have to pass both units.

Business at National 4 level pupils will have to pass both units including the value added unit.

Business Management at National 5 level, pupils will have to pass the final course assessment. This final course assessment will be externally administered by the SQA and be graded A – D.

PROGRESSION - WHAT CAN PUPILS DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

At the end of fourth year, pupils who have achieved a Business Management (National 3) award can progress by:

- Studying Business (National 4)

At the end of fourth year, pupils who have achieved a Business Management (National 4) award can progress by:

- Studying Business (National 5)
- Entering employment – employability is a core skill that the course develops

At the end of fourth year, pupils who have achieved a Business Management (National 5) award can progress by:

- Studying Business Management (Higher)
- Entering employment – employability is a core skill that the course develops
- Studying Accounting (Higher)
- Further education – Business Management can be studied to Masters Degree Level

HOMEWORK

Homework will be used to consolidate learning. Regular setting of homework is an essential component of the Business and Information department's programme of work. Homework activities will take a variety of forms – written and research tasks.



CHEMISTRY

WHY STUDY CHEMISTRY?

What in the world is not chemistry? We live in a world 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 why chemistry is vital to everyday life- remember not all chemists wear white coats! It will help you to understand how society's needs are met and how you could shape the world in which we live in- now there is an exciting challenge!

Chemistry is an important subject in many careers, and here are just a few examples:

Medicine

Dentistry

Vet Medicine

Material Science

Environmental Science

Drug development

Cosmetics

Forensics

Food industry

The courses offered all have a central core of key knowledge, skills and practical work. You will develop scientific understanding of issues relating to chemistry, and as a result will become scientifically literate which is a key skill in today's society.

Successful chemists think creatively, analyse and solve problems by working individually and collaboratively- does this sound like you?

COURSES

In S3 you will build on your knowledge of chemistry from S1/S2 by looking more closely at elements and the structure of the atom, how atoms bond and the properties of these compounds. From that point you will go on to discover the impact of these compounds on society and start to evaluate the consequences of some decisions made by chemists.

After S3, you will then move onto studying chemistry at the most appropriate level, National 3, National 4 or National 5:

National 3 Chemistry

There are 3 mandatory units of study at this level

- *Chemical Changes & Structure*
- *Nature's Chemistry*
- *Chemistry in Society*

All 3 units will be assessed internally and moderated at pass or fail.

In addition pupils will also undertake a practical assessment and write up.

The National 3 course is not graded.

National 4 Chemistry

There are 3 mandatory units of study at this level

- *Chemical Changes & Structure*
- *Nature's Chemistry*
- *Chemistry in Society*

All 3 units will be assessed internally and moderated at pass or fail.

In addition there will also be

- a practical assessment and write up
- an Added Value Unit: Chemistry Assignment

The National 4 course is not graded.

National 5 Chemistry

There are 3 mandatory units of study at this level

- *Chemical Changes & Structure*
- *Nature's Chemistry*
- *Chemistry in Society*

At the end of the National 5 course pupils will sit an externally assessed exam (worth 100 marks).

In addition there will also be an externally assessed Chemistry Assignment (worth 20 marks).

The National 5 course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <http://www.sqa.org.uk/sqa/45720.html>

PROGRESSION: WHAT CAN PUPILS DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. Possible progression routes at the end of S4 may be as follows:

Pupils who achieve a pass at National 3:

- National 4 course
- Qualifications in other sciences or related areas
- Employment and/or training

Pupils who achieve a pass at National 4:

- National 5 course
- Qualifications in other sciences or related areas
- Employment and/or training

Pupils who achieve a pass at National 5

- Higher Chemistry
- Further study within sciences or related areas
- Employment and/or training

HOMEWORK

Chemistry is very much a knowledge based subject and this knowledge has to be learned before it can be applied in a skills situation. Homework will take place in many forms from basic learning of facts, answering questions, forming opinions based on evidence and carrying out research. There will be a range of traditional, paper based homework and modern digital and interactive homework. The more the pupil puts into this, the more they will get out of it!

Chemistry is for the curious - if you are curious and want to make a difference - this is the subject for you.

COMPUTING SCIENCE

WHY STUDY COMPUTING SCIENCE?

Computing Science is a diverse field of study. It is involved in everything from Artificial Intelligence to Social Media. Careers in Computing Science are just as diverse as the world is becoming increasingly digital. Studying Computing Science will uniquely enhance a learner's employability in these growing sectors by teaching them how to create software, manage databases, and build websites.

Moreover, the course makes an important contribution to supporting the wider curriculum and a learner's general education through developing a range of essential problem solving, numeracy, and ICT skills which will stand them in good stead regardless of the career path they ultimately choose.

Computing Science develops the following critical skills, knowledge and understanding.

- planning and organising
- working independently and in teams
- critical thinking
- decision making
- research skills
- communication
- self- and peer-evaluation

COURSE ORGANISATION

In S3 pupils studying Computing Science will undertake level 4 experiences and outcomes from the Curriculum for Excellence Technologies section. Thereafter pupils will study the subject at the most appropriate level in S4 - National 4 or 5 Computing Science.

The National 4 Computing Science course consists of the following units:-

- Software Design and Development – Creating programs to match a design brief
- Information Systems Design and Development – Creating systems to store and display information
- Added Value Unit – Plan and create a complex solution to a given problem

The National 5 Computing Science course consists of the following units:-

- Software Design and Development – Creating programs to match a design brief
- Web Design and Development – Building websites to display information
- Database Design and Development – Creating databases to store and process data
- Computer Systems – Understanding how computer systems store data and their impact on our world

ASSESSMENT OF COURSES

In S3 pupils studying Level 4 Experiences and Outcomes will be assessed using a variety of methods. These may include:

- Practical assessments
- Cooperative group tasks
- Peer and self-assessment

- End of unit assessments
- Web based research

Assessments may include a combination of practical work, written work, class based assessments and projects.

