Transition to Third Year
2020

Continuing the Journey

Dear Student,

As you prepare to enter the next stage of your education in St. Luke's High School, it is important to reflect on your learning journey so far, from leaving primary school until now, and to look ahead to the next phase in your school career.

You have been working hard in all curricular areas of Curriculum for Excellence and have had opportunities to experience a wide range of exciting activities in and out of the classroom which have contributed to your academic successes, skills for learning, life and work, and personal achievements.

Third year marks an important milestone on your learning journey. While you continue to experience a broad general education, it is also the time when you will make significant decisions for your future educational pathways and career by making choices about which subject areas within the curriculum you will specialise in over the next few years.

Throughout third year, you will continue to experience more personalisation and choice in what you study and begin to stretch your learning in preparation for the senior phase of education and the challenges of National Qualifications. In addition, you will continue to develop skills in literacy, numeracy and health and wellbeing, as you have been doing throughout your time at St. Luke's, and continue the excellent learning experiences gained through interdisciplinary learning that are a major feature of our school.

Key features of third year for students will be:

- Developing learning experiences which stretch students and prepare them for the senior phase.
- Monitoring closely the progress of each student, and engaging in individual dialogue to review and set targets in learning.
- Encouraging students to enjoy their learning and their experiences in St.Luke's, to develop all of their attributes and capabilities and to help them in becoming more independent learners.
- Recognising and celebrating what students have achieved, and will continue to achieve at St. Luke's.
- Guiding students in completing their S3 profiles, which will reflect best learning outcomes to date and recognise their wide range of achievements.
- Working towards The St Luke the Evangelist Award

As we move forward together, I want to assure you that all staff will continue to focus on your individual needs and with the help and support from parents, carers and other school partners, guide and support you through a successful third year and into the senior phase.

Best wishes for a successful future,

Christine Downie, Headteacher

Supporting the Journey to S3

Every pupil is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide, and to enable them to:

- review their learning and plan for next steps
- gain access to learning activities which will meet their needs
- plan for opportunities for personal achievement
- prepare for and be supported through changes and choices

The key members of staff responsible for providing this personal support are the Pupil Support Team. All pupils have opportunities to discuss their learning with their Pupil Support teacher, helping them to set goals for the next stages in learning. Pupils are at the centre of this planning, as active participants in their learning and development.

It is the responsibility of all teaching staff, and the Pupil Support Team in particular, to assist pupils in making a successful transition to the next stage of their education. To achieve this aim, a programme of activities and events is organised to help S2 pupils reflect on their strengths and skills, make informed choices and plan next steps in learning. Details are provided below.

Date	**Leader(s)**	**Event**
December	Pupil Support Team & PSHE teachers & SDS Adviser	*Planning for Choice and Change* Unit
January	Pupil Support Team	Transition Presentation to Second Year pupils
22 January	Mrs Hastings (PT Development)& community/ business partners	*Developing the Young Workforce* Day (Skills for Life, Learning & Work)
30 January	Senior Leadership Team	Transitions Evening (S2/4/5 pupils and parents/carers)
February	Pupil Support Team	Transition Interviews (curricular pathways)
w/c 18 February	Mrs Pollock (DHT) & Pupil Support Team	Second Year Reports issued
27 February	All staff	Second Year Parents Evening
March	Pupil Support Team	Confirmation of curricular choices
June	Mrs Hunter DHT	New S3 timetable begins

Learning in Languages

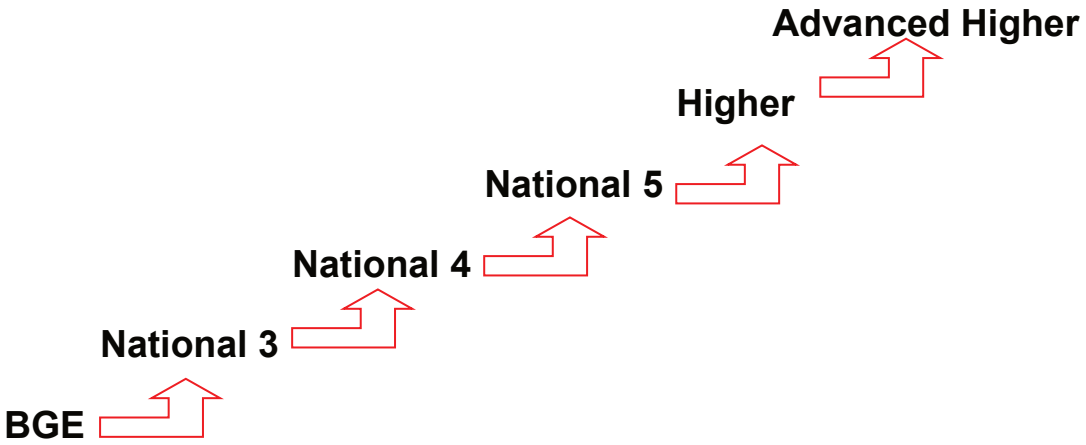
Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, allowing pupils the opportunity to achieve to the full and be ready for active involvement in society and work. In English the study of literature can open up new horizons for pupils, and a love of reading can be an important starting point for lifelong learning. As pupils communicate increasingly through digital technologies, it is important to acknowledge these forms of texts as an important way for young people to develop skills for work and life.

In their experiences of studying a foreign language, pupils can have rich opportunities for learning and to embrace their role as global citizens. Learning other languages enables pupils to make connections with different people and their cultures

Learning through the Languages area of the curriculum will enable pupils to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people;
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life;
- use different media effectively for learning and communication;
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages; and,
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



There will be a continued emphasis on participation in well-planned experiences in all 4 contexts of learning within the Curriculum areas, Interdisciplinary learning, Ethos and life of the school, and, opportunities for personal achievement.

The main lines of development for all courses within Languages will be:

- reading;
- writing; and,
- listening and talking.

English

Courses provide pupils with the opportunity to develop skills in listening, talking, reading and writing, which are essential for life and work. Language and literacy are of personal, social and economic importance. A pupil's ability to use language lies at the centre of the development and expression of their emotions, thinking, learning and sense of personal identity. Pupils will be involved in a range of activities which develop their ability to: communicate their thoughts and to interact with others; be critical thinkers; develop cultural awareness; be creative; and, to use different media effectively for learning and communication.

The skills that pupils gain by successfully completing English courses will be valuable for learning, life and work. Pupils will:

- listen, talk, read and write in a variety of contexts and for different purposes;
- understand, analyse and evaluate a variety of texts within the study of literature, language and media;
- create their own texts in particular through the writing folio;
- research topics of interests for the purpose of talking and writing; and,
- develop critical thinking and reflective skills as they review and refine their work.

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will allow pupils to deepen their appreciation and awareness of English language and literature and to develop the transferrable skills of understanding, analysis and evaluation to all areas of the course. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 English

The course consists of 3 Mandatory Units, including the Added Value Unit. Each of the components Units of the Course is designed to provide progression to courses at National 5:

English: **Analysis and Evaluation**	**Reading and Listening**
English: **Creation and Production**	**Writing and Talking**
English: **Assignment (Added Value Unit)**	**Investigation of a chosen topic**

Literacy is also a mandatory unit at National 4

National 5 English

The course consists of 4 components. Each of the components of the Course is designed to provide progression to Higher. Courses at National 5 also include the mandatory study of a Scottish text for the Critical Reading component.

English: **Course Assessment**

Component 1: Reading for Understanding, Analysis and Evaluation

Component 2: Critical Reading

Component 3: Portfolio of Writing

Component 4: Performance – Spoken Language

Home learning in English

All pupils will be required to continue their learning at home in order to further develop their skills in reading, writing, talking and listening and to consolidate learning. Tasks may include:

- additional reading of fiction and non fiction texts (including quality newspapers) to enhance skills in close reading and to broaden vocabulary;
- researching topics for writing through other sources such as the internet; television and magazines;
- redrafting writing folio;
- essay writing;
- revision using GLOW or the school website; and,
- consolidation of learning through reading over notes.

