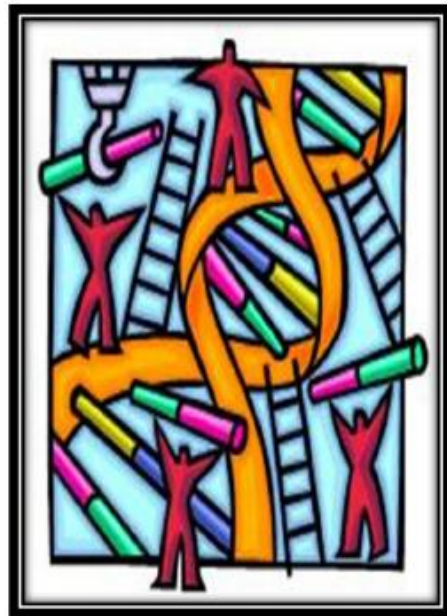


# Wallace Hall Academy



## Option Choice Booklet Transitions from S2 and S3



**Session 2016-17**

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## Option Choice Booklet - Overview

Making the right choices in S2 and S3 is a very important part of your educational development. The choices that you make at this time contribute to how you begin to shape the learning pathways in S3 through to the senior phase of school and beyond school to your educational future and your possible learning pathways beyond school and for any career choices thereafter. It is vitally important, therefore, that you take the option choice process seriously, and that you give it your full attention and commitment.

Firstly, consider carefully what the right pathway is for you. For most learners, a balanced course choice from all curriculum areas ensuring a variety of pathways in S4 and beyond is recommended.

It is important that your choices are based on full and accurate information. This document is a starting point and contains details of each of the courses on offer. The information is provided by principal teachers and provides content and relevant information relating to each course. You should read it carefully. You should be clear about your best progression route in each subject based on **discussion with each of your class teachers**. You should also **discuss your course choices with your family** and friends as this will give you every opportunity to think through your decisions.

You will, of course, receive advice and support from Pupil Support staff in the school. You will have a formal options interview with your Pupil Support teacher and your parent; however, by this point you may more or less know what subjects you are planning to take. If you are unsure, you should **speak to your Pupil Support teacher and/or your subject teachers prior to your selection**. In addition to this, you will be able to receive help from the Careers Officer by requesting an appointment via your Pupil Support teacher. It is essential that those of you who are considering further study at college or university check carefully which subjects are essential for your preferred courses. You will find this information by checking the prospectus or website of the college or university concerned. The admissions officers in each university are always willing to advise if you contact them directly. Again, speak to your Pupil Support teacher if you need help.

**During the S2 parent's evening on Tuesday 12<sup>th</sup> January and the S3 parent's evening on Wednesday 3<sup>rd</sup> February there will be presentations on the option process for parents and carers.** This will be in addition to an Option Process assembly for pupils.

Your options should be **realistic** and based on **your knowledge about your interests, effort, progress and performance to date**. This information will help you to decide the appropriate level of study for each subject you wish to pursue.

The choices you make are important to your future. Think carefully before you make any decisions and remember to seek advice if you are unsure.

*Mr John Blair*

## Third Year Options

Wallace Hall Academy pupils currently studying in S2 have been following courses as part of the Broad General Education entitlement of A Curriculum for Excellence – Scotland’s new curriculum.

In S3, we offer pupils the opportunity to build upon key skills and knowledge from primary to S2 and to begin to study subjects which are of most interest and relevance, offering aspects of personalisation and choice. These courses will in the main be offered at Curriculum Levels 3 or 4 with additional challenge from National 5 learning contexts as appropriate. This means that in S3, your child will continue to study some ‘Core’ subjects and some subjects chosen from the CfE Curriculum Areas.

- Language and Literacy (English All)
- Mathematics and Numeracy (All)
- Religious and Moral Education (All Core)
- Physical Education (All Core)
- Personal and Social Education (All Core)

Option choices:

- Expressive Arts (Art, Drama, Music)
- Health and Wellbeing (Health & Food Technology, Physical Education)
- Languages (French, Spanish, German)
- Sciences (Biology, Chemistry, Physics)
- Social Studies (Geography, History, Modern Studies, Business Management)
- Technologies (Design and Manufacture, Graphic Communication, Fashion and Textile Technology, Administration)

In selecting 9 courses, pupils will continue to study a broad and balanced curriculum covering at least one option from each of the curriculum areas. Pupil Support staff will advise pupils about the most appropriate options, but pupils should also discuss with parents and class teachers.

Next steps:

1. Read the information about each course contained in this booklet.
2. Ask the class teacher or Principal Teacher any questions which you have.
3. Choose seven courses on the option sheet in columns C to H and then list your choice of 3 subjects in order of preference from column I.
4. Return your option form by the agreed date on the form.

### **Please note.**

Every effort will be made to ensure that pupils are able to study subjects of their choice. Please make sure that you know what progression is possible in each subject.

Sometimes pupils are not able to have all 1<sup>st</sup> choices:

- Where there are not enough pupils opting for a subject
- Where it is not possible to offer a subject at the same time (a clash)
- Where there are too many pupils opting for a subject.

In all cases, pupils and parents will be contacted. Pupil Support and subject staff will advise as to the best option routes where there are such difficulties.

All courses are expected to develop aspects of Skills for Life, Skills for Learning and Employability skills together with Literacy, Numeracy and Health and Well Being as appropriate.

## Fourth Year Options

All pupils will continue to study English, Mathematics and Physical Education as they move into S4. In addition to this pupils will also choose a further 4 subjects. In general, pupils should select subjects which they have been studying in S3.

Entry into National 5 Courses will require students to be Secure or Consolidating at Level 4 by the end of S3.

Pupils who find the level of study at National 5 too demanding will be able to move to National 4 as the year progresses.

**In Biology, Chemistry and Physics, class teachers will recommend the level of study (National 5 or National 4) before the start of S4.**

For entry into National 4 Courses pupils should be developing at Level 4 or Secure or Consolidating in Level 3 by the end of S3. Pupils who are not able to achieve National 4 will be entered for National 3 Qualifications.

### NATIONAL Qualifications

National Courses replace standard grade and Intermediate Courses. National 3 and 4 are assessed internally and verified by the SQA. National 5 courses are continuously assessed in school and in the main require successful completion of all elements at that level. Most National 5 courses have an external examination.

National Courses provide qualifications at five different levels for pupils, although few subjects will be able to offer courses at all levels. The levels of the courses are given below alongside the existing/previous award which is regarded as their general equivalent.

#### NATIONAL COURSE LEVELS

National 3  
National 4  
National 5  
Higher  
Advanced Higher

#### EQUIVALENT AWARD

(Access 3) Foundation Level Standard Grade  
General Level Standard Grade, Intermediate 1  
Credit Level Standard Grade, Intermediate 2

### Progression to Higher Level Courses in S5

Any pupil wishing to take a subject at Higher level will normally be expected to have successfully completed a National 5 course. Pupils will have to demonstrate skills and knowledge at an appropriate level in order to complete courses. Where not all elements are successfully completed, pupils may require to be presented at a lower level as appropriate

## Option Choice Timelines

### S2 into S3

| Date  | Event  |
|---|--|
| Wednesday 16 <sup>th</sup> December                         | S2 Subject Reports Issued<br>Final Option Form Issued  |
| Tuesday 12 <sup>th</sup> January                            | S2 Parents' Evening and Presentation on Option Process |
| Thursday 14 <sup>th</sup> – Monday 18 <sup>th</sup> January | S2 Parent and Pupil Option Interviews                  |
| <b>Friday 22<sup>nd</sup> January</b>                       | <b>Deadline for Returning Completed Option Forms</b>   |

### S3 into S4

| Date  | Event  |
|---|--|
| November 2015   | First trawl exercise to help plan option choice forms  |
| Thursday 28 <sup>th</sup> January                         | S3 Subject Reports Issued<br>Final Option Form Issued  |
| Wednesday 3 <sup>rd</sup> February                        | S3 Parents' Evening and Presentation on Option Process |
| Friday 5 <sup>th</sup> – Tuesday 9 <sup>th</sup> February | S3 Parent and Pupil Option Interviews                  |
| <b>Friday 12<sup>th</sup> February</b>                    | <b>Deadline for Returning Completed Option Forms</b>   |

Please contact Mr Blair or any of the Pupil Support teachers should you wish to discuss this process further.

## SOURCES OF ADVICE/INFORMATION

### DHTs

|               |       |
|---------------|-------|
| Mr J Blair    | Scaur |
| Mr D Dillon   | Nith  |
| Ms P MacNicol | Cairn |

### PUPIL SUPPORT STAFF

|                                  |       |
|----------------------------------|-------|
| Miss L Brown (Principal Teacher) | Scaur |
| Mrs M Miller (Principal Teacher) | Nith  |
| Mrs K Fraser (Principal Teacher) | Cairn |

Pupil Support staff and DHTs aim to interview pupils in the appropriate year group(s) near the time of courses being chosen, but are available at other times. Pupil Support teachers can help clarify questions, arrange access to information, contact with other agencies such as the Careers Service or Colleges and consult appropriate teachers.

## CAREERS ADVISOR

The school careers advisor, Peigi Brough is available for consultation to assist with any queries or advice that may be required. Peigi is in school every Thursday for consultation running drop-in sessions during lunch. Peigi would welcome the opportunity to meet with parents during scheduled appointments to discuss issues surrounding subject selection. Alternatively, please feel free to contact Peigi Brough directly. She can be contacted at the Skills Development Scotland office in Dumfries.

**Why study Admin and IT?**

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

Studying IT in Business will enhance a pupil's employability in these growing sectors by teaching them how to use IT software to an industry standard, and how to contribute systems that ensure a business is running successfully.

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

**What are the benefits of studying this course?**

IT is a growing sector which cuts across the entire economy, offering a wide range of employment opportunities. IT skills are demanded by employers and will be of use in a wide variety of industry sectors.

- You will develop a range of IT skills across a number of software packages
- You will learn how to apply these skills in a business context
- You will develop an understanding of the contribution that IT makes the operation of a business

The course contains a significant practical element and uses real-life contexts, which makes it relevant to the world of work.

| <b>Skills developed</b>  | <b>Personal qualities developed</b>      |
|--|--|
| Employability  | Working independently and co-operatively |
| Literacy, numeracy   | Resilience                               |
| Using IT applications - word processing, spreadsheet, database, desktop publishing, presentations programming software | Decision making                          |
| Planning, organising and communicating   | Taking responsibility                    |
| Using technology e-mail, internet, e-diary   | Self-disciplined                         |
| Problem solving  | Leadership                               |

**How will I learn – the activities and tasks I can expect:**

- IT tasks involving the use of software in the table above
- Planning and organising events
- Problem solving tasks to include identifying the problem, devising the solution and applying the solution
- Using IT for gathering and sharing information



## Contribution to life in and beyond school:

| Skills for Learning      | Skills for Work | Skills for Life        |
|--------------------------|-----------------|------------------------|
| Group Work               | Citizenship     | Working co-operatively |
| Literacy                 | Employability   | Communication          |
| Analysing and evaluating | ICT             | Working independently  |

## Evidence of learning is gathered by:

Evidence can be drawn from a variety of sources and presented in a variety of formats. This can include written responses, participation in group tasks, presenting information to others, IT tasks using a variety of applications, case studies, administrative assignments.