To be awarded the overall course award for:-

- Computing Science at National 3 level pupils will have to pass both units.
- Computing Science at National 4 level pupils will have to pass all 3 units including the value added unit.
- Computing Science at National 5 level, pupils will sit an assignment in February/March before the final course assessment during the examination diet which will be externally administered by the SQA and be graded A – D.

PROGRESSION - WHAT CAN PUPILS DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

At the end of fourth year, pupils who have achieved Computing Science (National 3) award can progress by:

- Studying Computing Science (National 4)

At the end of fourth year, pupils who have achieved Computing Science (National 4) award can progress by:

- Studying Computing Science (National 5)
- Entering employment – IT is a core skill

At the end of fourth year, pupils who have achieved Computing Science (National 5) award can progress by:

- Studying Computing Science (Higher)
- Entering employment – IT is a core skill that the course develops
- Further education courses – Computing Science is available to study up to degree level

HOMEWORK

Homework will be used to consolidate learning. Homework activities will take a variety of forms – written, design, and research tasks.

DANCE

WHY STUDY DANCE IN S3?

The National Progression Award (NPA) in Dance is an introductory qualification in Dance in which candidates explore choreography and gain an appreciation of dance skills and techniques. It allows candidates to develop knowledge, understanding and skills in choreography and two different styles of dance selected from the following: Classical, Contemporary, Jazz and Alternative. Pupils will also research and analyse dance styles and practitioners, putting their learning into context.

Study of dance will allow pupils to develop their creative, choreographic and performance skills. This will involve teamwork, and a huge number of other skills for learning, life and work. Pupils will also perform in front of others, which will enable them to develop confidence and enhance their ability to cope with pressure.

COURSES

If pupils pick Dance, they will have the opportunity to be presented for a National Progression Award in Dance at the end of S3. They will also have the potential of moving on to study Dance in S4, at National 5 level.

ASSESSMENT OF COURSES

In S3 pupils will require to complete 2 units. One unit will be based on Dance choreography, with the other unit being on Dance performance within the Classical, Contemporary, Jazz and Alternative styles. Pupils will require to pass both units to achieve the overall award.

In S4, National 5 Dance consists of a choreography unit, a solo Dance performance, and a written exam.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

Pupils will be presented for a course at the end of S4. There is clear progression from the NPA in S3 - National 5 – Higher. Some pupils may progress at different speeds, so there will be no set structure for in what year a pupil sits a course.

Some pupils may do Higher Dance in S5, while some pupils do National 5 Dance in S5. Pupils being presented for a course which reflects their ability, will be the most important and deciding factor.

EQUIPMENT

If pupils pick Dance in S3, they will have 3 lessons a week where they will need PE kit. This, coupled with core PE, may mean that they require PE kit twice in one day. This places a great deal of importance on their organizational skills. Pupils must be well prepared for Dance, and have their PE kit every lesson.

DESIGN AND MANUFACTURE

WHY STUDY DESIGN & MANUFACTURE?

Design & Manufacture introduces learners to the multi-faceted world of product design and manufacturing. The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and finished products.

The course allows learners to engage with technologies. It allows them to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

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 design, manufacturing, engineering, science, marketing, and related disciplines.

The aims of the course are to enable learners to develop:

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

COURSES

Design & Manufacture will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

Pupils in S3 will undertake the Curriculum for Excellence broad experiences and outcomes at level 4 but may cover some of the work of National 4. As pupils progress into S4 they will study the subject at the level appropriate to them; either National 4 or National 5.

National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

The Course consists of two units:

- Design
- Materials and Manufacturing

Further details of units and course content can be obtained from:

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the course, pupils must demonstrate that they meet the requirements of the Units and an added value unit or project. (National 4).

The National 4 courses will also be assessed by teachers and graded as pass/fail.

The National 5 course will be assessed by the SQA by means of a course assignment and external exam paper.

The course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment will consist of an assignment and a question paper; the assignment is worth 55% of the overall award and consists of design skills and practical skills. The design will be marked externally and the practical element by the class teacher.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level/Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level/Intermediate 2) may choose to progress to Higher
- Pupils may also progress into National 4/5 Practical Woodworking in S5/6. This subject is entirely craft based and has no design content.

HOMEWORK

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

EQUIPMENT

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment (e.g. Drawing equipment or CAD software etc.) class teachers can provide advice.

ENGLISH

WHY STUDY ENGLISH?

English develops skills in reading, writing, talking and listening. It improves our ability to communicate and to understand. This enables us to engage with the world and lead a full and productive life. The skills that you learn in English will serve you well for the rest of your life and will touch every single area of your life. For all of the texts you will create, for all of the texts you will want to understand and respond to, English is important. You create and engage with texts that are written, seen or heard on a daily basis. English enables you to develop your own variety of expression and vocabulary. It helps you to collaborate with others and build relationships. English will help you to become a more effective communicator and better able to analyse what you read, watch or listen to, as well as articulating what you think and feel. It will enable you to develop skills for learning, life and work.

COURSES

In S3, pupils' learning is guided by the Experiences and Outcomes at Level 4.

In S4, English will be offered at National 3, National 4 and National 5.