Parents/ carers can be supportive by discussing their work with them or aiding them with research or discussion of topics of interest being explored for writing folio. Other ways in which parents/ carers can support pupils include:

- visits to the theatre or cinema and discussing the performance or film in a way that develops critical thinking skills;
- visits to libraries, art galleries and museums to discuss the importance of these national institutions;
- ask about success criteria for specific tasks and go through these with your child;
- listening to solo presentations and giving feedback;
- discussing topics which are discursive in nature such as environmental and social issues;
- discussing the literary genres of poetry, prose and drama; and,
- helping with the learning and analysis of quotations for critical essay.

Supporting Pupils in English

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress;
- negotiation of individual targets and plans of actions to achieve success;
- feedback on presentations and written tasks linked to success criteria;
- opportunities for self and peer assessment;
- group working to provide peer support in learning;
- opportunities for supported study after school and at weekends; and,
- visits to the theatre, the Scottish Parliament and other places of interest.

Modern Languages

Courses will provide pupils with the opportunity to make connections with different people and their cultures and to play a fuller part as global citizens. Learning a modern language allows pupils to broaden their cultural awareness and to enhance their understanding of cultural diversity, which includes insights into other ways of thinking and other views of the world.

The skills that pupils gain by successfully completing modern languages courses will be valuable for learning, life and work. Pupils will:

- read, listen, talk and write in a modern language;
- understand and use a modern language through access to online topical and relevant resources such as interviews, television news and cultural information;
- apply their knowledge of a modern language through speaking in a simulated real life context such as ordering food, applying for a job or booking into an hotel;
- access websites for language learning;
- develop language learning skills through watching films in a modern language;
- develop skills in planning and research and presenting knowledge of language skills to their peers; and,
- develop literacy skills through reading, listening, talking and writing in a modern language and to reflect on how this relates to English.

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted in which pupils will have the opportunity to develop their language skills in a variety of contexts. The structure of courses will ensure clear pathways and progression from BGE courses onwards through to national qualifications in the Senior Phase.

National 4 Modern Languages

The course consists of 3 mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Modern Languages: **Understanding Language**	Reading and Listening
Modern Languages: **Using Language**	Writing and Speaking
Modern Languages: **Assignment (Value Added Unit)**	Investigate and report on a topic

National 5 Modern Languages

The course consists of 5 components. Each of the components is designed to provide progression to Higher.

Modern Languages: **Course Assessment**

Component 1 – Reading Question Paper

Component 2 – Writing Question Paper

Component 3 – Listening Question Paper

Component 4 – Assignment Writing

Component 5 – Performance Talking

Home learning in Modern Languages

All pupils will be required to continue their learning at home. Practice of speaking and the learning of vocabulary enable pupils to have a broader knowledge of the modern language. Tasks may include;

- learning notes and vocabulary;
- preparing for assessment in talking and writing;
- consolidation of learning through accessing websites such as *Linguascope* and *Zut!*, and a variety of tasks such as reading and grammar work;
- researching topics for the Value Added Unit; and
- redrafting writing.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning their talking and writing or checking their knowledge of vocabulary for particular topics. Other ways in which parents/ carers can support pupils include:

- visits to the Glasgow Film Theatre to watch films in a modern language with subtitles;
- discussing cultural differences such as customs, national celebrations, cuisine, and cultural identity; and,
- encouraging the use of the modern language in real life contexts if on holiday abroad.

Supporting Pupils in Modern Languages

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress;
- negotiation of individual targets and plans of actions to achieve success;
- feedback on specific pieces of spoken and written work linked to success criteria;
- opportunities for supported study after school and at weekends; and,
- visits to the cinema, Transport Museum and school trips to France and Italy.

Careers in Languages

All Languages subjects develop skills which are required in all aspects of employment as at their core is written and spoken communication.

Below are some specific careers related to Languages:

English	Modern Languages
Journalism	Interpreter
Publishing	Translator
Advertising and Marketing	Secretary in a multi national corporation
Speech Therapy	International Banking
Business – Human Resources	International Fashion Industry
Public Service Industry	Air Traffic Controller
Writer	Airline Employee
Librarian	Catering Industry
Editorial Assistant	Aid Worker
Copywriter	Travel Industry
Programme researcher: film and television	Events Manager for Foreign Company
Academic Librarian	Retail Buying
Records and Archives	Foreign and Commonwealth Office
Arts Administrator	Editor
Public Relations Officer	Foreign Language Bookseller
Social Work/Youth Worker	Travel Consultant
Bookseller	European Union Employee
Lawyer	Diplomatic Service
Emergency Services/Armed Forces	University Lecturer
Teacher of English as a Second Language	Teacher of English as a Foreign Language
Primary School Teacher	Language Assistant
Secondary School Teacher	Secondary School Teacher

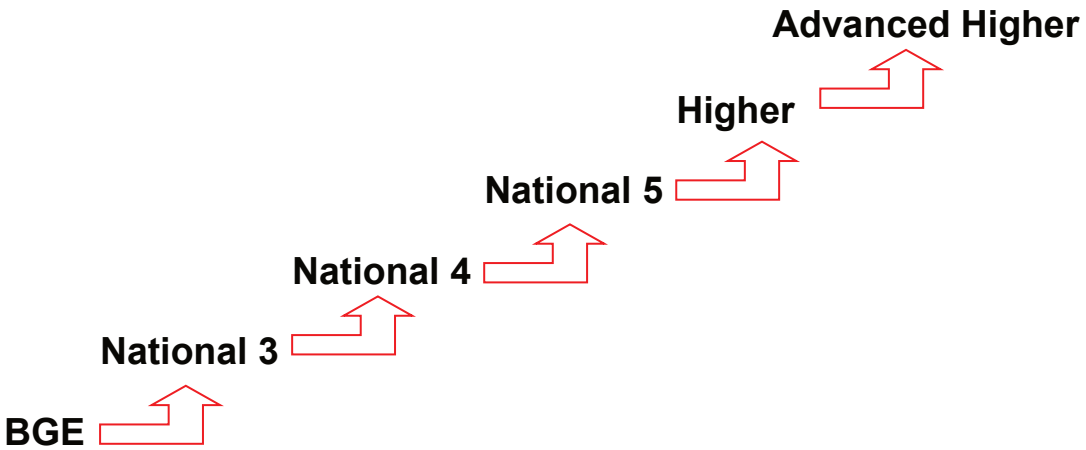
Learning in Mathematics

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each pupil needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics will enable pupils to:

- develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future develop an appreciation of aesthetic and cultural values, identities and ideas
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



NB: In addition to their chosen pathway all pupils will work towards completion of the Numeracy Unit at their appropriate level.

There will be a continued emphasis on participation in well-planned experiences in all 4 contexts of learning – within the curriculum areas; interdisciplinary learning; ethos and life of the school; opportunities for personal achievement.

The main lines of development for all courses within Mathematics will be:

- Information handling
- Number, money and measurement
- Shape, position and movement

Applications of Mathematics

Courses will allow pupils to acquire and develop skills for learning, skills for life and skills for work, as well as the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual in everyday situations; being numerically capable, especially in financial matters, helps towards becoming a responsible citizen; and being able to plan and organise will help in becoming an effective contributor.