## Possible progression routes:

Within school progression is as follows:

National 3 > National 4 > National 5 > Higher > Advanced Higher in Administration and IT

Pupils' progress will depend on their attainment within the course.

Some possible careers include working in the following areas:

- Human resources
- Health service
- Hospitality
- Insurance
- Banking
- Retail
- Event Planning
- Local government
- Travel and tourism
- Transport and distribution
- IT support





**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. Students will develop their knowledge of Art & Design, practice and practical, media handling skills in both expressive and design contexts. Learners will develop important skills, attitudes and attributes. Learning in this Course will include active involvement in creative activities and the creative use of media, materials and/or technologies.

**What are the benefits of studying this course?**

This course will benefit pupils who are interested in Art & Design.

- You will benefit from learning how to work with a variety of different types of materials when designing and making.
- You will develop the skills needed to draw, paint and work in 3D to create and express in response to visual stimuli.
- You will begin to understand the main influences on art and design practice.
- Develop personal and imaginative visual ideas through art practice

| <b>Skills developed</b>   | <b>Personal qualities developed</b>   |
|---|---|
| Expressive:<br>Ability to create and express using a variety of media in response to visual stimuli.                            | Express personal ideas, confidence in handling a variety of materials.  |
| Design:<br>Produce investigative and visual research from a design brief. Develop creative ideas and evaluate a final solution. | Creativity<br>Problem solving<br>Research skills, self-management   |
| Critical: Analysis of artists and designers.<br>Understanding of the factors influencing their work.                            | Ability to discuss and analyse the world in a more visual way.<br>Visual literacy skills.                     |
| Thinking Skills, Literacy, Health and well being.   | Confidence and the ability to make informed judgments.<br>Enjoyment, as skills are enhanced through practice. |

## How will I learn – the activities and tasks I can expect?

- Develop personal and imaginative visual ideas through expressive art by:
- Building a portfolio of practical work in both design and expressive activities.
- Responding to visual stimuli by selecting and using suitable subject matter for a themed expressive art activity. Use familiar art media and techniques, showing visual understanding of the subject matter and understanding of the visual elements.
- Produce a series of drawings, colour studies and visual research for the themed art activity, either portraiture, still life or landscape.
- Simple visual problem solving, planning and self reflection when initiating, and developing ideas for expressive work.
- Respond to a design brief and develop imaginative ideas to produce a final solution. Evaluate the solution.
- Critically evaluate the work of artists and designers.

## Contribution to life in and beyond school:

| Skills for Learning  | Skills for Work | Skills for Life                 |
|----------------------|-----------------|---------------------------------|
| Creative development | Problem solving | Resilience, working with others |
| Design               | Decision making | Developing self confidence      |
| Presenting           | Evaluating      | Dealing with social issues      |
| Researching          | Analysing       | Expressing ideas/ emotions      |

## Evidence of learning is gathered by:

A portfolio of Expressive work and Critical evaluation of Artists and their work.

A portfolio of Design work and Critical evaluation of Designers and their work.

## Assessment

Assessment supports learning and is on-going over the year. A number of effective formative assessment strategies are used to encourage pupils to be more actively involved in the learning process and to be more effective communicators and contributors. Pupils are encouraged to self and peer assess on a regular basis. Discussion takes place at regular intervals to improve skills and inform next steps.

Sketch books are an important part of the course and are used to develop drawing and research skills. Homework exercises are set regularly to help develop responsible working habits. Skills are developed which could allow pupils to progress to the senior level.

## Possible progression routes:

Progress will depend on pupil's attainment within the course. A few pupils will be working at level 3. Most pupils will be working at level 4. Pupils will have the opportunity to engage in a variety of activities and experiment with different media and will gain confidence and experience as they learn.

The Experiences and outcomes for National 5 will be developed as progress is made.

Studying Art and Design opens up a world of career wonderful opportunities. Career paths include:

- Architecture, Advertising, Animation
- Ceramics, Costume Design
- Floristry, Garden Design, Graphic Design
- Illustration, Interior Design
- Medical Illustration Publishing, Product Design
- Special Effects Work
- Teaching
- Textile Design, Theatre Set Design
- Visual Merchandising
- Web Site Design and many more



The skills of problem solving, adaptability and resilience are integral to Art & Design and are life skills which help pupils to become confident adults.

## Why Study Biology?

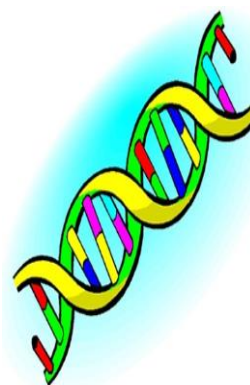
Biology is the study of living organisms. This area of science plays a crucial role in our everyday existence and is an increasingly important subject in the modern world.

Biology affects everyone and aims to find solutions to many of the world's problems.

Advances in technology have served to make this subject more interesting and relevant and thought-provoking.

National 4 and National 5 Biology courses have a number of aims which include the following; to develop scientific and analytical thinking in a biological context, develop problem solving skills, develop and apply knowledge and understanding of biology and develop an understanding of the relevant applications of biology in society.

Biology is an important subject in many careers such as medicine, nursing, dentistry, physiotherapy, food science, sports science, pharmaceutical industry, farming, conservation and beauty therapy.



in

## What are the benefits of studying this course?

Biology in third year equips learners with analytical problem solving skills, gives an understanding of the physical world and an awareness of the role of Biology in society.

| Skills developed             | Personal qualities developed              |
|------------------------------|---|
| Skills of scientific inquiry | Inquisitiveness, persistence              |
| Practical                    | Dexterity, interpretation of instructions |
| Communication                | Interpersonal skills,                     |
| Scientific literacy          | Awareness of impact of science in society |

## What I will learn:

**Life on Earth:** Biodiversity and distribution of life; Sampling techniques; Energy in ecosystems; Adaptation and Evolution and Human impact on the environment.

## How will I learn? – The activities and tasks I can expect:

An experimental and investigative approach is used to develop knowledge and understanding of Biology concepts. Typical learning activities in school include:

- Experimental investigation or demonstrations, including a whole day practical at Drumlanrig estate
- Reading texts to extract information
- Answering questions to practise comprehension and problem solving skills
- Formative assessments to evaluate progress in learning

## Contribution to life in and beyond school:

The Course develops learners' interest and enthusiasm for Biology in a range of contexts. Skills of scientific inquiry and investigation are developed throughout the Course by investigating the applications of Biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims which they meet.

| Skills for Learning | Skills for Work                     | Skills for Life  |
|---------------------|-------------------------------------|------------------|
| Numeracy            | Practical scientific techniques     | Health awareness |
| Scientific literacy | Applications of Science in industry | Risk awareness   |

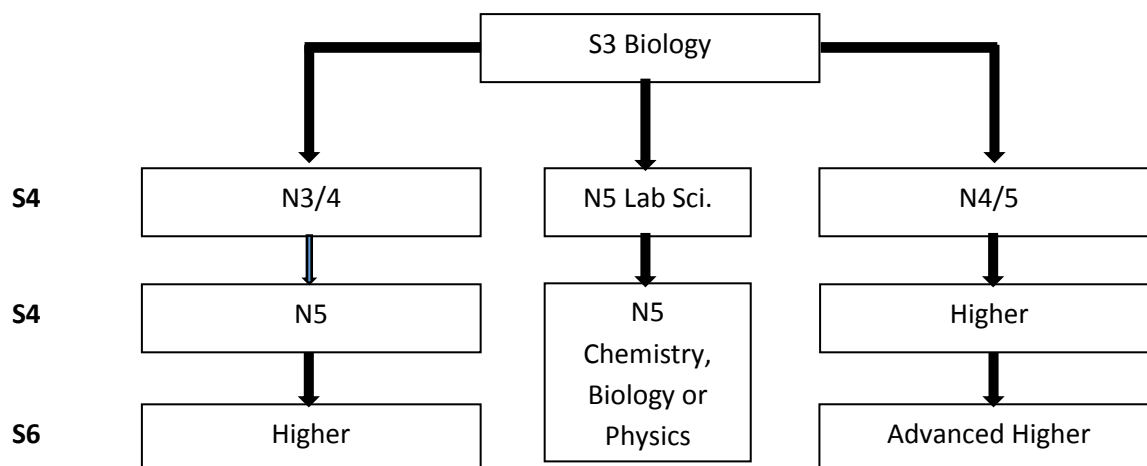
Evidence of learning is gathered by

- Written evidence in jotters and practical work.
- Written responses to test questions.
- Peer discussion and talks to the rest of class
- Direct observation of classroom activities

End of unit tests will be set at the end of each section of work.

## Future study from S3 Biology

Depending on performance in S3 learners may progress to a National 5 or National 4 Biology in S4 or later in S5/6 if individual needs dictate. Staff will help learners and parents with guidance on which level will be more suitable in the February of third year.



**Why study Business?**

Businesses need to be managed properly if they are to successfully provide the jobs and products that modern society depends upon them for.

Studying Business Enterprise will act as an introduction to this world of business for learners. This will enhance their employability as it will start to teach learners how their entrepreneurial attributes can be used to positively contribute in a practical way to the success of different businesses.

**What are the benefits of studying this course?**

Business plays an important role in society. We rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The purpose of this course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments and to encourage entrepreneurial attitudes.



- You will develop enterprising skills by participating in activities in practical and realistic business situations
- You will develop knowledge and understanding of business terms and concepts
- You will develop an awareness of the processes and procedures businesses use to ensure that customers' needs are met
- You will develop an awareness of how some economic factors can influence individuals, businesses and communities
- You will develop an understanding of how businesses market themselves and their products/services
- You will consider the methods used by businesses to manufacture their products
- You will develop an awareness of aspects relating to the employment of staff within a business
- You will consider the financial need of individuals and businesses and be able to prepare and present financial information eg break even analysis and cash budgets

You will have a greater understanding of how people contribute positively to business success. As a result you will be better informed about business and be able to make effective contributions to society as a consumer, employee, employer or self-employed.

| <b>Skills developed</b>                | <b>Personal qualities developed</b> |
|--|-------------------------------------|
| Enterprise                             | Team working                        |
| Employability                          | Decision making                     |
| Communication                          | Taking responsibility               |
| ICT                                    | Self discipline                     |
| Interpreting, analysing and evaluating | Leadership                          |

## How will I learn – the activities and tasks I can expect:

- Discussion with teacher/pupils/in groups
- Research with feedback to group/class
- Study of real businesses through case studies, websites, national/local press or business programmes
- Interpreting, analysing and evaluating information from a variety of sources
- Use of IT to carry out research and prepare presentations

## Contribution to life in and beyond school:

| Skills for Learning      | Skills for Work | Skills for Life                |
|--------------------------|-----------------|--------------------------------|
| Group Work               | Citizenship     | Working co-operatively         |
| Understanding            | Employability   | Communication                  |
| Applying                 | ICT             | Working independently          |
| Analysing and evaluating | Enterprise      | Being creative and resourceful |

## Evidence of learning is gathered by:

Evidence can be drawn from a variety of sources and presented in a variety of formats. This can include written responses, participation in group tasks, presenting information to others, case studies, business reports/assignments.