These three courses are made up of two units:

- Creation and Production – writing and talking
- Analysis and Evaluation – reading and listening

Over S3 and S4, pupils will:

- Read and analyse poetry, prose, drama and media
- Write personal, creative and discursive pieces
- Take part in group discussions and give solo presentations
- Research issues and topics
- Analyse previously unseen texts
- Listen and respond to texts

ASSESSMENT

In S3 pupils will be assessed on an ongoing basis. This assessment evidence will be used to inform the course pupils follow in S4. In S4 all pupils will sit unit assessments which cover the four skills of reading, writing, talking and listening. These are assessed by teachers as pass / fail. Pupils will have the opportunity to re-sit a failed assessment.

In addition to this, pupils sitting National 5 have a folio to submit and an external exam.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

Progression routes at the end of fourth year may be as follows:

- a pupil achieving National 3 may choose to progress to National 4
- a pupil achieving National 4 may choose to progress to National 5
- a pupil achieving National 5 may choose to progress to Higher

HOMEWORK

Pupils will be expected to complete a variety of homework tasks throughout S3 and S4. These will include reading tasks, writing tasks, researching tasks and preparation for talks.

Pupils are also expected to continue to read a range of texts as part of a programme of personal reading.

EQUIPMENT

Pupils should bring the following items to class every day:

- Class work jotter
- English materials provided
- Pencil / pen
- Homework diary

FRENCH

WHY STUDY FRENCH?

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all. French is the largest donor of foreign words in English. Unless your English vocabulary is much higher than average, learning French will greatly increase the number of English words you know. In addition, French is an official working language in dozens of international organizations, including the United Nations, International Olympic Committee, and International Red Cross. French is the second most frequently used language on the internet.

Learning a language is also useful for many other reasons. Research proves that the benefits of learning a language include:

- Better understanding of different cultures
- Improved self confidence
- Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability
- Improved memory skills

COURSES

In S3 pupils' learning will be guided by the Experiences and Outcomes from Level 4. Where appropriate, they will also begin some work from National 4 / 5. Pupils will also complete the Modern Languages for Life and Work Award at level 3 or 4 as appropriate.

In S4 French will be offered at National 3, National 4 and National 5. The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S3 and S4 pupils will study the following contexts and topics:

Society – family and friends, lifestyle, media, global languages, citizenship

Learning – learning in context, education

Employability – jobs, work and CVs

Culture – planning a trip, other countries, celebrating special events, film and TV

ASSESSMENT

In S3 pupils will be assessed on an ongoing basis throughout the session. There will be no external assessment at the end of the year, but the ongoing assessment will be used to make a judgment as to what level of course pupils will follow in S4.

In S4 pupils sitting National 3 or National 4 will be assessed in class throughout the year. These courses are graded as pass / fail.

Pupils sitting National 5 in S4 will have an external exam which will be graded A – D. This consists of reading, listening and writing. In addition, they will complete a written assignment and a talking assessment with their teacher during S4.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 3 (equivalent to Standard Grade Foundation level) may choose to progress to National 4
- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher

HOMEWORK

Pupils will be given a variety of homework tasks throughout S3. These will include reading exercises, listening exercises, preparation for writing or speaking activities, grammar exercises, etc. In addition, learning vocabulary and grammatical structures will make up a significant part of the homework set in S3. Teachers will provide pupils with a list of websites which can be used to further consolidate their knowledge. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

EQUIPMENT

Pupils should bring the following items to class every day:

- Class work jotter
- Vocabulary jotter
- Worksheets / booklets provided



Pupils will need a bilingual dictionary (preferably Collins or Oxford) at home to use when completing homework tasks.

GEOGRAPHY

WHY STUDY GEOGRAPHY?

Geography creates new experiences for learners to explore the physical environment around them and to study 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. Opportunities for practical activities, including fieldwork, will be encouraged so that learners can interact with their environment.

The contexts for study focus on local, national and global examples. Geography draws upon the social and natural sciences; interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

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 stewardship, sustainability and global citizenship. This qualification will equip learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

What we study:

HUMAN

- Urban areas – Glasgow & Mumbai
- Population
- Rural areas

PHYSICAL

- Rivers
- Limestone
- Land use conflicts

GLOBAL ISSUES

- Climate Change
- Natural Regions – Rainforest & Tundra environments
- Map Skills

GEOGRAPHERS ARE GREAT!

Geographers are:

- ✓ Good communicators
- ✓ Spatially aware
- ✓ Socially and environmentally aware
- ✓ Problem solvers
- ✓ Good team players
- ✓ Computer literate
- ✓ Well rounded, flexible thinkers

Geographers can:

- ✓ Make a concise report
- ✓ Handle data
- ✓ Ask questions and find the answers
- ✓ Make decisions about an issue
- ✓ Analyse material
- ✓ Manage themselves
- ✓ Solve problems
- ✓ Independent thinkers

COURSES

During the course of S3, pupils will cover a range of topical issues relating to benchmarks at level 4. By the end of S3 pupils will then progress onto the National Qualification at the most appropriate level. Geography will be offered at the following levels:

- National 3, National 4 and National 5.

www.sqa.org.uk/curriculumforexcellence and www.sqa.org.uk/cfeforparents

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, creative tasks, group activities, case study research, short formal assessments and projects.

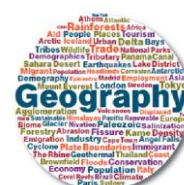
Course assessment for National 5 will be externally administered by the SQA and graded A – D.

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. Progression routes at the end of fourth year are detailed as:

- A fundamental part of the National Geography course is that pupils undertake a variety of fieldwork. This fieldwork will involve pupils choosing an area of study and will then perform fieldwork based on their choice of topic.



Homework will be issued to all pupils. The homework will vary from questions, watching the news, research using the internet, newspapers, journals and use of the library, in order to gain a further understanding of topical issues is encouraged. All formal homework will be marked and feedback given to pupils on their progress. All homework is uploaded on to Show My Homework which can be viewed on the school website.