The skills that pupils gain by successfully completing Applications of Mathematics courses are underpinned by numeracy, and designed to develop pupils' mathematical reasoning skills relevant to learning, life and work will be valuable for life in the 21st Century. Pupils will:

- select and apply mathematical techniques to tackle a range of real-life problems and situations
- develop the ability to analyse a range of real-life problems or situations with some complex features involving mathematics
- develop confidence and independence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways

The Learner journey through all levels of the course will be coherent and provide challenge and enjoyment. The courses will enable pupils to think through real-life situations involving mathematics and to form a plan of action based on logic. Pupils will develop confidence and independence in being able to handle information and mathematical tasks in both personal life and in the workplace. The Courses allow pupils to draw conclusions, assess risk and justify decisions based on data presented in a variety of forms. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Applications of Mathematics

The course consists of 3 mandatory Units and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Manage Money and Data

Shape, Space and Measures

Numeracy Unit

Test (Added Value Unit) Part 1- Non-calculator question paper
Part 2- calculator question paper

National 5 Applications of Mathematics

The course consists of 3 Units and the Course Assessment.

Managing Finance and Statistics

Geometry and Measures

Numeracy Unit

Course Assessment Part 1 – Non-calculator question paper & Part 2 – Case Study

Mathematics

Courses allow pupils to acquire and develop the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual; being able to think logically helps towards being a responsible citizen; and being able to understand, use and communicate mathematical ideas will help in becoming an effective contributor.

The skills that pupils gain from by successfully completing Mathematics courses will be valuable for learning, life and work. Pupils will:

- select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms in order to solve problems and to generalise
- interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- use mathematical language and explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

The Learner journey through all levels of the course will be coherent and provide challenge and enjoyment. The courses will enable pupils to think through real-life situations involving mathematics. Pupils will develop confidence and independence in being able to handle mathematical tasks in both personal life and in the workplace. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Mathematics

The course consists of 3 mandatory Units and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Expressions and Formulae

Relationships

Numeracy Unit

Test (Added Value Unit) Part 1- Non-calculator question paper
Part 2- calculator question paper

National 5 Mathematics

The course consists of 3 Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

Expressions and Formulae

Relationships

Applications

Course Assessment Part 1- Non-calculator question paper

Part 2- calculator question paper

Home Learning in Mathematics

All pupils will be required to continue their learning at home. All Numeracy and Mathematics courses will require additional input at home in order for targets to be met and to develop skills. Tasks may include:

- independent research
- statistical projects
- personal finance tasks
- measurement tasks
- written work

Ways in which parents/ carers can support pupils include:

- regular practise of multiplication tables and other mental arithmetic opportunities
- ensuring pupils show full working to communicate their solution strategies as opposed to just writing an answer
- encouraging pupils to check answers, read over solutions and to complete full corrections
- following the common language and methodology for Numeracy and Mathematics as outlined in pupil planners and the school website.
- discussing relevant topics including their financial understanding
- aiding them with research
- checking and signing planners
- ensuring they have all materials for class including, where possible, a CASIO scientific calculator
- checking nightly and hand-in homework exercises
- encouraging pupils to present their work neatly, using a ruler

Supporting Pupils in Mathematics

Throughout the course pupils will benefit from individual support from teachers.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of work
- opportunities for supported study
- learning resources which are available on Google Classroom and in the Mathematics and Numeracy faculty page of the school website containing: homework exercises, class notes, assessment practice questions, model papers and solutions, exam technique modules, post exam analysis and a contents checklist booklet to assist pupils in identifying next steps in learning and formulating an individual study plan.

Careers in Mathematics and Numeracy

Numeracy and Mathematics develop skills which are required in many careers.

Accountancy	Engineering	Manufacturing
Aerospace & Defence	Environment	Medicine
Automotive	Exploration Geophysics	Metals & Minerals
Biosciences	Financial Services	Pharmaceuticals
Business support services	Food & Drink	Academic Research
Chemicals	Government	Science
Construction	Healthcare	Telecoms
Consultancies	Insurance	Transport/Travel
Education	IT & Computing	Utilities

Please see below for a list of websites for further information:

Maths Careers
www.mathscareers.org.uk

More Maths Grads
www.moremathsgrads.org.uk

Operational Research Society
www.theorsociety.com

Institute of Mathematics and its Applications
www.ima.org.uk

Royal Statistical Society
www.rss.org.uk

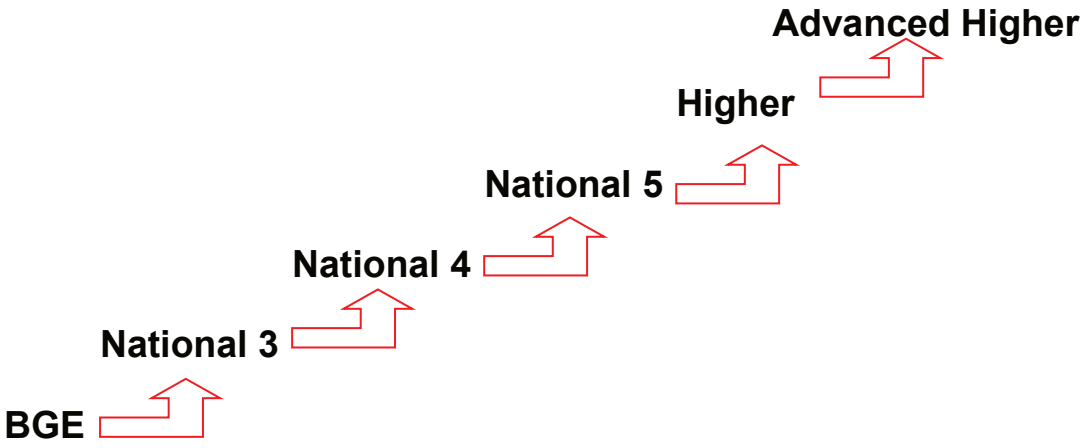
Learning in Social Studies

It is important for pupils to understand the place where they live and the heritage of their family and community. Through social studies, pupils develop their understanding of the world by learning about their own people and what has shaped them, other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables pupils to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



There will be a continued emphasis on participation in well-planned experiences in all 4 contexts of learning – within the Curriculum areas; Interdisciplinary learning; Ethos and life of the school; opportunities for personal achievement.

The main lines of development for all courses within Social Studies will be:

- investigating/researching
- evaluating
- decision making
- active participation

Geography

Courses allow pupils to study the physical environment around them and the ways in which people interact with this environment. The purpose of Geography is to develop the pupil'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.

The skills that pupils gain by successfully completing Geography courses will be valuable for learning, life and work. Pupils will:

- develop and apply skills and detailed knowledge and understanding in geographical contexts
- with guidance, research and use information collected from a range of sources about geographical issues
- use a range of mapping skills, including the use of Ordnance Survey maps
- use a range of research skills, including fieldwork skills
- use and interpreting a range of numerical and graphical information
- demonstrate knowledge and understanding of the physical environment of Scotland and/or the United Kingdom
- demonstrate knowledge and understanding of the human environment in a global context by giving descriptions

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. This Course develops a range of cognitive and practical skills. It encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues. The structure of courses, built on hierarchical mandatory units – Physical Environments; Human Environments and Global Issues, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Geography

This Course has 4 mandatory Units. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Geography: **Physical Environments**

Geography: **Human Environments**

Geography: **Global Issues**

Geography: **Added Value**

National 5 Geography

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in contexts which can be studied to allow personalisation and choice.

Geography: **Physical Environments**

Geography: **Human Environments**

Geography: **Global Issues**

Course Assessment: Component 1 – Question Paper (80% of overall grade)

Component 2 – Assignment (20% of overall grade)

Home learning in Geography

All pupils will be required to continue their learning at home.