## Possible progression routes:

Within school progression is as follows:

National 3 > National 4 > National 5 > Higher > Advanced Higher

Pupils' progress will depend on their attainment within the course.

On leaving school your Business qualifications could lead you on to employment, college/university courses.

Some possible careers include working in the following areas:

- Human resources management
- Marketing/research
- Public relations
- Events management
- Manufacturing
- Recreation and Leisure
- Sales and retail





### Why Study Chemistry?

We live in an age of chemistry-based technology. By studying chemistry you will find out how chemistry is vital to everyday life and its impact on society. A chemist has probably been involved in the manufacture or development of most products. National 3, 4 and National 5 Chemistry courses have a number of aims which include the following; to develop scientific and analytical thinking in a chemical context, develop problem solving skills, develop and apply knowledge and understanding of chemistry and develop an understanding of the relevant applications of chemistry in society. Chemistry is an important subject in many careers such as medicine, plastic manufacture, pharmaceuticals, cosmetics, environmental science and the food industry.

### What are the benefits of studying this course?

Chemistry in third year equips learners with analytical problem solving skills, gives an understanding of the physical world and an awareness of the role of Chemistry in society.

| Skills developed             | Personal qualities developed              |
|------------------------------|---|
| Skills of scientific inquiry | Inquisitiveness, persistence              |
| Practical                    | Dexterity, interpretation of instructions |
| Communication                | Interpersonal skills,                     |
| Scientific literacy          | Awareness of impact of science in society |

### What I will learn?

**Atomic Structure and Bonding** Develop a greater understanding of what our world is made of. Begin to connect the properties of everyday substances with their structures.

**The Reactions of Metals and Acids** Understand the chemistry behind the reactions and properties of metals and acids. Explore their applications and identify possible impacts on the environment and society.

### How will I learn – the activities and tasks I can expect:

An experimental and investigative approach is used to develop knowledge and understanding of Chemistry concepts. Typical learning activities in school include:

- Experimental investigation or demonstrations
- Reading texts to extract information
- Answering questions to practise comprehension and problem solving skills
- Formative assessments to evaluate progress in learning

## Contribution to life in and beyond school:

The Course develops learners' interest and enthusiasm for Chemistry in a range of contexts. Skills of scientific inquiry and investigation are developed throughout the Course by investigating the applications of Chemistry. This will enable learners to become scientifically literate citizens, able to review the science-based claims which they meet.

| Skills for Learning | Skills for Work                     | Skills for Life  |
|---------------------|-------------------------------------|------------------|
| Numeracy            | Practical scientific techniques     | Health awareness |
| Scientific literacy | Applications of Science in industry | Risk awareness   |

Evidence of

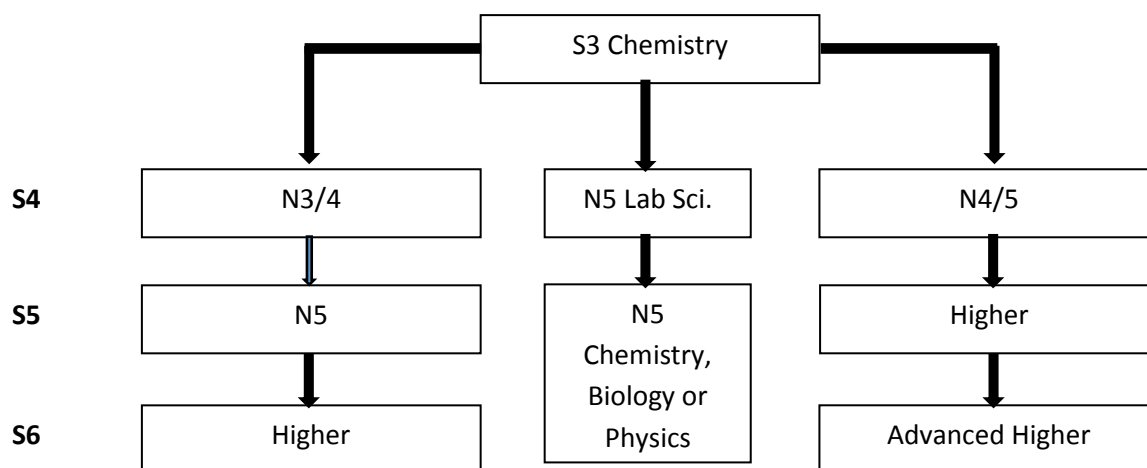
learning is gathered by

- Written evidence in booklets
- Written evidence in homework booklets
- Direct observation of classroom activities
- Teacher observation of experimental procedures

End of unit tests will be set at the end of each section of work.

## Future study from S3 Chemistry

Depending on performance in S3 learners may progress to a National 5, 4 or 3 Chemistry in S4 or later in S5/6 if individual needs dictate. Staff will help learners and parents with guidance on which level will be more suitable in the February of third year. Please see the diagram below for possible progression routes through chemistry after S3:



Chemistry is a useful subject area for many careers including the energy sector and health-related professions such as veterinary and medicine.

### Why Study Design & Manufacture?

Design & Manufacture introduces learners to the multi-faceted world of product design and manufacturing. This course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and communicating design proposals. It allows learners to explore the properties and uses of materials and to make prototypes and finished products. The course allows students to engage with technologies as well as helping them to consider the impact that design and manufacturing technologies have on our environment and society. It also allows students to consider how technologies have impacted on the world of the designer and on manufacturing. Learners will also gain valuable transferable skills for learning, life and work. The course provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.



### What are the benefits of studying this course?

- You will develop design skills in the context of products
- You will develop skills in making or manufacturing of models, prototypes and products, including the use of equipment and materials
- You will develop knowledge and understanding of manufacturing processes and materials
- You will develop and understanding of the impact of design and manufacturing technologies on our environment and society
- You will develop skills in the evaluation of design proposals and manufacturing practicalities

| Skills developed  | Personal qualities developed   |
|---|--|
| Initiate, develop and communicate design proposals                                | Design and creativity skills   |
| Solve design problems in applied contexts   | Self-management  |
| Contribute to the evaluation of design proposals and manufacturing practicalities | Critical Thinking  |
| Knowledge and understanding of manufacturing processes and materials              | Decision making  |
| Skills in making models, prototypes and products                                  | An appreciation of the factors that impact on the design and manufacture of products |

### Evidence of learning is gathered by:

Pupils will produce work in a variety of ways, including:

Design Folios, Manufacturing to working drawings (including tolerances), and manufacturing products.

## How will I learn – the activities and tasks I can expect:

Pupils will produce work in a variety of ways, including:

- Design tasks
- Design folios
- Manufacturing Tasks
- Manufacturing products to a working drawing
- Responses to unseen questions

## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work | Skills for Life            |
|---------------------|-----------------|----------------------------|
| Researching         | Designing       | Working with others        |
| Presenting          | Analysing       | Dealing with social issues |
| Practical Abilities | Manufacturing   | Developing self confidence |
| Numeracy            | Evaluating      | Expressing ideas           |
| Literacy            |                 |                            |

## Assessment:

Write                      Make                      Do

Assessment will cover all of these three methods. There will be short projects that will allow you to assess how you are getting on in the course. At National 4 level there will be a design folio and practical manufacturing projects to provide a more formal measure of your attainment. At National 5 level there will also be an examination, which will form 50% of your overall final grade.

## Possible progression routes:

Within school progression is as follows:

- National 4
- National 5
- Higher Design and Manufacture
- Advanced Higher Design and Manufacture
- Other SQA qualifications in the technologies and in expressive arts

After school, your Design and Manufacture qualifications could lead on to:

- A range of design- or manufacturing- related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- Degrees in Product Design or in design- or manufacturing-related disciplines

Some possible careers for pupils who have a particular interest in Design and Manufacture would be:

- Architecture
- Industrial Design
- Carpentry and Joinery
- Engineering
- Furniture Design
- Product Design
- Jewellery Design
- Web Design
- Model Making and many, many more

**Why Study Drama?**

Drama develops skills and knowledge that are essential to modern life and to the world beyond school. It is difficult to imagine any job that does not involve communication with other people and the study of Drama helps to develop confidence, clarity of thought and self-assurance when dealing with and speaking to others.



The Drama course provides learners with rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted and improvised drama. Exploring real and imaginary situations helps learners to understand the world and their place in it. They develop the capacity to evaluate their knowledge and understanding through the exploration of technical aspects of theatre and scripts, and commenting on their own work and the work of others.

The technical side of Drama has become increasingly prominent as new technologies are now a more prominent part of the course and pupils can gain experience in lighting and sound techniques as well as costume, use of props and theatrical hair make up design.

**What are the benefits of studying this course?**

- You will develop the ability to work collaboratively and cooperatively with others
- You will develop the confidence and ability to be able to express your opinions to others
- You will develop your ability to problem solve and respond creatively in a wide variety of situations
- You will become more able to generate and communicate your thoughts and ideas
- You will have the opportunity to choose areas of study that particularly interest you
- You will develop your ability to learn independently

| <b>Skills developed</b>   | <b>Personal qualities developed</b> |
|---|-------------------------------------|
| Creating and producing drama  | Team work                           |
| Planning and researching topics, themes, issues   | Resourcefulness                     |
| Planning and researching production roles (lighting, sound, set, props, costume hair & make-up) | Creativity and analysis             |
| Use of form, structure and genre in productions   | Self-management                     |

**How will I learn? – the activities and tasks I can expect:**

- listening and discussion in pairs, groups and as a whole class
- creating and presenting drama, both devised and using texts
- exploring theatrical conventions and theatre arts in a practical way
- evaluating your own work and that of others (both written and verbal)
- exploring a variety of texts and stimuli

### **Contribution to life in and beyond school:**

| <b>Skills for Learning</b> | <b>Skills for Work</b> | <b>Skills for Life</b>        |
|----------------------------|------------------------|-------------------------------|
| Creating                   | Cooperation            | Developing self-confidence    |
| Presenting                 | Analysing              | Working with others           |
| Researching                | Evaluating             | Expressing ideas and emotions |
| Collaborating              | Adaptability           | Dealing with social issues    |

### **Evidence of learning is gathered by:**

Pupils will produce work in a variety of ways, including:

performances (to a live audience and recorded for evaluation purposes), written evaluations, peer discussions, presentations, task sheets, direct observation of classroom activities, research tasks.

### **Assessment:**

Assessment is formative and on-going throughout the course for both National 4 & National 5 and involves a wide variety of tasks, both written and practical. At National 5 level there is a written examination paper and a practical examination to provide a more formal measure of your attainment.

### **Possible progression routes:**

Within school progression is as follows:

National 3 > National 4 > National 5 > Higher > Advanced Higher

Pupils' progress will depend on their attainment within the course. Some pupils will start at National 3, whereas others may start at National 4 or National 5 level.

After school, your Drama qualifications could lead on to College or University courses, or to employment. You will need the skills acquired in Drama to be successful in many courses, careers and jobs.