GRAPHIC COMMUNICATION

WHY STUDY GRAPHIC COMMUNICATION?

The course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication.

The course 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, where these are appropriate.

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, and related disciplines.

The aims of the course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, materials and software
- extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

COURSES

Graphic Communication will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

Pupils in S3 will undertake the Curriculum for Excellence broad experiences and outcomes at level 4 but may cover some of the work of National 4. As pupils progress into S4 they will study the subject at the level appropriate to them; either National 4 or National 5.

National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

The courses consist of two units:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and an added value unit (National 4). Units will be assessed by teachers and be graded as pass/fail.

The course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment will consist of an assignment and a question paper; the assignment is worth 33% of the overall award and its purpose is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. This assignment will be externally marked by the SQA. The question paper is worth 67% of the overall award.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2) may choose to progress to Higher

HOMEWORK

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

EQUIPMENT

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment (e.g. drawing equipment or CAD software etc.) class teachers can provide advice.

HISTORY

WHY STUDY HISTORY?

History opens up the world of the past for learners. 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 in the context of the past.

COURSES

In S3 pupils will initially cover Level 3 and Level 4 outcomes depending on progress in learning.

In S4 History will be offered at the following levels:

National 3

National 4

National 5

Units

Scottish Unit: The Era of the Great War, 1910-28.

British Unit: The Atlantic Slave Trade, 1770-1807

European and World Unit: Hitler and Nazi Germany, 1919-39

ASSESSMENT OF COURSES

In the Broad General Education pupils will be assessed throughout the year in a variety of ways.

If they continue into S4 learners will sit an 80 mark exam and produce an Assignment which will be marked out of 20.

The course assessment for National 5 will be externally administered by the SQA and graded A-D.

Fieldwork

Pupils will be given the chance to participate in Fieldwork at a site in Scotland. They will also be given the opportunity to take part in our trip to the First World War Battlefields sites in France and Belgium.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

Pupils will have the option to progress to National 4, 5 or Higher

HOMEWORK

Homework will mainly comprise of completion of exercises and tasks started in class, research activities and preparation for class debate, and will be given approximately once per week.



MATHEMATICS

WHY (DO WE ALL) STUDY MATHS?

Mathematics and numeracy are important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics has applications in many subject areas, and skills developed in this course could support progression in other curriculum areas.

Every pupil will study maths in S3.

COURSES

In S3 pupils will undertake level 4 experiences and outcomes from the Curriculum for Excellence. Where it is possible we shall extend our learning to include topics from National 5.

In S4 courses are offered at National 3, 4 or 5.

Nat 3 Applications of Maths

National 4 Maths

National 5 Maths

The courses aim to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms to generalise and to solve problems
- allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- develop candidates' skills in using mathematical language and in exploring mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

PROGRESSION: WHAT CAN PUPILS DO AFTER S4?

On successful completion of any of the above it is possible to progress to the next of these courses or onto higher level. Pupils returning for fifth year will be presented for the course which provides them with the most suitable level of challenge.

HOMEWORK

Pupils are expected to do regular homework. This is viewed as forming a vital component in the learning journey in the maths department. It is one of the most effective ways for us to provide regular feedback to the pupils and helps us monitor their progress. It should be noted that parts of the course cannot be done without a calculator, which should be brought every day.

MEDIA

WHY STUDY MEDIA?

In Media you'll get the opportunity to develop your skills analysing and making different types of media texts such as films, adverts and audio packages. The main purpose of the Media course is to analyse and create media content.

The course enables learners to understand and develop their media skills and appreciate the opportunities and challenges that occur within the media industry. This course provides learners with opportunities to develop both knowledge of the media and the ability to create media content.

During the course learners will analyse media texts, and design, and plan. The knowledge and skills that learners acquire by successfully completing the course will be valuable for learning, life and work. The Scottish film Industry has been one of the consistently fastest growing industries in the country over the last decade and it is estimated that it will be worth over £1 billion by 2030 – with many exciting job opportunities becoming available.

The course aims to develop:

- The ability to analyse and create media content, as appropriate to purpose, audience and context
- Knowledge and understanding of the role of media within society, this will include specific focuses of:

- S3 - An introduction to prejudice in the Media
- S4 - Racism and multicultural representation in the media
- S5/6 - Feminism and the Media

- The ability to apply media literacy concepts and terminology
- The ability to plan and research when creating media content, appropriate to purpose, audience and context
- The ability to evaluate the learner's own practice and that of others

National 3	National 4	National 5
Analysing Media Content	Analysing Media Content	Analysing Media Content
Creating Media Content	Creating Media Content	Creating Media Content
	National 5 Units (Including an Added Value Assignment)	Course assessment

In S3 pupils will be assessed on an ongoing basis. The assessment evidence will be used to inform the course pupils follow in S4. In S4 all pupils will sit unit assessments which cover both creating and Analysing media content. These are assessed by teachers as pass/ fail. Pupils will have the opportunity to re-sit failed assessments. In addition to this, pupils sitting National 5 have an assignment to submit and an external exam.

The combination of the practical yet modern media creation component of the course with the investigative skills necessary to plan and to decode a piece of Media make it not only very enjoyable but also incredibly relevant and worthwhile in the 21st Century.

MODERN STUDIES

WHY STUDY MODERN STUDIES?

In Modern Studies you will study and examine contemporary society and the world around you. Modern Studies allows you to make sense of the complex 21st century world, your place in it and how it impacts upon you and others. You will be expected to draw on your own experiences and observations and apply them to complement your learning.