Tasks may include:

- reading /preparing for class
- revising/practising exam technique
- reinforcing learning which has taken place in class.
- Research for assignment
- essay writing
- revision using GLOW or the school website

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading essays. Other ways in which parents/ carers can support pupils include:

- Encouraging them to watch news programmes and documentaries related to Geography
- Encouraging them to read newspapers regularly taking note of geographical events such as hurricanes and volcanic eruptions
- Visit National Parks, coastal areas or museums such as Kelvingrove and take photographs.

Supporting Pupils in Geography

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- fieldwork opportunities around Glasgow
- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of written work
- opportunities for supported study after school

History

Courses allow pupils to develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They will encourage pupils to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, and a sense of responsibility and global citizenship. The investigative and critical thinking activities in these courses give pupils important experience in contributing to group work and also working on their own.

The skills that pupils gain by successfully completing History courses will be valuable for learning, life and work. Pupils will:

- develop and apply skills, knowledge and understanding across a variety of contexts
- evaluate the origin, purpose, content and/or context of historical sources
- evaluate the factors contributing to historical developments, drawing reasoned conclusions supported by evidence
- research and analyse historical information
- develop a detailed and mostly accurate knowledge and understanding of historical themes and events in Scottish, British, European and world contexts

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. Through the skills and content of the courses, learners will develop a coherent and balanced understanding of Scottish, British, European and world history. The emphasis on the evaluation of a wide range of sources will progressively develop thinking skills. The structure of courses, built on hierarchical mandatory units – Scottish; British and World history, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 History

The course consists of 4 mandatory Units. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

History: **Scottish**

History: **British**

History: **European and World**

History: **Added Value**

National 5 History

The course consists of 3 mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

History: **Scottish**

History: **British**

History: **European and World**

Course Assessment: Component 1 – Question Paper (80% of overall grade)

Component 2 – Assignment (20% of overall grade)

Home learning in History

All pupils will be required to continue their learning at home.

Tasks may include;

- reading /preparing for class
- revising/practising exam technique
- reinforcing learning which has taken place in class.
- collecting research/sources for assignment
- essay writing and vocabulary
- revision using GLOW or the school website

Parents/ carers can be supportive by discussing their work with them or aiding them with research or proof reading essays. Other ways in which parents/ carers can support pupils include:

- Encouraging them to watch news programmes and historical documentaries
- Encouraging them to read newspapers regularly
- Discuss important historical events with them
- Visit museums such as Kelvingrove and historical sites such as the Provand's Lordship.

Supporting Pupils in History

Throughout the courses pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- Opportunities for trips to the International Slavery Museum in Liverpool
- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of written work
- opportunities for supported study after school

Modern Studies

Courses will develop the pupil's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, pupils will develop an awareness of the social and political issues they will meet in their lives. The investigative and critical thinking activities in these courses give pupils important experience in contributing to group work and also working on their own.

The skills that pupils gain by successfully completing Modern Studies courses will be valuable for learning, life and work. Pupils will:

- develop and apply detailed skills, knowledge and understanding in political, social or international contexts
- research and use information collected from a range of sources about contemporary issues
- use a range of sources of information to detect and explain exaggeration and selectivity in the use of facts
- give detailed support for valid conclusions drawn from a range of sources of information
- demonstrate knowledge and understanding of the main democratic processes, institutions and organisations
- demonstrate knowledge and understanding of a major social issue in Scotland and the UK
- demonstrate knowledge and understanding of an international issue relating to a significant world power

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. The Courses will develop the skills to help pupils interpret and participate in the social and political processes they will encounter now and in the future. The structure of courses, built on hierarchical mandatory units – Democracy in Scotland and the United Kingdom; Social Issues in the United Kingdom and International Issues, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Modern Studies

The course consists of 4 mandatory units. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Modern Studies: **Democracy in Scotland and the United Kingdom**
Modern Studies: **Crime and the Law**
Modern Studies: **World Powers**
Modern Studies: **Added Value**

National 5 Modern Studies

The course consists of three mandatory Units and the Course Assessment. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Higher.

Modern Studies: **Democracy in Scotland and the United Kingdom**
Modern Studies: **Crime and the Law**
Modern Studies: **World Powers**

Course Assessment: Component 1 – Question Paper (80% of overall grade)

Component 2 – Assignment (20% of overall grade)

Home learning in Modern Studies

All pupils will be required to continue their learning at home.

Tasks may include;

- reading /preparing for class
- revising/practising exam technique
- reinforcing learning which has taken place in class.
- collecting research/sources for assignment
- essay writing skills
- revision using GLOW or the school website

Parents/ carers can be supportive by discussing their work with them or aiding them with research or proof reading essays. Other ways in which parents/ carers can support pupils include:

- Encouraging them to watch news programmes and documentaries
- Encouraging them to read newspapers regularly
- Visit museums including Kelvingrove and St Mungo's Religious museum.

Supporting Pupils in Modern Studies

Throughout the courses pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- Opportunities for trips to Greenock Prison and/or the Scottish Parliament
- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school

Careers in Social Subjects

All Social Subjects develop skills which are required in many careers. These skills can be applied to a multitude of careers and in many cases higher education courses encourage pupils to have a qualification in a Social Subject.

Below are some specific careers related to Social Subjects.

Geography	History	Modern Studies
Archaeologist	Archaeologist	Archivist
Cartographer	Archivist	Broadcast Journalist
Civil or Structural Engineer	Auctioneer	Careers Adviser
Countryside Ranger or Warden	Copy Editor	Conference Producer
Environmental Consultant	Diplomatic Service	Copy Editor
Gamekeeper	Journalist or Reporter	Diplomatic Service
Geologist	Library or Information Professional	Economic Development Officer
Geophysicist	Museum or Art Gallery Curator	Social Worker
Architect	Political Researcher	Diplomatic Service Officer
Meteorologist	Researcher - Broadcasting	Genealogist
Oceanographer	Tour Guide	Journalist or Reporter
Surveyor	Town and Country Planner	Local Councillor
Teacher – Secondary or Primary	Teacher – Secondary or Primary	Teacher – Secondary or Primary
Tour Manager	Anthropology	Member of Parliament
Town and Country Planner	Politics	Police Officer
Travel Agent	Business	Researcher - Broadcasting
Lawyer	Lawyer	Lawyer
Tour Guide	Author	Author

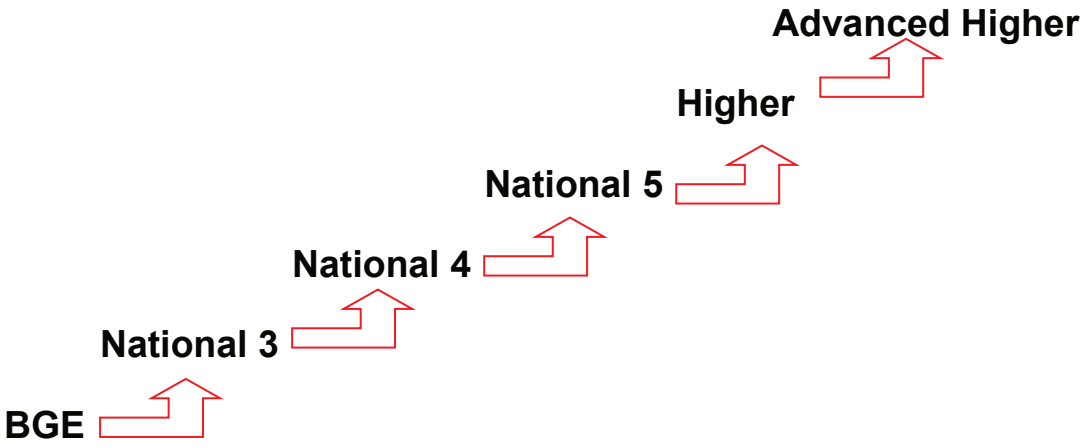
Learning in Science

Pupils are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables pupils to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- and, for some, establish the foundation for more advanced learning and future careers in, the sciences and technologies.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



Learning and teaching approaches in science will continue to promote classroom talk, group discussion and debate. Pupils will continue to have the opportunity to become actively involved in their learning, to engage in studies beyond the classroom and to deepen their knowledge and their understanding of the big ideas of science. Through involvement in a wide range of open-ended experiences, challenges and investigations they will continue to develop critical thinking skills and appreciate the key role of the scientific process in generating new knowledge.