### **Some possible careers for pupils who have a particular interest in English would be:**

Pupils who have shown an interest in Drama and pursued the subject go on to be successful in a wide variety of careers. Careers in Medicine, Law, Education, the Media and Journalism are just some that see the value of the subject and appreciate that it helps to equip candidates with relevant and useful skills for both work and life.

## Why Study English?

The ability to use English effectively is crucial to your success at school and in later life.

English is an essential aspect of many career paths and most jobs require an English and Literacy qualification as an essential component. Core English and Literacy skills in Reading, Writing, Talking and Listening are embedded in every aspect of the course.

In addition, many college courses require entrants to have studied English to National 4/5 levels with many university courses requiring you to study beyond National 5 level.

## What are the benefits of studying this course?

- You will develop the language needed for expressing thoughts, ideas and emotions. You will develop the skill of understanding the thoughts, ideas and emotions of other people.
- You will find out how language works and how it is used for particular effects.
- You will develop independent learning; and discover the enjoyment of understanding the language used in your own and other cultures.
- You will develop language skills to allow for more effective writing and presentations.
- You will become familiar with a variety of types of text.



| Skills developed                              | Personal qualities developed                           |
|---|--|
| Listening, Talking, Reading and Writing       | communication skills, empathy, confidence, imagination |
| Understanding, analysing and evaluating texts | perseverance, resilience, critical thinking, empathy   |
| Creating and producing texts                  | creativity, individuality, imagination, perseverance   |
| Planning and researching                      | Decision making, personal responsibility,              |

## How will I learn? – the activities and tasks I can expect:

- listening and talking, reading and writing activities - to help you develop key literacy skills
- understanding, analysing and evaluating texts in many genres - to help you to recognise how authors create particular effects in their work
- creating and producing a range of texts - to help you to develop your use of vocabulary, sentence structure, paragraphing and many other writing techniques.
- exploring the particular features of a variety of literary and media texts – to help your skills in analysis, evaluation and critical thinking



## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work | Skills for Life            |
|---------------------|-----------------|----------------------------|
| Group working       | Citizenship     | Working with others        |
| Literacy            | Group working   | Dealing with social issues |
| Researching         | Analysing       | Developing self confidence |
| Presenting          | Evaluating      | Expressing ideas/emotions  |

## Evidence of learning is gathered in the following ways:

Critical essays, short answer questions, individual presentations, group discussions, extended writing in many genres

## Assessment:

Write                      Make                      Do                      Say

Assessment will cover all of these four methods. There will be regular assessments of different kinds to allow you to receive feedback and evaluate how you are getting on in the course. At National 5 level there will be an examination to provide a more formal measure of your attainment.

## Possible progression routes:

Within school progression is as follows:

National 3 > National 4 > National 5 > Higher > Advanced Higher

Pupils' progress will depend on their attainment within the course. Some pupils will start at Access 3, whereas others may start at National 4 or National 5 level.

After school, your English qualifications could lead on to College or University courses, or to employment. You will need skills in English and Literacy to gain entry to many courses and jobs.

## Some possible careers for pupils who have a particular interest in English would be:

Journalism

TV & Radio

Teaching

Advertising

Public Relations

Social Work

Events Management

And many more ...

**Why study Fashion and Textile Technology?**

Clothing and other textile items form an important part of our daily lives.

Fashion and Textile Technology encourages learners to examine a range of factors that influence fashion choices made by individuals and society. It provides practical opportunities to develop skills required to manufacture textile items and develop knowledge and understanding of the fashion and textile industry.

**What are the benefits of studying this course?**

- You will develop an understanding of factors that influence fashion choices
- You will develop a range of practical skills and techniques to make fashion/textile items
- You will develop investigation and evaluation skills
- You will develop a knowledge of textile properties and technologies
- You will develop confidence in the safe use of relevant equipment needed to make fashion/textile items

| <b>Skills developed</b>               | <b>Personal qualities developed</b>       |
|---------------------------------------|---|
| Construction and craft skills         | Enthusiasm and willingness to learn       |
| Manual dexterity skills               | Perseverance, resilience and independence |
| Problem solving skills                | Responsibility and reliability            |
| Presentation and communication skills | Confidence and enterprise                 |

**How will I learn – the activities and tasks I can expect:**

Pupils will have the opportunity to personalise and choose the items that they are going to make.

The main emphasis is on practical skills in relation to the manufacture of a range of fashion/textile items.

The main aims of the course are to develop practical fabric knowledge and skills needed to make a range of fashion/textile items.

**Textile Technologies**

Pupils will develop basic knowledge of textile properties. Pupils will learn how to set up and safely use equipment and tools to manufacture fashion/textile items using basic construction skills.

**Item Development**

Pupils will work to a design brief to plan, manufacture and evaluate fashion/textile items. This will enable pupils to apply their knowledge of fabric and construction skills.

**Fashion Choices**

Pupils will develop their knowledge of factors affecting fashion choice of individuals and society. Pupils will make a fashion/textile item with a particular focus on issues that affect fashion choice.

### Contribution to life in and beyond school:

| Skills for Learning | Skills for Work             | Skills for Life            |
|---------------------|-----------------------------|----------------------------|
| Numeracy            | Communication               | Manual dexterity           |
| Literacy            | Health and Safety Practices | Organisational skills      |
| Researching         | Analysing                   | Problem-solving skills     |
| Presenting          | Evaluating                  | Developing self confidence |

### Evidence of learning is gathered by:

Pupils will produce work in a variety of ways, including:

Preparing for the manufacture of a straightforward fashion/textile item.

The manufacture and completion of a straightforward fashion/textile item using at least five textile construction skills, such as: marking, cutting, pinning, straight stitching, sewing, fastening, stuffing, hemming, seams, use of trimmings and other decoration such as beading & applique.

### Possible progression routes:

Within school progression is as follows:

- National 4
- National 5
- Higher Fashion and Textile Technology

After school, your Fashion and Textile Technology qualifications could lead on to:

- A range of Fashion and textile related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- Degrees in Fashion and Textile design related disciplines
- Employment and/or training in the Fashion and Textile field.

Some possible careers for pupils who have a particular interest in Design and Manufacture would be:

- Fashion and Textiles Designer
- Garment Technologist
- Retail Buyer/Manager
- Costumer Designer
- Dressmaker/Tailor
- Milliner
- Pattern Grader
- Quality Control Inspector
- Knitwear Designer
- Textiles Technologist/scientist
- Weaver
- Furniture Designer
- Interior Designer
- Fashion Journalist
- Museum Conservationist



**Why study Health and Food Technology?**

The purpose of this Course is to allow learners to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

**What are the benefits of studying this course?**

- You will develop knowledge and understanding of the relationships between health and nutrition, the functional properties of food, lifestyle choices and consumer issues
- You will be able to develop skills and be able to make informed food, lifestyle and consumer choices
- You will develop skills and be able to apply your knowledge in practical contexts
- You will develop safe and hygienic practices in practical food preparation
- You will develop organisational and technological skills and be able to contribute to your own and others' health and nutritional needs

| Skills developed                                | Personal qualities developed |
|---|------------------------------|
| Technological skills related to food production | Self-management              |
| Organisational skills                           | Critical Thinking            |
| Problem solving skills                          | Decision making              |
| Food preparation skills                         | Organisational Skills        |

**How will I learn – the activities and tasks I can expect:****Food for Health**

Learners will develop knowledge of health and nutrition, dietary needs and advice, lifestyle choices and their impact on health. Learners will develop practical skills and knowledge in food preparation techniques and safe hygienic practices.

**Food Product Development**

Learners will participate in a range of practical activities that demonstrate the functional properties of food and its uses. Learners design, create and evaluate food products to meet specified needs.

**Lifestyle and Consumer Choices**

Learners will demonstrate knowledge of current factors affecting food, lifestyle and consumer choices in straightforward contexts.

**Contribution to life in and beyond school:**

| Skills for Learning | Skills for Work             | Skills for Life            |
|---------------------|-----------------------------|----------------------------|
| Numeracy            | Citizenship                 | Hygiene                    |
| Literacy            | Health and Safety Practices | Organisational skills      |
| Researching         | Analysing                   | Dealing with social issues |
| Presenting          | Evaluating                  | Developing self confidence |

## Evidence of learning is gathered by:

Learners will produce work in a variety of ways, including:

safe and hygienic practices in practical food preparation, developing food products to meet the needs of design briefs, answers to questions and responses to unseen questions.

## Possible progression routes:

Within school, progression in Health and Food Technology could be as follows:

- National 4
- National 5
- Higher
- Advanced Higher

Alternatively, you could take a course in Hospitality Practical Cookery in which progression is -  
National 4 > National 5 > Practical Cake Craft (National 5)

After school, your Health and Food Technology qualifications could lead on to:

- A range of Health related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- Degrees in Health and Food Technology related disciplines and Food and Nutrition Science
- Employment and/or training in the Health and Food Technology field

Some possible careers for pupils who have a particular interest in Food and Health related areas would be:

- Dietician/Nutritionist
- Education
- Environmental Health Officer
- Food Technologist
- Food Photographer
- Food Scientist
- Home Economist
- Journalist/ Food Writer
- Product Developer
- Quality controller
- Sports Nutritionist
- Supermarket Buyer



The Hospitality Courses could lead to Diploma or Degree courses or careers in the Hospitality Industry, for example, training as a chef in hotels and restaurants. Other career progression would be in Hotel Management.

**Why study Hospitality and Practical Cookery?**

The aim of this course is to allow pupils to develop a range of skills and techniques which are relevant to modern day professional cookery. It will appeal to individuals who are interested and enjoy practical cookery as well as individual who are aiming to seek a career in a food related profession or industry.

**What are the benefits of studying this course?**

- You will develop knowledge and understanding of ingredients and their uses and how to source and buy responsibly
- You will be practicing and perfecting modern cookery skills and techniques
- You will develop kitchen skills and be able to apply your knowledge in practical contexts
- You will develop safe and hygienic practices in practical food preparation
- You will develop organisational and technological skills and be able to contribute to your own and others' health and nutritional needs

|                         |                              |
|-------------------------|------------------------------|
| Skills developed        | Personal qualities developed |
| Cookery processes       | Self-management              |
| Organisational skills   | Critical Thinking            |
| Problem solving skills  | Decision making              |
| Food preparation skills | Organisational Skills        |

**How will I learn – the activities and tasks I can expect:****Cookery Skills, Techniques and Processes**

This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene in the practical cookery environment.

**Understanding and Using Ingredients**

Pupils will learn how to source ingredients from a variety of different sources and learn to understand their function and characteristics. The course also aims to develop the understanding of sustainability and also current dietary advice.

**Organisational Skills for Cooking**

In this Unit, pupils will look to extend their planning, organisational and management skills. Learners will develop the ability to follow recipes; to plan, produce, and cost dishes. They will also extend their ability to carry out an evaluation of the products being produced.

**Contribution to life in and beyond school:**

|                     |                             |                            |
|---------------------|-----------------------------|----------------------------|
| Skills for Learning | Skills for Work             | Skills for Life            |
| Numeracy            | Citizenship                 | Hygiene                    |
| Literacy            | Health and Safety Practices | Organisational skills      |
| Researching         | Analysing                   | Flexible employability     |
| Presenting          | Evaluating                  | Developing self confidence |

## **Evidence of learning is gathered by:**

Learners will produce work in a variety of ways, including:

safe and hygienic practices in practical food preparation, creating dishes and meals to exact specifications; experimentation of sources ingredients; developing food products to meet the needs of design briefs, answers to questions and responses to unseen questions.