Through Modern Studies you will be equipped with a wide range of **skills for life and work**:

- Data handling skills
- Research skills – including planning, selecting, gathering, organising & presenting information
- Using and critically evaluating a range and variety of research methods
- Identifying and detecting fake news
- Supporting and opposing points of views
- Making and justifying decisions
- Reaching and justifying conclusions

Modern Studies is a highly relevant subject with many opportunities to actively engage in learning. Learning can be complemented with various **external learning experiences**. Examples include:

- Visits to the Scottish & UK Parliaments
- Visits to Glasgow Sheriff Court & the High Court
- Visits to Police Stations & the Police Museum
- Outside speakers including Members of the House of Lords, MPs, MSPs, Lawyers, the Police and Pressure Groups.

Some examples of jobs and positive pathways that Modern Studies can help young people enter:

Law
Teaching
Broadcast Media
Public Relations

Journalism
Marketing
Policing
Advertising

Civil Service
Social Work
Criminology

Politics
Economics
Banking

COURSES

In **S3** learners will start by studying the **World Issue: Terrorism** before progressing to start to National 5 level content. In **S3** learners will begin the National 4/5 course by studying an international issue which is the **Social Issues: Crime & the Law**.

In **S4** learners will progress and complete the National 4/5 course by studying:

- **International Issues:** A World Power: The USA
- **Political Issues:** Democracy in the UK & Scotland

ASSESSMENT OF COURSES

We use both formative and summative assessment in Modern Studies to measure the progress of our learners.

For students working at **National 4** level, there are internally assessed pieces of work including an **added value unit**, based on researching a topic (subject related) of their own choosing.

For **National 5** level, there is an **assignment** based task and **exam**, both externally assessed by the SQA.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The Modern Studies department offers a range of **progression and pathways** appropriate to learners' needs. If, at the **end of S4**, pupils wish to continue to study Modern Studies:

- a pupil achieving **National 4** can progress to **National 5**
- a pupil achieving **National 5** can progress to **Higher Modern Studies or Higher Politics or NPA Criminology**

The Modern Studies department also offers **progression from S5 – S6** by offering **Advanced Higher Modern Studies** in S6. This is a criminology and law based course, which is ideally suited for those wishing to advance to university to study Law, Social Sciences or the Humanities.

HOMEWORK

Homework in Modern Studies is issued to:

- Broaden and deepen knowledge of the topics studied
- Develop research and evaluating skills to instil the capacity in students for independent learning and imbue skills for life and work
- Assess learning and understanding and to inform next steps for pupil improvement

Homework will be issued as and when appropriate and may involve undertaking:

- Research tasks
- Planning and organising presentations
- Answering exam-type questions



MUSIC WITH PERFORMANCE

WHY STUDY MUSIC WITH PERFORMANCE?

This course is practical and experimental in nature and includes flexibility in the contexts for learning.

It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to increase **confidence** and **self-esteem**. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn. The skills that learners gain throughout the course will be valuable for learning, life and work.

Pupils will maintain an online portfolio of all of their audio files and a diary blog in the three units in the secure Department webpage on NUMU.

COURSE UNITS

Music: Performing Skills

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. Repertoire will be prepared as a solo and/or as a group. There is an expectation that pupils studying Music performance will take part in the extra curricular activities in the Music Department.

They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical and musical performing skills. Daily practise in Performance skills as **homework** is expected.

Pupils will have regular opportunities to record their performances and will work with Technology pupils on projects based on music of the 20th and 21st century.

Understanding Music

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy.

They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

HOMEWORK

Homework will include using music programmes available on bbc iplayer, and other online radio websites to revise the cultural and historical influence on music.

MUSIC: COMPOSING SKILLS

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts to realise their intentions when creating original music. Learners will self-reflect on the impact and effectiveness of their creative choices and decisions and develop understanding of how composers create music in different ways and the things that influence their work.

Pupils will use Sibelius notation software and other sequencing software to compose their own music.

MUSIC PERFORMANCE PROGRESSION

Pupils can complete an Added Value unit to complete the course at each level. This requires pupils to perform a programme of music, solo or as part of a group in a controlled assessment setting.

National 4

National 5

Higher

Advanced Higher

At all levels pupils will:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice, performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- self-reflect on their own work and that of others

MUSIC WITH TECHNOLOGY

WHY STUDY MUSIC WITH TECHNOLOGY?

This course is practical and experimental in nature and includes flexibility in the contexts for learning.

The National 4/5 Music Technology Course enables learners to develop skills in the use of music technology hardware and software to capture and manipulate audio, and to use music technology creatively in sound production. The Course also enables learners to analyse a range of 20th and 21st century musical styles and genres, and to develop a broad understanding of the music industry.

The Course engages the learner through involvement in practical music technology based activities and tasks which are supported by knowledge and understanding of music technology and understanding of straightforward music concepts, form and structures. In the Course, learners will develop their ability to express themselves through music, which encourages the development of creativity and independence. While developing original ideas for music and sound, learners will be able to express themselves musically and begin to critically reflect on their learning and the quality of their work.

The Course encourages learners to become successful, independent and creative in their use of technologies and to continue to develop the attributes and capabilities of the four capacities, including creativity, flexibility and adaptability, enthusiasm and a willingness to learn, perseverance, independence and resilience, and responsibility, reliability, confidence and enterprise.

COURSE UNITS

Music Technology Skills

In this Unit, learners will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music

In this Unit, learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.

Music Technology in Context

In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

MUSIC TECHNOLOGY PROGRESSION

Pupils can complete an Added Value unit to complete the course at each level. This requires pupils to perform a programme of music, solo or as part of a group in a controlled assessment setting.