The main lines of development for all courses within Science will be:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Biology

Courses will allow pupils to understand and investigate the living world in an engaging and enjoyable way. It develops learners' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This enables pupils to develop an informed and ethical view of complex issues.

The skills that pupils gain by successfully completing Biology courses will be valuable for learning, life and work. Pupils will:

- develop their communication and collaborative working
- demonstrating knowledge and understanding
- applying knowledge of biology to familiar situations
- planning experiments to illustrate a particular effect, applying safety measures
- carrying out straightforward experimental procedures, safely, recording general observations and collecting data
- applying information handling skills including
- making generalisations based on evidence/information
- drawing valid conclusions and giving explanations supported by evidence
- suggesting improvements to experiments/investigations
- communicating findings/information
- develop leadership skills
- apply critical thinking in new and unfamiliar contexts to solve problems.

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. This Course has a skills-based approach to learning. It takes account of the needs of all pupils and provides sufficient flexibility to enable pupils to achieve in different ways. Biology courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Biology

The course consists of four mandatory units, including the Added Value Unit.
This Course or its Units may provide progression to other qualifications in Biology or related areas and further study, employment and/or training

Biology**: Cell Biology**

Biology**: Multicellular Organisms**

Biology**: Life on Earth**

Biology: A**ssignment (Added value unit)**

5 Biology

The course consists of three units of work. To achieve the qualification the pupil must pass the externally assessed components of the course, including the question paper and course assignment task.

Biology**: Cell Biology**

Biology: **Multicellular Organisms**

Biology**: Life on Earth**

Home Learning in Biology

All pupils will be required to continue their learning at home. Research is an important skill in Biology and pupils encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Biology aims to produce responsible citizens, through studying of relevant areas of biology, such as health, environment and sustainability. Home learning tasks may include:

- Researching new discoveries and Biological issues
- Analysing Science related articles
- Discussing ethical issues at home
- Creating 3D models
- Practicing problem solving skills
- Revising using books and online resources

Parents/carers can be supportive by discussing their work with them or aiding them with research, model building or checking through learning outcomes and asking questions to test knowledge. Other ways in which parents/carers can support pupils include:

- Visits to The Science Centre
- Visit to the zoo
- Discussing Science related topics in the news.

Supporting Pupils in Biology

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- Feedback on class work and homework
- Discussion of overall individual strengths, areas of improvement, next steps and progress
- Supported study after school and at lunchtime
- Visits to places of scientific interest e.g. Edinburgh Zoo, Glasgow Science Centre

Chemistry

Courses will allow pupils to understand and investigate the material world in an engaging and enjoyable way. It develops pupils' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities for pupils to acquire and apply knowledge, and make informed decisions. Chemistry is the study of matter and its interactions. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country and ethical view of complex issues.

The skills that pupils gain by successfully completing Chemistry courses will be valuable for learning, life and work. Pupils will:

- demonstrating knowledge and understanding
- applying knowledge of chemistry to familiar situations
- planning experiments to illustrate a particular effect, applying safety measures
- carrying out straightforward experimental procedures, safely, recording general observations and collecting data
- applying information handling skills including
- making generalisations based on evidence/information
- drawing valid conclusions and giving explanations supported by evidence
- suggesting improvements to experiments/investigations
- communicating findings/information

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. This Course has a skills-based approach to learning. It takes account of the needs of all pupils and provides sufficient flexibility to enable pupils to achieve in different ways. Chemistry courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Chemistry

The course consists of four mandatory units, including the Added Value Unit.

Chemistry**: Chemical Changes and Structure**

Chemistry **: Nature's Chemistry**

Chemistry **: Chemistry in Society**

Chemistry **: Chemistry assignment (Added value unit)**

National 5 Chemistry

The course consists of three units of work. To achieve the qualification the pupil must pass the externally assessed components of the course, including the question paper and course assignment task.

Chemistry**: Chemical Changes and Structure**

Chemistry **: Nature's Chemistry**

Chemistry **: Chemistry in Society**

Home Learning in Chemistry

All pupils will be required to continue their learning at home. Research is an important skill in Chemistry and encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in chemistry think creatively, analyse and solve problems. Chemistry aims to produce responsible citizens, through studying of relevant areas of chemistry, such as environment and sustainability. Home learning tasks may include:

- Researching new discoveries and Chemical issues
- Analysing related articles
- Discussing ethical issues at home
- Creating 3D models
- Practicing problem solving skills
- Revising using books and online resources

Parents/carers can be supportive by discussing their work with them or aiding them with research, model building or checking through learning outcomes and asking questions to test knowledge. Other ways in which parents/carers can support pupils include:

- Visits to The Science Centre
- Discussing Science related topics in the news.

Supporting Pupils in Chemistry

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- Feedback on class work and homework
- Discussion of overall individual strengths, areas of improvement, next steps and progress
- Supported study after school and at lunchtime
- Visits to places of scientific interest e.g. Summerlee Heritage Museum.

Physics

Courses will allow pupils to understand and investigate the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

The skills that pupils gain by successfully completing Physics courses will be valuable for learning, life and work. Pupils will:

- demonstrating knowledge and understanding
- applying knowledge of physics to familiar situations
- planning experiments to illustrate a particular effect, applying safety measures
- carrying out straightforward experimental procedures, safely, recording general observations and collecting data
- applying information handling skills including
- making generalisations based on evidence/information
- drawing valid conclusions and giving explanations supported by evidence
- suggesting improvements to experiments/investigations
- communicating findings/information

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. This Course has a skills-based approach to learning. It takes account of the needs of all pupils and provides sufficient flexibility to enable pupils to achieve in different ways. Physics courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Physics

The course consists of four mandatory units, including the Added Value Unit.

Physics **: Electricity and Energy**

Physics **: Waves and Radiation**

Physics **: Dynamics and Space**

Physics **: Physics assignment (Added value unit)**

National 5 Physics

The course consists of three units of work. To achieve the qualification the pupil must pass the externally assessed components of the course, including the question paper and course assignment task.

Physics **: Electricity and Energy**

Physics **: Waves and Radiation**

Physics **: Dynamics and Space**

Home Learning in Physics

All pupils will be required to continue their learning at home. Research is an important skill in Physics and encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in physics think creatively, analyse and solve problems. Physics aims to produce responsible citizens, through studying of relevant areas of physics, such as environment and sustainability. Home learning tasks may include:

- Researching new discoveries and scientific issues
- Analysing related articles
- Discussing ethical issues at home
- Creating 3D models
- Practicing problem solving skills
- Revising using books and online resources

Parents/carers can be supportive by discussing their work with them or aiding them with research, model building or checking through learning outcomes and asking questions to test knowledge. Other ways in which parents/carers can support pupils include:

- Visits to The Science Centre
- Discussing Science related topics in the news.

Supporting Pupils in Physics

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- Feedback on class work and homework
- Discussion of overall individual strengths, areas of improvement, next steps and progress
- Supported study after school and at lunchtime
- Visits to places of Scientific interest e.g. Whitelee Wind Farm

Practical Electronics

Courses will allow pupils to bring together elements of technology, science and mathematics and apply these to real world challenges. The course provides progression from experiences and outcomes in craft, design, engineering and graphics and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines.