## **Possible progression routes:**

Within school, progression in Hospitality could be as follows:

- National 4 Health and Food Technology
- National 5 Health and Food Technology
- National 5 Hospitality Practical Cookery
- National 5 Health and Food Technology
- National 5 Practical Cake Craft

Alternatively, you could take a National 5 course in Hospitality Practical Cookery in which progression is -  
National 5 Health and Food Technology > Higher Health and Food Technology

After school, your Hospitality qualifications could lead on to:

- A range of Hospitality related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- SVQ Level 2 and/or Level 3 Professional Cookery
- Degrees in Hospitality Management and Business
- Enterprise and self-employment
- Employment and/or training in the Hospitality Industry

Some possible careers for pupils who have a particular interest in Hospitality related areas would be

- Catering/Restaurant/Hotel Manager
- Self-Employment
- Publican
- Cruise Ship Personnel
- Events Management
- Education
- Kitchen Management
- Journalist/ Food Writer
- Product Developer
- Supermarket Buyer
- The Caring Profession



The National 4 and National 5 Hospitality courses also offer an excellent opportunity to explore and develop personal life skills. This could be for personal interest, preparing for life after school or to seek part-time employment whilst pursuing another career.



## Why study Geography?

Geography opens up for learners the physical environment (rivers, mountains, seas and weather) around them and the ways in which people interact with this environment.

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes.

Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The contexts for study are local, national, international and global.

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 furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.



## What are the benefits of studying this course?

- You will gain a geographical perspective on environmental and social issues while studying, for example, environmental hazards such as volcanoes, earthquakes and tropical storms
- You will gain an interest in the environment leading to an understanding of the world and its sustainable development. Climate change is an area of direct interest here.
- You will learn how physical and human processes affect the way people interact with the environment at local, national and global scales; particularly in the study of weather systems and landscapes.
- You will become aware of spatial relationships and develop an understanding of how the world is changing, for example in the study of farming in the UK or in the study of urban areas in the rich and poor parts of the world.
- You will gain skills of fieldwork by studying outside the class room in many areas of the course.

| Skills developed  | Personal qualities developed                  |
|---|---|
| Research information on geographical issues                 | Active citizenship                            |
| Mapping skills; making maps and using them in fieldwork     | Awareness of environmental issues             |
| Reading and interpreting ordnance survey maps               | Team working                                  |
| Using graphical and numerical data in geographical contexts | Critical thinking                             |
| Evaluation of source material                               | Self-management and independence as a learner |

**How will I learn – the activities and tasks I can expect:**

- Teacher led discussion, group work and personal reading
- Class based map work and tasks based on a range of resources including key texts
- Field work; planning, gathering information and processing information for analysis
- Presentations as part of group tasks
- Homework tasks which consolidate the above.

**Contribution to life in and beyond school:**

| Skills for Learning | Skills for Work                           | Skills for Life                  |
|---------------------|---|----------------------------------|
| Group working       | Group working                             | Group working                    |
| Numeracy            | Numeracy                                  | Independence                     |
| Literacy            | Literacy                                  | Dealing with geographical issues |
| Research            | Processing data                           | Global citizenship               |
| Presentation        | Interpreting data from a range of sources | Problem solving                  |
| Spatial awareness   |   | Sustainability awareness         |

**Evidence of learning is gathered by:**

Observation and review of class work; responses to questions/tasks; homework tasks; class discussion; fieldwork projects, topic/section specific tests, presentations

### Possible progression routes:

Within school, depending on attainment, progress could be as follows:

National 4 > National 5 > Higher > Advanced Higher.

The nature of Geography as a multi-disciplinary subject means that it offers content and skills which can support a wide variety of study and career options.

Geographers find careers in a variety of sectors including:

- Archaeology
- Cartography
- Education
- Environmental management
- Environmental Science
- Geology
- Law
- Marketing & Advertising
- Social/ health services
- Tourism
- Urban & Rural Planning



## 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. Learners will also gain valuable transferable skills for learning, life and work.



## What are the benefits of studying this course?

- You will initiate, develop and communicate ideas graphically
- You will develop your skills in interpreting graphic communications initiated by others
- You will develop your use of graphic communication equipment, software and materials effectively
- You will develop your knowledge and understanding of graphic communication standards and protocols

| Skills developed  | Personal qualities developed              |
|---|---|
| Design skills   | Creativity, flexibility and adaptability  |
| Spatial awareness and visual literacy   | Enthusiasm and a willingness to learn     |
| An understanding of graphic communication technologies on our environment and society | Perseverance, independence and resilience |
| Desk Top Publishing skills  | Responsibility and reliability            |
| Computer Aided Drawing skills   | Confidence and enterprise                 |
|   |   |

## How will I learn – the activities and tasks I can expect:

- Use of Desk-Top Publishing software to produce advertising material
- Sketching and Rendering
- Use of 3D modelling software to design products
- Projects that build on skills taught during the course

## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work              | Skills for Life            |
|---------------------|------------------------------|----------------------------|
| 3D Modelling Skills | Designing                    | Working with others        |
| DTP Skills          | Analysing                    | Dealing with social issues |
| Numeracy            | Use of 3D modelling software | Developing self confidence |
| Literacy            | Use of DTP software          | Expressing ideas           |

## Evidence of learning is gathered by:

Pupils will produce work in a variety of ways, including:

Individual Pupil projects, Computer-based projects and coursework, collation of a presentation folio

## Possible progression routes:

Within school progression is as follows:

- National 4
- National 5
- Higher Graphic Communication
- Advanced Higher Graphic Communication
- Other SQA qualifications in the technologies and in expressive arts

After school, your Graphic Communication qualifications could lead on to:

- A range of design- or manufacturing- related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- Degrees in the fields listed below and other design or marketing-related disciplines

Some possible careers for pupils who have a particular interest in Graphic Communication would be:

- Architecture
- Advertising
- Animation and Computer Games Design
- Engineering
- Graphic Design
- Interior Design
- Textile Design
- Internet and Multimedia Design (and many, many more).



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



## What are the benefits of studying this course?

- You will acquire breadth and depth in your knowledge and understanding of historical themes and events across topics from Scottish, British and European/World history.
- You will develop your imagination and empathy with people living in other time periods.
- You will enhance your understanding of our modern, multi-cultural society and provide a life-long interest in the past and society.
- You will develop your ability to think independently.
- You will research and use information collected from a range of historical sources taking into account their usefulness and differing historical viewpoints.
- You will develop language skills to allow for more effective writing and presentations.

| Skills developed                                | Personal qualities developed             |
|---|--|
| Listening, Talking, Reading and Writing         | Team work                                |
| Understanding, analysing and evaluating sources | Self-management and independent thinking |
| Creating and producing pieces of work           | Critical Thinking                        |
| Planning and researching                        | Decision making                          |

## How will I learn – the activities and tasks I can expect:

- Listening and talking, reading and writing activities will help you develop key History skills.
- Creating and producing pieces of work will help you to display understanding of historical events, develop argumentative writing and use specialist vocabulary.
- Understanding, analysing and evaluating a range of historical sources will help you to recognise how authors try to influence opinion and how views differ over events.
- Working with others to develop historical skills
- Researching historical themes with the use of ICT, paper sources and historical artefacts.
- Studying units of European & World History, Scottish History, and British History.

### Unit 1: From Independence to Union 1603-1746

A study of how bitter enemies Scotland and England grew close together, how they came to share one King in 1603 and how they came to join their Parliaments in 1707. This course will also focus on the Jacobite rebellions and the role of Bonnie Prince Charlie at the Battle of Culloden.

### Unit 2: World War I

A study of the causes of World War I, the experiences of war in the trenches, WWI Technology, WWI battles, the Home Front, the Treaty of Versailles and the treatment of Germany.

### Unit 3: The Road to War

A study of Nazi foreign policy 1933-39 and the steps leading to the outbreak of World War II, illustrating themes of ideology, aggression, appeasement and power.

### **Contribution to life in and beyond school:**

| <b>Skills for Learning</b> | <b>Skills for Work</b>   | <b>Skills for Life</b>                          |
|----------------------------|--------------------------|---|
| Group working              | Citizenship              | Working with others                             |
| Literacy                   | Team work                | Dealing with social issues                      |
| Researching                | Analysing and evaluating | Developing self confidence                      |
| Presenting                 | Independent thinking     | Expressing ideas/emotions                       |
| Use of ICT                 | Critical thinking        | Understanding of how modern society was created |

### **Evidence of learning is gathered by:**

Ongoing assessment

Pupils will produce work in a variety of ways, including:

Research work, Critical analysis of historical sources, Short and Longer pieces of written work, Group Discussions, Group Presentations, Answers to questions, Paired work, Leaflets, Posters, Storyboards, Film clips, etc.

### **Possible progression routes**

Nat 4 - Nat 5 - Higher – Advanced Higher

After school your history qualification could lead on to university, college courses or employment. The skills you learn in history are valued by most employers and for entry to most further education courses. Some possible careers for pupils who have a particular interest in History would be:

#### **Directly linked to History**

Historian  
Archaeologist  
Tourism  
Teaching  
Research  
Museum work  
And many more...

#### **Using key History Skills**

Journalism  
TV & Radio  
Social Work  
Public Relations  
Law  
Librarian  
Politics  
National Security  
Business  
And many more...



## Why Study Laboratory Science?

National 5 Laboratory Science is a 'Skills for Work' course. It is designed to introduce pupils to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science. Pupils will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed. Pupils will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation.



## What are the benefits of studying this course?

This Course focuses on developing generic employability skills needed for success in the workplace through a variety of practical experiences in the laboratory science area.

There is considerable flexibility of topics and contexts to facilitate personalisation and choice for learners — and to allow new and stimulating contexts for learning to be built into the Course.

| Skills developed             | Personal qualities developed       |
|------------------------------|------------------------------------|
| Skills of scientific inquiry | Communication                      |
| Practical                    | Numeracy and problem solving       |
| Communication                | Interpersonal skills               |
| Scientific literacy          | Reporting of experimental results  |
| Health and Safety            | Drawing conclusions and evaluating |

## What I will learn:

**Working in a laboratory** - measuring, weighing and preparing solutions for laboratory use, assisting with the preparation of solutions for laboratory use, maintaining health and safety in a the chemical laboratory environment

**Practical skills** - maintaining health and safety in a laboratory environment, assisting with the preparation of microbiological specimens and samples for laboratory, following aseptic procedures in the laboratory environment, preparing culture media and solutions for laboratory use

**Practical Investigation** - maintaining health and safety in a laboratory environment, maintaining effective and efficient working relationships in the laboratory, working effectively in a team



## How will I learn?

Assessment of the Course is through a range of methods including candidate folio of written and/or oral evidence, practical activities supported by assessor observation checklists as well as self- evaluation.