National 4

National 5

Higher

Advanced Higher Music with Performance – Portfolio option

At all levels pupils will develop

- skills in using music technology hardware and software to capture and manipulate audio
- knowledge of music technology hardware
- knowledge of features and functions of music technology software
- application of music technology in creative ways
- planning, implementation and simple evaluation of a sound production
- awareness of a range of contexts in which music technology can be applied
- knowledge and understanding of 20th and 21st century musical styles and genres, and how they relate to the development of music technology
- the ability to reflect on own work

HOMEWORK

- Weekly: Concept revision using online resources and home practice flash cards
- Twice monthly: Essential sound engineering skills – homework practice using interactive software

NPA Photography

The NPA Level 4 in Photography is comprised of FOUR units.

There are various OUTCOMES within each unit, all of which must be completed.

UNIT 1 – Understanding Photography

Outcome 1: Evaluate different types of photography

Outcome 2: Evaluate simple photographic approaches and styles

UNIT 2- Photographing People

Outcome 1: Plan photography sessions based on a selection of images of people taken outdoors

Outcome 2: Take a range of controlled and composed photographs of people taken outdoors

Outcome 3: Present selected photos of people

UNIT 3 – Photographing Places

Outcome 1: Plan photography sessions based on a selection of images of outdoor places

Outcome 2: Take a range of controlled and composed photographs of outdoor places

Outcome 3: Present selected photos of outdoor places

UNIT 4 – Working with Photographs

Outcome 1: Provide a simple evaluation of a range of chosen images

Outcome 2: Make simple enhancements to an image using software such as Photoshop.

Outcome 3: Store and handle images safely

PHYSICAL EDUCATION

WHY STUDY PHYSICAL EDUCATION?

Living in today's world allows people much more leisure time with greater opportunity for employment in this expanding area. Pupils who have studied Physical Education would fit easily into the market place, whether it be in further education or directly into the working environment.

Pupils will have developed the ability to problem solve, team build and work as part of a team, while improving their interpersonal skills of self-confidence, self-esteem, self-reliance and determination.

COURSES

If pupils pick Physical Education, they will follow a course in S3 that will be guided by the Experiences and Outcomes from Level 4. They will also begin some work from National 4 and National 5 level.

In S4, pupils will be presented for an award at National 3, National 4 or National 5.

ASSESSMENT OF COURSES

In S3 pupils will be assessed on an ongoing basis throughout the session. There will be no external assessment at the end of the year, but the ongoing assessment will be used to make a judgment as to what level of course pupils will follow in S4.

In S4, pupil assessment will be dependent on what level of course they are going to be presented at.

National 3 and National 4 will be assessed on a Pass/Fail basis and all assessment will be carried out by the teacher.

National 5 will have an external assessment where pupils will complete a portfolio of their best work which will be sent away and marked by the SQA. The National 5 course will be graded A-D and will be a combination of pupils two best practical performances and their portfolio.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

Pupils will be presented for a course at the end of S4. There is clear progression from National 3 – National 4 – National 5 – Higher. Some pupils may progress at different speeds, so there will be no set structure for what year a pupil sits a course in.

Some pupils may do Higher PE in S5, while some pupils do National 5 in S5. Pupils being presented for a course which reflects their ability will be the most important and deciding factor.

EQUIPMENT

If pupils pick PE in S3, they will have 5 PE lessons a week, and sometimes twice in one day. This places a great deal of importance on their organizational skills. Pupils must be well prepared for PE, and have their PE kit every lesson.

ACTIVITIES

The activities that we will cover over the course of S3 and S4 will be; basketball, badminton, gymnastics and hockey. There will also be an opportunity for practical assessment in other activities in which pupils represent the school in an extra curricular capacity.

HOMEWORK

In S3 pupils will have one classroom session every second week, and will get homework every second week. In S4, pupils will have one classroom lesson per week, and will get homework every week.

In both S3 and S4, homework will be marked and will inform staff judgments as to what levels pupils may be presented at in S4. In PE, homework tasks will typically be extended responses, and we will encourage pupils to add depth and detail to their written responses as they progress through S3 and into S4.

Pupils should be aware that the academic expectations in Physical Education are equal to other subjects, and that written work is in integral part of the course.



PHYSICS

WHY STUDY PHYSICS?

Learners will acquire knowledge of concepts in physics, relevant to this level of the course and be able to apply their understanding to practical situations. They will develop skills in making informed decisions and be prepared to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

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 also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

COURSES

In S3 pupils' learning will be guided by the Experiences and Outcomes from Level 4. Where appropriate, they will also begin some work from National 4.

In S4, Physics will be offered at the following levels:

National 3, National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

National 3 is equivalent to Access 3 or Standard Grade Foundation level. National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

Courses consist of units.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5).

Units for all levels will be assessed by teachers and be graded as pass/fail. National 3 and National 4 courses will be assessed by teachers and graded as pass/fail. The National 5 course will also have units assessed as pass/fail. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

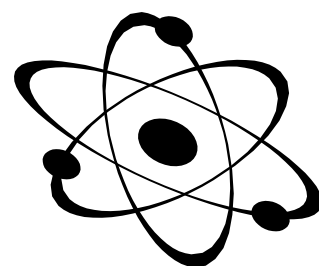
The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 3 (equivalent to Standard Grade Foundation level) may choose to progress to National 4
- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher

HOMEWORK

Homework will be issued regularly and is a crucial part of the course.



PRACTICAL COOKERY

WHY STUDY PRACTICAL COOKERY?

The Scottish catering and hospitality industries are large, vibrant and growing, collectively employing a significant proportion of the nation's workforce. Throughout Scotland, employers have been unanimous in their calls for well-educated and skilled workers capable of further professional development and this qualification in Practical Cookery aims to answer this call. Enrolling in this course, will enhance the employability of any learner by actively teaching them how to contribute to the success of this vital industry.