The courses provide a broad provide a broad practical introduction to electronics. The course encourages pupils to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

The skills, knowledge and understanding that pupils gain by successfully completing Practical Electronics courses will be valuable for learning, life and work.

- awareness of safe working practice in electronics
- analysing electronic problems and designing solutions to these problems
- simulating, testing and evaluating solutions to these problems
- constructing electronic circuits using permanent (soldering) and non-permanent methods
- knowledge and understanding of the systems approach to electronics, including sub-systems
- knowledge and understanding of the use of concepts and principles associated with a range electronic and electromagnetic components and circuits
- knowledge and understanding of combinational logic
- understanding of key electrical concepts – current, resistance, voltage, power, analogue/digital, capacitance, magnetic effect of current
- applying electrical knowledge and skills in a range of contexts

National 4 Practical Electronics

The course consists of four mandatory units, including the Added Value Unit.

Practical Electronics**: Circuit Design**

Practical Electronics**: Circuit Simulation**

Practical Electronics**: Circuit Construction**

Practical Electronics**: Developing an Electronic Solution (Added value unit)**

National 5 Practical Electronics

The National 5 course has three areas of study.

Circuit Design

Pupils develop an understanding of key electrical concepts and electronic components. Pupils analyse electronic problems, design solutions to these problems and explore issues relating to electronics.

Circuit Simulation

In this area, pupils use simulation software to assist the design, construction and testing of circuits and systems to investigate their behaviour.

Circuit Construction

In this area, pupils gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They develop skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

National 5 Course Assessment

The course assessment has two components.

Question Paper: 30 marks.

Practical Activity: 70 marks.

Careers in Science

All Science subjects develop skills which are required in many careers, not just specific to the sciences. These skills can be applied to a multitude of careers and in many cases higher education courses encourage pupils to have a qualification in a science subject. It is

Below are some specific careers related to Science.

Biology	Chemistry	Physics
Physician	Agricultural Chemist	Radiographer
Nurse	Dentist	Mechanic
Midwife	Pharmacist	Electrician
Sport Scientist	Forensic Chemist	Physician
Carer	Lab Technician	Optician
Dentist	Brewer Lab Assistant	Optometrist
Health worker	Hospital administrator	Science Technician
Nutritionist	Systems Analyst	Engineer
Dietician	Toxicologist	Vet
Vet	Perfumer	Teacher/Lecturer
Pharmacist	Pharmaceutical Sales Representative	Radiation protection practitioner
Optician	Environmental Health Specialist	Geophysicist seismologist
Optometrist	Occupational Safety Specialist	Meteorologist
Beautician	Physician	Promoter
Laboratory Technician	Food Scientist Technician	Technical author
Forensic Scientist	Teacher/Lecturer	Systems developer
Cytologist	Vet	Pilot
Microbiologist	Crime Lab Analyst	Operational researcher

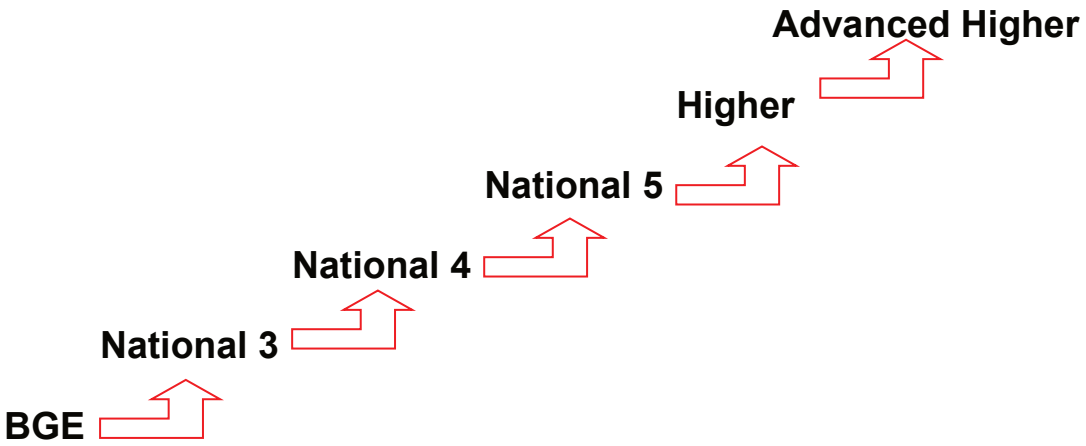
Learning in Creative Arts

Through the expressive arts, pupils can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, pupils can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts will enable pupils to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements.



There will be a continued emphasis on participation in well-planned experiences in all 4 contexts of learning – within the Curriculum areas; Interdisciplinary learning; Ethos and life of the school; opportunities for personal achievement.

The main lines of development for all courses within Expressive Arts will be:

- creating
- presenting
- evaluating

Art and Design

Courses will provide a broad practical experience of art and design and related critical activity. They will also provide opportunities for pupils to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.
Pupils will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their own expressive art and design work.

The skills that pupils gain by successfully completing Art & design courses will be valuable for learning, life and work. Pupils will:

- investigate and analyse how artists and designers have used materials, techniques and/or technology in their work
- experiment with and use these when developing their ideas
- develop creativity and problem solving skills when experimenting with and using materials, techniques and/or technology in creative ways
- plan, produce and present creative art and design work
- develop critical thinking and reflective skills as they review and refine their work

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of art and design practice. The structure of courses, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Art and Design

The course consists of 3 mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Art and Design: **Expressive Activity**
Art and Design: **Design Activity**
Art and Design: **Practical Activity (Added Value Unit)**

National 5 Art and Design

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively
- developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using problem-solving, planning and self-evaluation skills within the creative process

Art and Design: **Course Assessment** Component 1 – Portfolio

Component 2 – Question paper

Home learning in Art and Design

All pupils will be required to continue their learning at home. Practical work for both the Expressive Activity and Design Activity will require additional input at home in order to develop skills in handling media and for pupils to experiment with their ideas. Tasks may include:

- completing drawings
- creating 3D models
- experimenting with 3D formats
- collecting research
- essay writing
- revision using GLOW or the school website
- Art and Design studies tasks

Parents/ carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading essays. Other ways in which parents/ carers can support pupils include:

- gallery / museum visits
- discussing design - architectural / fashion / interior / packaging / furniture
- photographing objects / days out / buildings

Supporting Pupils in Art and Design

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to galleries and other places of interest

Drama

Courses will provide a broad practical experience of Drama and related knowledge and understanding of Drama. They will also provide opportunities for learners to develop skills in creating and presenting drama through acting and technical skills. This Course is practical and experiential and provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities

The skills that pupils gain by successfully completing Drama courses will be valuable for learning, life and work. Pupils will:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge and understanding of the use of a range of production skills when presenting drama
- explore form, structure, genre and style

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of drama and production skills. The structure of courses, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Drama

The course consists of 3 mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the National 5 course.

Drama: **Drama Skills**

Drama: **Production Skills**

Drama: **Performance (Added Value Unit)**

National 5 Drama

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing awareness of social and cultural influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding of a range of production skills
- using a range of drama and production skills when presenting
- using evaluative skills within the creative process

Drama: **Course Assessment** Component 1 – Performance

Component 2 – Question paper

Home learning in Drama

All pupils will be required to continue their learning at home. Practical work for all units will require additional input at home in order for targets to be met and to develop skills. Tasks may include;

- independent research
- folios
- rehearsal logs
- learning lines
- completing theatre arts designs
- practising technical tasks
- learning drama concepts.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning lines or proof reading folios. Other ways in which parents/ carers can support pupils include:

- theatre visits
- discussing theatre arts – lighting / sound / costume / make-up / props / set design
- reading scripts and discussing themes and issues

Supporting Pupils in Drama

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to theatres and appropriate workshops

Music

Courses will provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. They will also allow pupils to work independently or in collaboration with others and help them to plan, organise, make decisions and to take responsibility for own learning. Pupils will develop and extend their interest in music, develop composing skills and broaden their understanding of music concepts and styles.