Assessment across the Units of this Course will allow candidates to demonstrate:

- ♦ laboratory practical skills: measurement, preparation of solutions, instrumentation
- ♦ scientific data collection and reporting skills
- ♦ health and safety procedures
- ♦ knowledge and understanding in relation to working in a laboratory
- ♦ generic and specific employability skills and attitudes valued by employers
- ♦ skills associated with planning and investigating
- ♦ review and evaluation skills
- ♦ working with others in teams
- ♦ self-evaluation skills

## Contribution to life in and beyond school:

The Course develops learners' interest and enthusiasm for Science in a range of contexts. Skills of scientific inquiry and investigation are developed throughout the Course by investigating the applications of Biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims which they meet.

| Skills for Learning | Skills for Work                     | Skills for Life  |
|---------------------|-------------------------------------|------------------|
| Numeracy            | Practical scientific techniques     | Health awareness |
| Scientific literacy | Applications of Science in industry | Risk awareness   |

Evidence  
of

learning is gathered by

- Written evidence in jotters and folios of practical work.
- Written responses to test questions.
- Peer discussion and talks to the rest of class
- Direct observation of classroom activities

## Assessments

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course. The Units are internally assessed and externally verified by SQA.

### Why Study Modern Languages?

From the earliest stages, learning experiences in modern languages develop and enhance the essential skills of literacy, personal and interpersonal skills, communication and ICT skills, and working with others. Equally importantly, modern languages learning activities encourage young people to take responsibility for their own learning, to assess their own strengths and weaknesses and to develop an awareness of the needs of others.

Becoming more communicatively competent also encourages an enhanced sense of self as a confident and successful language learner and user, and as a member of communities at local, regional, national and international levels.

In the modern world, languages and communication skills have become increasingly important in the workplace, where global trade, business, travel and ICT are part of everyday life. A study of job adverts will show an increasing requirement for competence in foreign languages. In the world of international trade and business, young people in Scotland must be equipped with the skills that will allow them to take advantage of the opportunities that exist for those with sound language abilities.



### French

More tourists (75 million) visit France than any other country in the world. French is the only language other than English spoken on five continents. French and English are the only two global languages. French, along with English, is the official working language of:

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



France is a major world leader in medical research, electronics manufacturing, telecommunications and aircraft and car production.

### German

German is the most commonly spoken language in Europe with over 100 million speakers. It's no secret that learning German can be a career booster since Germany has the largest economy in the European Union and the third largest in the world. German is a leading language of science, literature, philosophy, theology, history, music, film and art.

Learning German provides you with an insight into the way of life, and the hopes and dreams of people in German speaking countries such as Austria, Switzerland, Luxembourg and Liechtenstein. Becoming acquainted with artists, composers, scientists, great thinkers and their contributions is very rewarding if done in their language.



## Spanish

There are about 400 million native speakers of Spanish, more than those of any other language except Chinese. In other words, Spanish speakers form **7% of the world's** population.

Spanish is the official language of **21 countries** – Spain, Mexico, Argentina, Venezuela, Paraguay and Peru, to name but a few.

It is one of the **official languages** of international conferences, the United Nations and the European Union.

It is spoken by **over 8% of the US population** (30 million people) especially in California, Florida, large areas of the Southwest, New York and other large cities.

Spanish is an attractive language. In the early stages, it is relatively straightforward because:

- it has a simple sound system, with just five vowel sounds
- there is a direct correspondence between spoken and written forms
- the basic points of grammar are quite simple.



## What are the benefits of studying this course?

You will develop:

- your existing range of vocabulary on a variety of topics
- your ability to communicate in oral and written form in the foreign language in a variety of real-life contexts
- your ability to read French/German/Spanish and understand it
- your ability to listen to spoken French/German/Spanish, understand and respond appropriately
- your knowledge of France and French/German/Spanish speaking countries, their cultures, customs and language
- your enjoyment of learning a language and how you can use it in your daily life as well as future career prospects
- your ability to express yourself in another language and understand others
- your understanding and knowledge of grammar
- your independent learning skills

| Skills developed   | Personal qualities developed |
|--|------------------------------|
| Listening, Talking, Reading & Writing                              | Independent learning skills  |
| Reading, understanding and analysing texts in the foreign language | Team work                    |
| Research skills  | Self-management              |
| Creating and producing texts in the foreign language               |                              |

## How will I learn? - The activities and tasks I can expect:

Listening, Talking, Reading and Writing activities will allow you the opportunity to use a range of vocabulary in a variety of real-life contexts whilst developing essential literacy and numeracy skills.

Reading, understanding and analysing texts in the foreign language will enhance your ability to read for information and discover more about the language and culture. It will also develop your knowledge about the language through a variety of activities such as film studies, poetry, songs, the Internet and authentic resources such as newspapers and magazines.

Researching activities will enable you to discover and learn more about other countries where the foreign language is spoken. It will also enable you to develop your style of independent learning to help you learn more effectively.

Creating and producing texts in the foreign language will enable you to apply your knowledge of the vocabulary and grammar of the language as well as enabling you to be expressive and creative.

## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work | Skills for Life              |
|---------------------|-----------------|------------------------------|
| Group working       | Citizenship     | Working with others          |
| Literacy            | Group working   | Dealing with personal issues |
| Numeracy            | Analysing       | Dealing with social issues   |
| Researching         | Evaluating      | Developing self-confidence   |
| Presenting          |                 | Expressing ideas/emotions    |

## Evidence of learning is gathered by pupils producing a portfolio of work through:

- presentations
- essays
- creative writing
- posters
- answers to questions
- responses to texts
- homework
- research topics

## Possible progression routes:

Within school progression is as follows:

National 3 > National 4 > National 5 > Higher > Advanced Higher

Pupils' progress will depend on their attainment within the course. Some pupils will start at National 3, whereas others may start at National 4 or National 5 level.

After school, your Foreign Language qualifications could lead on to College or University courses, or to employment. You will need skills in a Foreign Language to gain entry to many courses and jobs.

### Why Study Mathematics?

**Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers.**

You may not need to use algebra when you go shopping, but the architects who designed the shop did, the surveyor who laid out the plans will have used Maths and so did the builders who built it.

The engineers who designed the machines, roads and bridges which made and enabled the delivery of the goods you buy will also have used Maths.



Even your computer and tablet would be useless without maths. For example, an MP3 is a mathematical code which uses binary (numbers involving 1 and 0) to efficiently store music on computers.



Obviously, if you want to be a mathematician you are going to have to study Maths. But you don't need to study Maths simply because you want to be a Mathematician!

Physics, Chemistry and Biology all rely on Maths to some extent, and many subjects, such as Business, Computing Studies and Technical subjects will all be much easier if you have a good grasp of Maths.

Maths is a good "core" subject especially if you are not sure what you want to do after leaving school.



If you're thinking of going straight from school into employment, then Maths is quite possibly the most important subject you can take, as the ability to understand and manipulate numbers and mathematical concepts is extremely useful for almost any job. Employers rate Maths skills very highly: there is always a demand for employees who can think logically and process information accurately.

## What are the benefits of studying this course?

| Skills developed   | Personal qualities developed |
|--|------------------------------|
| Numerical, algebraic, geometric, trigonometric, statistical and reasoning skills.  | Team work                    |
| Interpreting a situation where mathematics can be used and identifying a strategy. | Decision making              |
| Explain a solution and relate it to a context .                                    | Problem Solving              |

## How will I learn – the activities and tasks I can expect:

- to develop knowledge and skills, at the appropriate level, in numeracy, algebra, geometry, trigonometry and statistics.
- to develop reasoning skills, at the appropriate level, in problem solving, investigating, analytical proof and modelling.
- to develop thinking skills, at the appropriate level, in applying, analysing and evaluating information.

## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work       | Skills for Life       |
|---------------------|-----------------------|-----------------------|
| Numeracy            | Group Work            | Self Confidence       |
| Problem Solving     | Effective Contributor | Taking Responsibility |
| Analytical Thinking | Creative Thinking     | Logical Thinking      |

## Evidence of learning is gathered by:

Pupils will produce work in a variety of ways, including:

Class Assessments, Homework, Group Work, TARSIA Activities, Computer Assessments, Posters, etc.

## Assessment:

National 2, National 3 and National 4 are assessed internally within the school. Pupils must pass all of the required units in these courses. In the National 5, Higher and Advanced Higher courses pupils are required to pass all of the units. There is also an external examination which is graded A to D.

## Possible progression routes:

Within school progression is as follows:

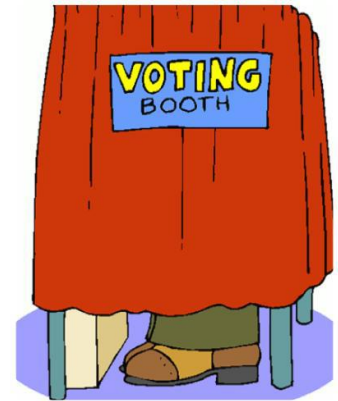
National 2 > National 3 > National 4 > National 5 > Higher > Advanced Higher

Pupils' progress will depend on their attainment within the course. Some pupils will start at National 2, whereas others may start at National 3, National 4 or National 5 level. Whilst it is possible, it is unlikely a pupil will progress from National 2, 3 or 4 to Higher Maths and beyond.

After school, your Mathematics qualifications could lead on to College or University courses, or to employment. You will need skills in Mathematics and Numeracy to gain entry to many courses and jobs.

### Why Study Modern Studies?

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



### What are the benefits of studying this course?

- You will engage as an active and informed member of society
- You will appreciate the changing nature of modern society as a local and global citizen (**by studying America as a world power**)
- You will understand human and legal rights and the responsibilities that go with them
- You will understand democratic government and the ways in which people are informed and participate in a democracy. (**by studying politics within the United Kingdom**)
- You will become aware of current social and economic issues from a local level to an international level and how needs and inequalities are dealt with (**by studying the social issue of crime and the law**)

### Enquiry Skills

As well as learning new knowledge with each unit pupils will also have to develop skills to be able to deal with different source based questions. These are termed “enquiry skills” and in each of the three units there is one skill to be learned:

- America (world power): Making and justifying a conclusion
- Politics in the United Kingdom: detecting exaggeration/selectivity
- Crime and the Law: Making and justifying a decision

### How will I learn – the activities and tasks I can expect:

- Teacher led discussion, group work and personal reading
- Class based news review and tasks based on a range of resources including key texts
- Presentations as part of group tasks
- Homework tasks which consolidate the above
- Research projects



## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work                           | Skills for Life          |
|---------------------|---|--------------------------|
| Group working       | Group working                             | Group working            |
| Numeracy            | Numeracy                                  | Independence             |
| Literacy            | Literacy                                  | Analysing and evaluating |
| Research            | Processing data                           | Global citizenship       |
| Presentation        | Interpreting data from a range of sources | Problem solving          |

## Evidence of learning is gathered by:

Observation and review of class work; responses to questions/tasks; homework tasks; class discussion; project work, topic/section specific tests, presentations

## Possible progression routes:

Within school, depending on attainment, progress could be as follows:

National 3 > National 4 > National 5 > Higher > Advanced Higher

The nature of Modern Studies with its focus on current events and issues means that it offers content and skills which can support a wide variety of study and career options.