The course also develops a range of skills for learning, developing the young workforce and skills for becoming future parents.

The following critical skills include:

Ethical decision making

Organisation, communication and research

Time management and team building in a variety learning experiences in the hospitality context.

COURSES

Initially, S3 students will be covering level 4 experiences and outcomes/benchmarks before they are advised to study the course at the appropriate level in S4 i.e. National3, 4 or 5.

The course consists of 4 units:

Cookery Skills, Processes and Techniques:-

This unit aims to develop basic cookery skills, food preparation techniques whilst producing simple dishes for themselves and for others.

Understanding and Using Ingredients:-

This unit aims to teach basic knowledge of ingredients, their uses in food and their impact on health and wellbeing and our environment.

Organisational Skills for Cooking:-

This unit aims to develop basic planning, organisational and time management skills - all key attributes for pupils hoping follow a career in the hospitality industry. Pupils will follow simple recipes, produce dishes for specified occasions and demonstrate an ability to work safely and hygienically.

Added Value Unit 'Producing a Meal':-

Pupils will use the knowledge and skills developed in the last three units to complete this final unit. Pupils will plan, prepare, and cook a two course meal for a set number of people and present it appropriately.

Further details of units and course content can be obtained from www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

The course will be internally assessed by department staff throughout the session. Assessments will be appropriate to the subject and level of study that the pupils have been recommended to study (National 3-5). Assessments may include a combination of practical work, case studies, examinations and projects to provide challenge and enjoyment whilst maximising potential.

At national 5, the course consists of 3 components:

An Assignment (1hr 45mins) and a practical exam 2 ½ hrs (combined worth 75%)

A written exam (1hr and worth 25%)

The Course assessment for National 5 is externally administered by the SQA. To be awarded the course, pupils must demonstrate that they meet the requirements of the units and course assessments.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

Progression into S5/6 within the department is subject to resourcing and staffing availability.

HOMEWORK

Written exercises will be given on a regular basis. Research tasks will also form part of homework. This could involve research and revision on individual topics. Pupils will be required to bring a container to take the food home in.



PRACTICAL WOODWORK

WHY STUDY PRACTICAL WOODWORK?

Practical Woodwork is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing wood. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

This Course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wanting to progress to higher levels of study, apprenticeship or a related career, such as joinery, furniture making etc.

The aims of the Course are to enable learners to develop:

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context

COURSES

Practical Woodwork will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

Courses consist of the following units:

- Flat Frame Construction
- Carcase Construction
- Machining and Finishing

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments will include a combination of practical work and knowledge assessments

To be awarded the National 4 course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (project).

To be awarded the National 5 course, Pupils must pass a Course assessment (project) and external exam.

The National 4 course will also be assessed by teachers and graded as pass/fail.

The National 5 course assessment will be internally marked and externally verified by the SQA. The course assignment is worth 70% of the overall award. There is a final exam in practical woodwork worth 30% of the overall award. The final grade (A-D) is determined by the adding of the course assignment and exam marks together.

PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 4 (equivalent to Standard Grade General level/Intermediate 1) may choose to progress to National 5

HOMEWORK

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

EQUIPMENT

All necessary equipment will be provided within schools.

THE PRINCE'S TRUST

ACHIEVEMENT PROGRAMME

The Prince's Trust Achieve Programme assists young people to develop skills and confidence that they may need to reach their goals.

It also helps young people build skills for learning, life and work which prepares them for life after school.

Young people on the Achieve programme can engage in programmes which cover personal and social development, life skills, active citizenship, enterprise projects and preparation for work.

WHAT IS THE PRINCE'S TRUST Achieve Programme?

The Prince's Trust Achieve programme is a skills based personal development course. Pupils select it as an option choice. It gives pupils the opportunity to gain an SQA qualification in Personal Development at National 4.

HOW WOULD YOU SPEND YOUR TIME?

There are no exams or homework. There is a lot of time to review activities and ensure that the young people are part of the decision making process as they work through the various units of work.

Through the Prince's Trust Achieve programme you can:

- Develop personal growth and engagement in learning
- Work as part of a team
- Boost your confidence and self esteem
- Develop literacy, language and numeracy skills

SOME ACTIVITIES THAT WE HAVE BEEN INVOLVED WITH THIS YEAR

- We organised a staff coffee morning and raised money for Alzheimer's Scotland.
- Our young people in Fourth year went on work experience for a week.
- We organised and ran a Krispy Crème donut sale to raise money for the Beatson.

Employers are looking for people with good skills. The Prince's Trust Achieve programme will help you to develop your skill and get ahead in life.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS)

RMPS will help you develop all of your higher order thinking skills; remembering, understanding, applying, creating, analysing and evaluating.

These are all transferable skills that will help you in many other subjects and fields of study; geography, history, psychology, modern studies, sociology, philosophy, law and journalism to name a few.

In RMPS, you will have regular debates and discussions about a variety of opinions and responses. You will learn to construct strong and valid arguments to support your opinion whilst also being able to respect the other side.

RMPS will give you the confidence to be able to formulate and argue your opinion. Also it will equip you with the tools to be able to critique and scrutinise different viewpoints. You will think about life's big questions and have your say on big issues.

By studying RMPS you will become better informed about some of the moral and philosophical issues that are not only relevant today but have been relevant throughout the history of mankind. It will enable you to gain both a local and global perspective on issues such as justice and capital punishment.

Section 1: World Religion

The beliefs, practices and sources are closely related and interconnected. Candidates are not required to learn specific sources for each religious belief and practice. However, they should be able to use examples of sources that inform beliefs and practices, where appropriate.