The skills that pupils gain by successfully completing Music courses will be valuable for learning, life and work. Pupils will:

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

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge and understanding of music. The structure of courses, will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Music

The course develops pupil skill and knowledge in 3 areas, Performing, Composing and Understanding Music. Each area of the Course is designed to provide progression to the National 5 course.

National 5 Music

The course develops pupil skill and knowledge in 3 areas, Performing, Composing and Understanding Music. Each area of the Course is designed to provide progression to the Higher course.

Music: **Course Assessment**	Component 1 - Performance Component 2 - Composition Component 3 - Question paper

Home learning in Music

All pupils will be required to continue their learning at home. Practical work for the Performing Skills will require additional input at home in order for deadlines to be met and to develop skills. Revision tasks for Understanding Music will also be required. Tasks may include:

- on-going practise of Performing Skills
- research
- learning musical concepts
- listening to music
- completing reflective logs.

Parents/ carers can be supportive by discussing their work with them or aiding them with research, learning musical concepts or listening to them practise. Other ways in which parents/ carers can support pupils include:

- concert / recital visits
- discussing musical styles
- performing for friends and family

Supporting Pupils in Music

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school and at weekends
- visits to concerts and musical workshops

Music Technology – National 5

Purpose and Aims of the Course

The course enables candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The course aims to enable candidates to:

- develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in a range of contexts
- critically reflect on their own work and that of others

Course Structure

The course develops knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20th and 21st century music. They develop an understanding of aspects of the music industry, listening skills, and relevant music concepts in the context of 20th and 21st century music.

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

Skill, Knowledge and Understanding

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology
- knowledge of the features and functions of music technology hardware and software
- skills in using music technology hardware and software to capture and manipulate audio
- planning, implementing and evaluating a sound production
- application of music technology in creative ways
- awareness of a range of contexts in which music technology can be applied

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

Course Assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1 – Question Paper	40 marks	30% of the marks
Component 2 – Assignment	100 marks	70% of the marks

Question paper
The question paper requires candidates to use listening skills and to draw on and apply knowledge and understanding of a sample of all the technological terms, styles and genres, and music concepts. These are developed throughout the course.

Assignment
The assignment comprises two meaningful and appropriately challenging tasks. The candidate is required to draw on and apply technological and musical skills and knowledge, developed throughout the course. The creative productions may be in any two appropriate contexts, such as:

- live performance
- multi-track recording
- radio broadcast
- audiobooks
- composing and sound design for film
- computer gaming

Skill for Learning Life and Work

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

3 Health and wellbeing
3.1 Personal learning

4 Employability, enterprise and citizenship
4.2 Information and communication technology (ICT)

5 Thinking skills
5.2 Understanding
5.3 Applying
5.4 Analysing and evaluating
5.5 Creating

Careers in Creative Arts

All Creative Arts subjects develop skills which are required in many careers, not just specific to the arts. These skills can be applied to a multitude of careers and in many cases higher education courses encourage pupils to have a qualification in a creative subject. It is also a leisure activity which can be enjoyed at any age and is welcomed by further educational establishments and employers in this form.

Below are some specific careers related to Creative Arts.

Art and Design	Drama	Music
Fine Artist	Actor / Actress	Musician – Classical
Animator	Stage Manager	Musician – Contemporary
Community Arts Worker	Arts Administrator / Manager	Musician – Traditional
Exhibition Designer	Lighting Engineer	Promotions Manager
Fashion Designer	Drama Therapist	Music Therapist
Graphic Designer	Make-up Artist	Musical Instrument Technologist
Illustrator	Presenter	Session Musician
Product Designer	Playwright / Screenwriter	A & R Co-ordinator
Jewellery Designer	Director	Songwriter
Photographer	Costume Designer	Producer
Medical Illustrator	Personnel Manager	Composer
Museum / Gallery Conservator	Social Worker	Recording Engineer
Furniture Conservator/ Restorer	Journalist	DJ
Interior Designer	Marketing Manager	Promoter
Ceramicist	Sound Engineer	Ethnomusicologist
Botanical Artist	Producer	Peripatetic Teacher
Taxidermist	Set Designer	Music Historian
Art and Design Teacher	Drama Teacher	Music Teacher

Personal, Social and Health Education (PSHE)

Courses delivered in all faculties develop skills in health and wellbeing but PSHE will have a specific focus on this area. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes. The course will ensure that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The skills developed in health and wellbeing enables pupils to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

The Learner Journey through the PSHE course will be coherent and provide challenge and enjoyment. The S3 PSHE course consists of a range of topics that cover Experiences and Outcomes within Health and Wellbeing. The topics are structured into the following organisers:

- **Mental, emotional, social and physical wellbeing:**
  Citizenship, Equality and Fairness, Life-skills, Anti-bullying, Positive Mental Attitudes
- **Planning for choices and changes:**
  Careers, Study Skills, Tracking and e- Portfolio / Profile Updates, Financial Education
- **Substance Misuse:**
  Drug and Alcohol Education

Pupils' learning in health and wellbeing benefits strongly from close involvement with parents or carers and partnership between teachers and colleagues. The PSHE course will include inserts from partners which include health professionals, careers advisors, the campus police officer and various guest speakers. Partners will make complementary contributions through their specialist expertise and knowledge and enhance the teaching and learning of health and wellbeing in PSHE.

Home Learning in PSHE

All pupils will be encouraged to continue their learning at home. Tasks may include:

- independent research
- student planner updates (e.g. homework, learning intentions, achievements, targets)
- S3 e-Portfolio / Profile updates through Glow

- completing written tasks
- investigation using media, GLOW or the school website

Parents/carers can be supportive by discussing their work with them or aiding them with research, experimentation or proof reading written tasks. Other activities where parents/carers can support pupils include:

- regularly checking your child's student planner together
- regularly checking your child's S3 e-Portfolio / Profile on Glow together
- discussing tracking grades and targets
- encouraging positive mental, emotional, social and physical wellbeing in all aspects of home life

Supporting Pupils in PSHE

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every pupil can only be met through a concerted approach; this school and our partners work together closely to plan programmes for health and wellbeing, taking account of our local circumstances and individual needs.

Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

Pupils will receive support from Pupil Support teachers and other teachers throughout the S3 PSHE programme. Support strategies will include:

- discussion of individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets following tracking reports
- advice on use of student planners
- engage in work towards Employability units
- advice and help with updating the S3 Profile

Learning in Technologies

Technology is any item that is created and used to solve problems or to improve our lives: from the simplest tool to space exploration. Pupils need to be knowledgeable and skillful users of technology, and that is what our courses in technology are designed to do.

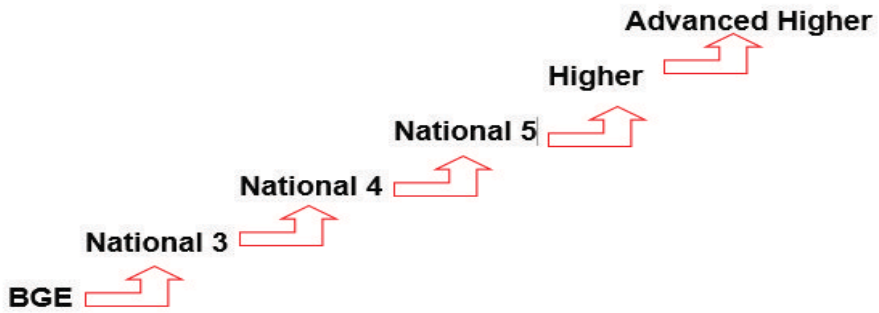
Our dependence in technology is developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and pupils need to be able to assess the impact of technologies so that they can take control and appropriate action in an informed way. It has become self-evident that skills in using a variety of technologies can support leisure activities which can be enjoyed at any age to support the well-being of the individual.