## Modern Studies can support careers in a variety of sectors including:

- Government at all levels
- Education
- Journalism
- Law
- Marketing & Advertising
- Social/ health services
- Tourism
- Urban & Rural Planning





### Why Study Music?

Music provides learners with rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities, they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

Music is a broad field and there are lots of career choices, with jobs in teaching or music therapy, production, promotion, management as well as performance.

Music can also contribute towards a richness of experience which is highly valued by employers in areas beyond the music industry.



### What are the benefits of studying this course?

- You will develop skills in creating music, which may include composing, arranging and improvising, by applying a range of compositional techniques
- You will develop skills in musical analysis and be able to discriminate between a range of styles and genres of music
- You will develop musical literacy through an understanding of a range of music concepts and ideas
- You will perform a variety of music on your chosen instrument with accuracy
- You will have opportunity to reflect on your work and the work of others

| Skills developed   | Personal qualities developed                     |
|--|--|
| Increasing musical performing skills, co-ordination, organisation, groupwork | Self-management, respect for others, discipline, |
| Increased knowledge of musical concepts & literacy                           | Confidence                                       |
| Learners ability to reflect on their own musical development                 | Critical thinking                                |
| Applying compositional techniques  | Decision making                                  |

### How will I learn – the activities and tasks I can expect:

- musical performance, playing in a variety of situations will help you to develop this skill
- creating original music in a variety of different styles will help you to develop your use of musical concepts, literacy and compositional techniques
- exploring & listening to a variety of music will help you to become more aware of the musical concepts and language used by composers in a wide variety of styles and periods of music.
- Use of music technology will help you to develop and apply your understanding of music

## Contribution to life in and beyond school:

| Skills for Learning        | Skills for Work | Skills for Life            |
|----------------------------|-----------------|----------------------------|
| Self-management            | Performance     | Working with others        |
| Target setting             | Meeting Targets | Developing self confidence |
| Using a range of resources | Analysing       | Expressing ideas/emotions  |
| Preparation                | Evaluating      | Presenting                 |

## Evidence of learning is gathered by:

Pupils will produce work in a variety of ways, including:  
Performances, Compositional Activities, Listening Activities, etc.



## Assessment:

Assessment will take the form of:

A written question paper

Recording a portfolio of pieces performed on two instruments which will be assessed by the department (Level 3 or Level 4 and in preparation for National 3 or National 4)

Preparing to perform to an external examiner (National 5)

Producing a folio of compositions

## Possible progression routes:

Within school progression is as follows:

Level 3>Level 4>National 3>National 4>National 5>Higher>Advanced Higher

Pupils' progress will depend on their attainment within the course. Some pupils will start National Levels at National 3, whereas others may start at National 4 or National 5 level.

After school, your Music qualifications could lead on to College or University courses, or to employment.

Many of the skills developed through the study of Music will help in your application to other courses.

Some possible careers for pupils who have a particular interest in Music would be:

Teaching

Instrumental Instruction

Media

Band/Orchestral Player

Music Management

Composing/Arrangement

Music Retail

Music Librarian

Sound Engineering/Recording

Music Theatre

Music Therapy



### What are the benefits of studying this course?

In PSE we operate a progressive programme with particular focus on skills. This includes specific skills to enable young people to cope with the challenges they face in today's society. It also aims to create a connection with the workplace through '*skills for learning, life and work*'.



This course will benefit all pupils in their personal development.

- You will improve your decision making skills.
- You will develop the skills needed to improve interpersonal relationships.
- Provide opportunities to express themselves and enhance self esteem.
- Develop health information to make informed decisions

| Skills developed  | Personal qualities developed  |
|---|---|
| Expressive: To voice an opinion based on evidence   | Express personal views, confidence in expressing these.   |
| Thinking Skills, Literacy, Health and well being, Presentation Skills, Research skills                | Creativity, Problem solving, Self management.   |
| Critical: Analysis of health information and its relevance to improving your own health and wellbeing | Ability to discuss and analyse information relevant to career and health choices                              |
|   | Confidence and the ability to make informed judgments.<br>Enjoyment, as skills are enhanced through practice. |

### How will I learn – the activities and tasks I can expect?

- Research into relevant Health and Wellbeing topics
- Discussions with peers, groups and as a class on a variety of topical issues which are pertinent to young people
- Presentations from outside agencies/speakers
- Developing your own presentations/information to share with the class
- Engaging in self and peer assessment with a view to setting targets for self reflection and improvement

## Contribution to life in and beyond school:

| Skills for Learning | Skills for Work | Skills for Life                 |
|---------------------|-----------------|---------------------------------|
| Communication       | Problem solving | Resilience, working with others |
| Target Setting      | Decision making | Developing self confidence      |
| Presenting          | Evaluating      | Dealing with social issues      |
| Researching         | Analysing       | Expressing ideas/ emotions      |

## Evidence of learning is gathered by:

The curriculum and the learning and teaching methodologies used are designed to give pupils opportunities to develop the 4 capacities. Courses develop on from S2 and articulate to offer progression and appropriate challenge. The subject naturally cultivates several important aspects, particularly critical and creative thinking, problem-solving, evaluating and decision-making.

## Assessment:

Assessment supports learning. A number of effective formative assessments strategies are used to encourage pupils to be more actively involved in the learning process and to be more effective communicators and contributors.



## Why study Physical Education?

Physical Education and physical activity are key components of Wallace Hall's commitment to improving the health and wellbeing of our students. All S3 pupils will take part in Core PE for two periods per week. All pupils will, through their core P.E follow a National 4 course in S4. Pupils who pick P.E as an additional subject in S3 will be able to sit a National 5 course in S4. The programme is designed to offer the pupils a choice of activities that suits their interests and abilities.

During the programme, pupils are encouraged to:

- develop a healthy and positive attitude to exercise
- develop their performance skills across a wide range of activities
- develop their social skills through working with other people
- develop understanding of factors the impact on performance



## National 5 Physical Education-What are the benefits of studying this course?

- Enables pupils to engage in physical activity with a positive attitude, to contribute to a healthy and fulfilling lifestyle
- Improved practical and performance skills
- Pupils will learn how mental, social, emotional and physical factors can influence effectiveness in performance
- Pupils will reflect on and monitor performance to inform and influence personal improvement
- Pupils will be given the opportunity to develop team-building skills and enhance ability to compete, co-operate and collaborate.
- Will help develop decision-making, problem solving and inter-personal skills related to PE that are transferred to other life and work contexts.

| Skills developed  | Personal qualities developed |
|---|------------------------------|
| Movement and performance  | Team-work                    |
| Problem-solving and reflecting  | Decision-making              |
| Basic approaches for improving or refining skills, fitness, performance composition and tactics | Use of initiative            |
| Planning and implementing solutions in performance situations                                   | Leadership and confidence    |
| Reflecting and monitoring of performance  |                              |

## How will I learn – the activities and tasks I can expect:

Pupils will experience a range of individual and team activities and improve their skills through using various methods. Pupils will gather information on their own performance then, after analysing, will plan and carry out an improvement programme.

## Contribution to life in and beyond school:

| Skills for Learning                      | Skills for Work             | Skills for Life      |
|--|-----------------------------|----------------------|
| Literacy-listening and talking           | Working in pairs and groups | Working with others  |
| Thinking skills-remembering and applying | Leadership skills           | Physical well-being  |
| Evaluating                               | Decision-making             | Emotional well-being |
|  | Organisation skills         |                      |

## Evidence of learning is gathered by:

**Performance Skills** - Pupils will be required to demonstrate a broad range of straightforward performance skills in two physical activities. This is often recorded and used as evidence and as a basis for improvement.

**Factors Impacting on Performance** - Pupils will also be required to demonstrate knowledge, understanding and application of a range of factors which have positively and negatively impacted on their performance. As well as examining and analysing their development, pupils will be required to propose a plan of action for further improvement. This will be done through a portfolio or other written assessment.

## Possible progression routes:

Within school all students will follow a course in core P.E as, in line with Scottish government guidelines, P.E is a compulsory subject. All pupils who pick P.E as an additional subject will receive an additional 2 periods per week and in S4 they will be able to follow either a National 4 or a National 5 course. Pupils' progress will depend on their achievement within the course. Some pupils will start at National 4 and others at National 5 level. Successful completion of these courses could lead to Higher PE and Advanced Higher PE.

Physical Education is a useful subject area for many careers including:

- Fitness instructor/Personal Trainer
- Lifeguard
- Sports Scientist
- PE teacher
- Sports journalist
- Armed Forces
- Police
- Sports psychologist
- Sports therapist
- Youth worker
- Sports coach
- Careers in leisure industry
- Physiotherapy
- Fire Service

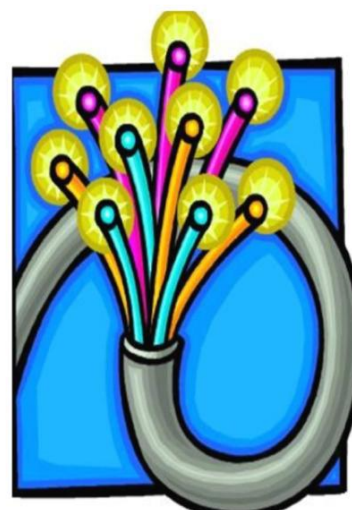


### Why Study Physics?

Physics is an important subject in many fields such as Mechanical and Electronic Engineering, Aviation and IT with careers varying from an Electrician or Car Mechanic through to a Pilot or Engineer.

The Physics National 4 and 5 courses will allow pupils to develop skills in making informed decisions, and prepare them to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

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



### What are the benefits of studying this course?

Physics in third year equips learners with analytical problem solving skills, gives an understanding of the physical world and an awareness of the role of Physics in society.

| Skills developed             | Personal qualities developed              |
|------------------------------|---|
| Skills of scientific inquiry | Inquisitiveness, persistence              |
| Practical                    | Dexterity, interpretation of instructions |
| Communication                | Interpersonal skills,                     |
| Scientific literacy          | Awareness of impact of science in society |

### What I will learn:

**Waves** Different types of waves, measuring the speed of sound, calculations on waves, measuring sound level, ultrasound and its uses.

**Electromagnetic spectrum** The seven sections of the Electromagnetic spectrum, medical and industrial applications of the electromagnetic spectrum.