Pupils should be able to:

- demonstrate knowledge and understanding of religious beliefs and practices
- analyse religious beliefs and practices
- evaluate the relevance, significance and impact of religious beliefs and practices

Section 2: Morality and Belief

- present factual knowledge and understanding of the moral issues
- present factual knowledge and understanding of a religious and non-religious viewpoint on the moral issues
- analyse the different moral issues
- evaluate a religious and non-religious response to the moral issues
- present a reasoned viewpoint on the moral issues

Section 3: Religious and Philosophical Questions

The Problem of Suffering

- Explanations of suffering and evil — free will and responsibility — determinism — natural causes — role of God
- Problems for beliefs about God — nature of God — challenge to the nature of God — challenge to the existence of God — theodicies

MODERN LANGUAGES - SPANISH

WHY STUDY MODERN LANGUAGES?

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all.

It has been proven by a substantial body of research that the benefits of learning a language include:

- Better understanding of different cultures
- Improved self confidence
- Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability

WHY SPANISH?

- Spanish is the second world language as a vehicle of international communication and the third as an international language of politics, economics and culture.
- About 330 million people in the world speak Spanish as their first language.
- The demand for Spanish courses has doubled world-wide in ten years.
- Spanish is the official language in 21 countries.
- Approximately another 100 million people speak Spanish as a second language.
- Spanish is expected to be the first language of 50% of the population of the United States within 50 years.
- Spanish is the most popular foreign language to learn in America and Europe.
- Today Spanish is an official language of the UN and its institutions, the European Union and other international organisations.
- The Spanish language is used world-wide on the Internet.
- Latin American countries are experiencing constant economic growth and because of that, are becoming more important as trading partners.

COURSES

In S3 pupils' learning will be guided by the Experiences and Outcomes from Level 3 and 4. Where appropriate, they will also begin some work from National 4 / 5.

In S4 Spanish will be offered at National 3, National 4 and National 5.

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides

learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S3 and S4 pupils will study the following contexts and topics:

Society – family and friends, lifestyle, media, global languages, citizenship

Learning – learning in context, education

Employability – jobs, work and CVs

Culture – planning a trip, other countries, celebrating special events, film and TV

ASSESSMENT

In S3 pupils will be assessed on an ongoing basis throughout the session. There will be no external assessment at the end of the year, but the ongoing assessment will be used to make a judgment as to what level of course pupils will follow in S4.

Pupils sitting National 3 or National 4 will be assessed in class throughout the year. These courses are graded as pass / fail.

Pupils sitting National 5 in S4 will have an external exam which will be graded A – D. This consists of reading, listening and writing. In addition, they will complete a written assignment and a talking assessment with their teacher during S4.

PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- a pupil achieving National 3 (equivalent to Standard Grade Foundation level) may choose to progress to National 4;
- a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5;
- a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher.

HOMEWORK

Pupils will be given a variety of homework tasks throughout S3. These will include reading exercises, listening exercises, preparation for writing or speaking activities, grammar exercises, etc. In addition, learning vocabulary and grammatical structures will make up a significant part of the homework set in S3. Teachers will provide pupils with a list of websites which can be used to further consolidate their knowledge. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

EQUIPMENT

Pupils should bring the following items to class every day:



- Class work jotter
- Vocabulary jotter
- Worksheets / booklets provided

Pupils should have a bilingual dictionary (preferably Collins or Oxford) at home to use when completing homework tasks.

EXEMPLAR S2 into S3 Subject Choice Form

All pupils must study English, Mathematics and French. Select **one** subject from Expressive Arts, Sciences, Technologies and Social Studies, indicating a first and second choice. Select **two** subjects from Additional Subjects, indicating a third choice as a backup.

***** ANY SUBJECT CHOSEN AS A FIRST CHOICE, CANNOT BE USED AS A SECOND OR THIRD CHOICE*****

English and Literacy	Mathematics & Numeracy	Modern Languages	Expressive Arts	Sciences	Technologies	Social Studies	Additional Subject
3	3	3	3	3	3	3	3 + 3
English	Mathematics	French	Art & Design	Biology	Admin & IT	Business Management	Admin & IT Art & Design Biology Business Management Chemistry Computing Science Dance Design & Manufacture Geography Graphic Communication History Media Modern Studies Music with Performing Music with Technology Photography Physical Education Physics Practical Cookery Practical Woodwork XL – The Prince's Trust RMPS Spanish
			Media	Chemistry	Graphic Communication	Geography	
			Physics	Music with Technology	History		
			Physical Education		Physics	Modern Studies	
			Dance		Computing Science	RMPS	
			Design & Manufacture		Photography		
			Practical Woodwork				
			XL – The Prince's Trust				
		First Choice					
		Second Choice					
Backup							

(Back of S3 Options Form)

Are there any subjects you would like to study that you have been unable to choose? If so, write the subject or subjects below:

Parent / Carer signature _____

Date _____

SCHOOL VISION, VALUES AND AIMS

VISION

Boclair Academy is committed to ensuring a range of high quality opportunities for all young people in order to maximise the potential of all.

VALUES

In Boclair Academy all our work is underpinned by a commitment to our core values of: Respect, Honesty, Fairness and Achievement.

AIMS

to provide a broad and balanced curriculum, the highest quality of learning and teaching

to allow pupils to develop a depth of knowledge and a range of skills and experiences

to encourage pupils to take responsibility for their own learning

to encourage pupils to participate fully in the life of the school, the wider community and society in general

to promote an ethos of success and achievement for all

to provide a caring environment in which pupils feel confident and secure

to promote equal opportunities and respect for others

to encourage parents to work in partnership with the school



Maximising

Potential

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