**Radioactivity** Structure of the atom, radioactive decay, nuclear fission and fusion, nuclear power, nuclear bombs.

### How will I learn – the activities and tasks I can expect:

An experimental and investigative approach is used to develop knowledge and understanding of Physics concepts. Typical learning activities in school include:

- Experimental investigation or demonstrations
- Reading texts to extract information
- Answering questions to practise comprehension and problem solving skills
- Formative assessments to evaluate progress in learning



## Contribution to life in and beyond school:

The Course develops learners' interest and enthusiasm for Physics in a range of contexts. Skills of scientific inquiry and investigation are developed throughout the Course by investigating the applications of Physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims which they meet.

| Skills for Learning | Skills for Work                     | Skills for Life  |
|---------------------|-------------------------------------|------------------|
| Numeracy            | Practical scientific techniques     | Health awareness |
| Scientific literacy | Applications of Science in industry | Risk awareness   |

**Evidence of**

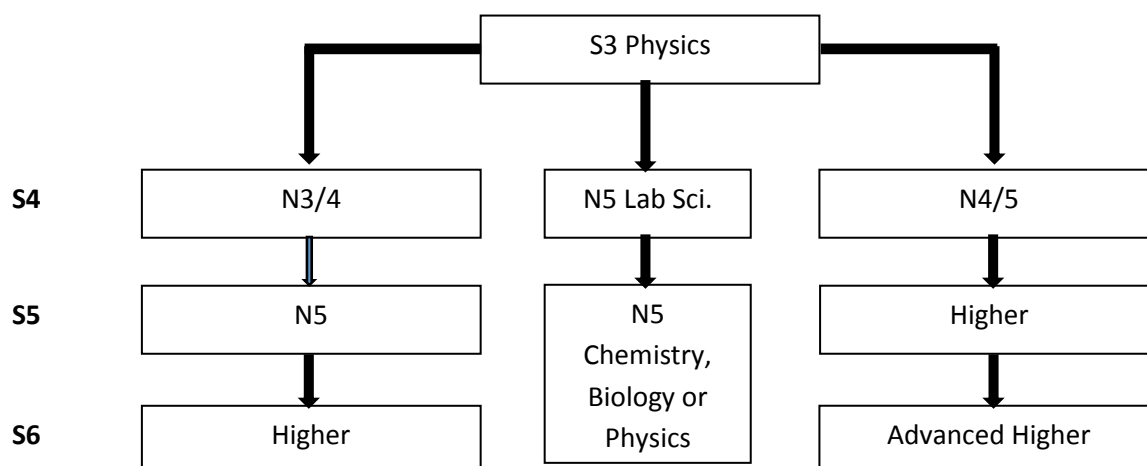
### learning is gathered by

- Written evidence in jotters and folios of practical work.
- Written responses to test questions.
- Peer discussion and talks to the rest of class
- Direct observation of classroom activities

End of unit tests will be set at the end of each section of work.

### Future study from S3 Physics.

Depending on performance in S3 learners may progress to a National 5 or National 4 Physics in S4 or later in S5/6 if individual needs dictate. Staff will help learners and parents with guidance on which level will be more suitable in the February of third year. Please see the diagram below for possible progression routes through chemistry after S3:



Physics is a useful subject area for many careers including engineering and health-related professions such as nursing and physiotherapy.



## Religious, Moral and Philosophical Studies

### Curriculum Area: RME

All pupils in S3 have one period of RMPS per week. RMPS plays an important role in the development of key skills and in gaining a better understanding of the world we live in. It is part of the preparation of young people for life. Employers recognise that skills gained in RMPS are highly transferable.



### What are the benefits of studying this course?

- You will develop the ability to reflect on religious, moral and philosophical questions and their impact
- You will develop a range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to express reasoned views
- You will develop straightforward knowledge and understanding of beliefs, practices and sources related to world religions
- You will develop straightforward knowledge and understanding of religious, moral and philosophical questions and responses to them

| Skills developed  | Personal qualities developed |
|-------------------|------------------------------|
| Literacy          | Team work                    |
| Reflection        | Responsible citizenship      |
| Critical Thinking | Tolerance and respect        |
| Investigating     |                              |

### How will I learn – the activities and tasks I can expect:

- Reading and writing activities
- Gathering information from a range of audio-visual resources and interacting with ideas presented
- Paired, group and class discussion
- Research using a range of resources including publications, news items, textbooks, internet
- Interacting with visiting speakers

### Contribution to life in and beyond school:

| Skills for Learning | Skills for Work               | Skills for Life              |
|---------------------|-------------------------------|------------------------------|
| Literacy            | Citizenship                   | Working with others          |
| Personal learning   | Remembering                   | Dealing with moral issues    |
| Critical thinking   | Applying knowledge and skills | Developing personal beliefs  |
|                     | Analysing and evaluating      | Expressing informed opinions |

# Rural Skills National Progression Award at National 5

## Curriculum Area: Science

### Why study Rural Skills?

The Rural Skills NPA at National 5 course will provide a practical approach to land industries based around farming. It will foster an interest in outdoor careers particularly in crop or livestock production while preparing individuals for employment in the farming sector. Rural Skills NPA is aimed at candidates with

an enthusiasm for working in the outdoors. Some previous knowledge of agriculture helps but is not necessary. Candidates should want to further develop their knowledge of crop and livestock production systems and practices.

This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.



### What are the benefits of studying this course?

- provide candidates with skills and knowledge in a specific land-based vocational area
- provide opportunities to develop core skills including *Communication, Working with Others, Problem Solving, Numeracy* and *ICT* in a realistic work setting
- provide candidates with an understanding of the nature of land-based workplaces
- allow candidates to develop skills and attitudes required for employability in the land-based sector
- facilitate progression to further study in a specific land-based industry

### Skills developed/Personal qualities developed

#### Livestock Production

- 1 Demonstrate knowledge of major crop production systems in the UK.
- 2 Describe basic production practices for a farm crop from planting to harvesting.
- 3 Identify machines for crop production and describe their uses.
- 4 Carry out practical crop husbandry skills.

#### Crop Production

- 5 Demonstrate knowledge of the main livestock production systems in the UK.
- 6 Describe basic livestock husbandry practices over a production cycle.
- 7 Identify equipment and machines for livestock production and describe their main uses.
- 8 Carry out practical livestock husbandry skills.

## Rural Business Investigation

- 9 Investigate the nature of a local rural business enterprise.
- 10 Describe and explain the job roles within the rural business enterprise.
- 11 Describe the main sustainable features of the local rural business.
- 12 Investigate an alternative enterprise into which the rural business could diversify.

## How will I learn – the activities and tasks I can expect:

The course will continue to develop the practical and presentation skills of the pupils.

A range of methodologies will be used including:

- Practical activities on local farms for a double period once a week.
- Working with local farmers through the Queensbury Initiative gives ample scope for hands on experiences.
- DVD
- Research and presentation of farm diversification options
- Use of ICT including the virtual learning platform wiki spaces, Prezi, Windows Moviemaker, photo-story and GIS.
- Cooperative group-work activities designing revision games
- Presentations as part of group tasks
- Homework tasks which consolidate the above

## Contribution to life in and beyond school:

- Group working
- Numeracy - making calculations independently
- Literacy—Dealing with agricultural issues

## Evidence of learning is gathered by:

Observation and review of class work; responses to questions/tasks; homework tasks; class discussion; practical lessons, topic/section specific tests, presentations

## Possible progression routes:

Within school, depending on attainment, progress could be as follows:

S3 Elective: Rural Skills—An introduction to Forests & Woodlands

S4/5/6 Rural Skills NPA at National 5 in Agriculture

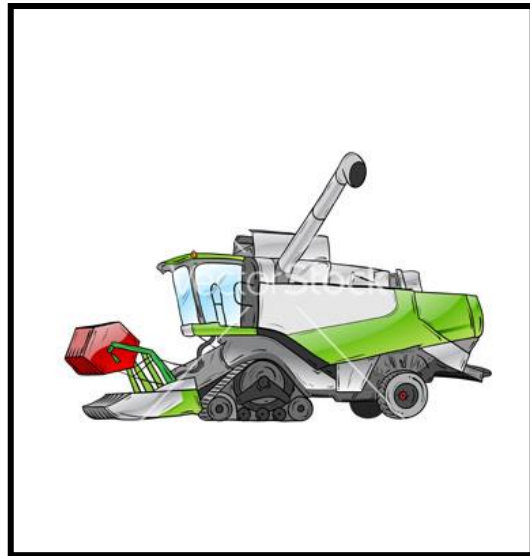
The nature of Rural Skills Agriculture as a land based industry subject means that it offers content and skills which can support a wide variety of study and career options.

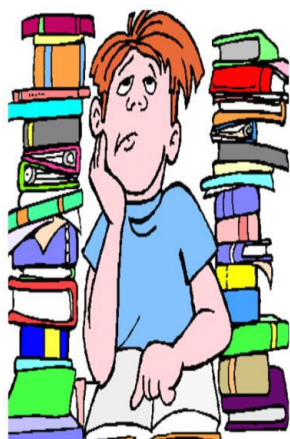
A Rural Skills qualification prepares candidates for further study or employment, although it does not completely prepare the candidate for the land-based workplace alone — candidates will require further training. However, successful candidates will have gained some of the occupational competences and employers may see the NPA as an appropriate way into a Modern Apprenticeship or other work-based learning qualification such as an SVQ.

The NPA also provides the opportunity to progress to a full-time course in a chosen specialism such as a National Certificate.

Rural Skills candidates find careers in a variety of sectors including:

- Agriculture
- Forestry
- Veterinary Medicine or Veterinary Science
- Gamekeeping
- Small animal care
- Modern Apprenticeship
- Equine Studies





In S3 the Support for Learning department offers Study & Employability Support as an alternative subject. Pupils are given support relating to their subjects, as well as advice on preparation for a positive destination. Study & Employability Support is an option open to pupils for whom a focus on life after school is a priority. Pupils who opt for Study & Employability Support the aim is to improve the quality of their performance in their other subjects as well as developing skills in preparing for life after school. Pupils considering this option can do so only after consultation with their parents, Pupil Support Teacher and PT SfL.

The time will be used to support pupils in their coursework by:

- **helping with course work and homework tasks**
- **providing advice on study techniques and learning skills**
- **encouraging pupils to take more responsibility for their own learning**
- **assisting pupils to set appropriate targets and to work towards these targets**
- **helping pupils prepare for formal examinations**

The time will be used in this time to support pupils in exploring Employability Skills by:

- **Achieving a nationally recognised Wider Achievement Award**
- **Completing activities which will focus on critical life and employability skills**
- **Personally working with employers, locally and nationally, to experience the work place and participate in events**
- **Appreciate the relevance of work related learning**

The department works in a variety of other ways to support pupils of all abilities in their learning.

Support may be given through ASN Staff working with teachers in the classroom thus giving pupils the benefit of greater teacher input. ASN Staff liaise with class teachers in order to monitor pupil progress and consolidate class work.

## Electives

One innovative way in which we encourage pupils to work and learn together is through our Elective Programme, which currently runs for 1 period per week. A range of Electives are on offer to pupils. These are designed by staff to be enjoyable, enhance skills, knowledge, self-confidence and satisfaction.

Electives also offer many additional opportunities.

- Opportunities to liaise with the wider community
- Critical thinking and problem solving opportunities applied to real life activities
- Development of real understanding which can be transferred to new contexts
- Challenges to imagination
- Opportunities to participate in charitable experiences
- Opportunity to showcase work and recognise achievement
- Opportunity to be involved with and debate real-life issues
- Opportunities to contribute to the planning of the Module
- Activities are personalised
- Exciting sports opportunities

Specific Electives for S3 in session 2016-17 are not yet decided, but are expected to include a similar variety to the present session (below)

- Eco Group
- Printmaking
- Comenius
- Forestry
- Accessorise Your Life
- Teen Yoga
- Computer Graphics
- Coding Academy
- Have I Got News For You?
- Hockey
- Latin
- Bookworm
- Football with Queen of the South