Through the Technologies area of the curriculum pupils learn from creative, practical, and work-related experiences, allowing our pupils opportunities to develop their creativity and enterprise as they prepare for employment and productive lives.

Learning through the technologies will enable pupils to:

- develop an understanding of technologies and their impact on society – in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technology industry.
- develop understanding of the negative impacts of technology and our environment with a view to becoming responsible users.

As pupils progress through their Broad General Education and into the Senior Phase, they will follow curricular pathways to meet their needs and aspirations which will recognise and accredit their attainment and achievements. These pathways can vary, but may follow the following progression:



There will be a continued emphasis on participation in well-planned experiences in all four contexts of learning – within the Curriculum areas; Interdisciplinary learning; ethos and life of the school; opportunities for personal achievement. The main lines of development for all courses within Technologies will be:

- Investigating
- Designing
- Producing
- Testing
- Evaluating
- Applying

Computing Science

The Course provides an understanding of the technologies that underpin the digital world and the development of transferrable skills. It brings together elements of technology and science and has wide-ranging social implications, providing opportunities for making links across learning in the senior phase.

The skills that pupils gain by successfully completing ICT and Computing Science courses will be valuable for learning, life and work. Pupils will:

- be introduced to and develop aspects of computer usage across a range of modern contexts, including work and personal computer based activities
- learn how to manipulate software (apps) and hardware to be productive and efficient
- develop knowledge and understanding of key facts and ideas in Computing Science with a view to deciding the appropriate tool for task completion
- apply skills and knowledge in analysis, design, creation, and testing to create digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of Computing Science for changing and influencing our environment and society, and the personal responsibilities that have to be considered when using computer technology

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning, together with knowledge and understanding of computers and computer processes. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Computing Science
The course currently consists of 2 areas of study, and the Added Value Unit. Should a pupil decide to progress to National 5, each of the component units of the course is designed to provide progression to National 5.

- Software Design and Development
- Information System Design and Development
- Computing Science Assignment (Added Value Unit)

National 5 Computer Science
The course consists of 4 main areas of study and the internal Course Assessment. Each of the study areas of the Course is designed to provide progression to the corresponding area at Higher.

- Software Design and Development
- Computer Systems
- Web design and development
- Database design and development

- Course Assessments:

  Component 1 — Question Paper 110 marks
  Component 2 — Assignment 50 marks

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To gain the award of the Course pupils must pass the Course assessment components.

Home learning in Computer Science

All pupils will be required to continue their learning at home in a manner that both reinforces skills and classroom learning, as well as in terms of developing research based skills. Tasks may include:

- Completing prescribed homework questions
- Researching current technologies
- Practicing specific skills using application programs
- Using study skills in preparation for assessments

Parents/ carers can be supportive by discussing their work with pupils, or aiding them with research, experimentation or by proof-reading completed work. Other ways in which parents/ carers can support pupils include:

- Considering the use of computers in the home and asking pupils for advice
- Ensuring that pupils work safely on the computer in a manner that reinforces pupils' understanding of how to support their own health and well-being.

Supporting Pupils in Computer Science

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include regular:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- opportunities to discuss computer science with practitioners

Business Education

The Courses develop pupils' understanding of the ways in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes and skills. Pupils learn about and apply concepts that stimulate enterprise and influence business. Pupils also gain an understanding of Scotland's contribution to a sustainable global economy. A main feature of this Course is the development of enterprise and employability skills needed to contribute to a business and enterprise environment.

The skills that pupils gain by successfully completing Business Education courses will be valuable for learning, life and work. Pupils will develop:

- knowledge and understanding of business concepts in a range of contexts
- awareness of the processes and procedures businesses use to ensure customers' needs are met
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- financial awareness through a business context
- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that pupils can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Business
The course consists of 3 mandatory Units, including the Added Value Unit. Although there are no directly corresponding units from national 4 to national 5 the course prepares pupils for progression to the National 5 Business Management course.

- Business in Action
- Influences on Business
- Business Assignment (Added value Unit)

National 5 Business Management
The course consists of 5 main areas of study and the Course Assessment. Each of the component areas of the Course is designed to provide progression to the corresponding areas at Higher.

- Understanding Business
- Management of Marketing
- Management of People
- Management of Finance
- Management of Operations
- Course assessment:

  Component 1 – course assignment (30 Marks)
  Component 2 – question paper (90 Marks)

To gain the award of the Course pupils must pass the Course assessment components.

Home learning in Business Education

All pupils will be required to continue their learning at home. Tasks may include:

- Completing prescribed homework questions
- Researching course content
- Practicing specific skills using application programs
- Using study skills in preparation for assessments

Parents/ carers can be supportive by discussing their work with them or aiding them with research. Other ways in which parents/ carers can support pupils include:

- discussing how pupils manage personal budgets
- encouraging pupils to be enterprising through creating their own income
- discussing the implications of business closures reported through the media

Supporting Pupils in Business Education

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to businesses and discussions with visiting practitioners.

ADMINISTRATION AND IT

The Course is designed to develop pupils' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations. While the skills, knowledge and understanding it develops reflect current administrative practice, the course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing relevance. The Course makes an important contribution to general education through developing a range of essential skills which will stand pupils in good stead regardless of the career path they ultimately choose. The course opens up progression to a range of careers in administration as well as supporting the wider curriculum through its emphasis on IT.

The skills that pupils gain by successfully completing Administration and IT courses will be valuable for learning, life and work. Pupils will:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge of administration processes and tools in the workplace. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Administration and IT
The course consists of 3 mandatory Units, and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding area at National 5.

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration
- Administration and IT Assignment (Added Value Unit)

National 5 Administration and IT
The course consists of 2 mandatory areas of study and the Course Assessment. Each area of the course is designed to provide progression to the corresponding area at Higher.

Theory
- Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

IT applications
- Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

- Course assessment:

Component 1 – course assignment (70 Marks)
Component 2 – question paper (50 Marks)

To gain the award of the Course pupils must pass the Course assessment components.

Home learning in Administration and IT

Practical work using application programs will require additional input at home in order for deadlines to be met and to develop skills. Pupils will also work on assignments to develop their understanding of the theory components of the course. Tasks may include:

- working on application packages to develop skills
- working timed pieces to complete tasks
- working on past paper assignments
- preparation for all class assessments.

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- asking pupils to create documents on the computer, such as lists or diagrams
- discussing the work of parents and other adults and how Administration and IT skills are central to the job
- taking time to share skills with pupils as they work to complete various IT tasks.

Supporting Pupils in Administration and IT

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to businesses and discussions with visiting practitioners.

DESIGN AND MANUFACTURE

The Course provides pupils with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas. It allows pupils to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society.

The skills that pupils gain by successfully completing Design and Manufacture courses will be valuable for learning, life and work. Pupils will:

- evaluate existing products using a selected range of research techniques
- apply idea generation techniques leading to a simple specification and plan
- use a range of equipment and materials in designing and making prototypes
- apply creative design skills when refining and resolving simple product design tasks
- use graphic techniques to visually represent design solutions
- use 3D modelling and manufacturing techniques to represent design ideas
- evaluate the success of their own design proposals and associated manufacturing practicalities, making suggestions for improvement
- gain knowledge and understanding of a range of manufacturing processes and the properties and uses of materials
- understand the impact of design and manufacturing on our environment and society

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge of design and manufacture processes and tools used in the workplace. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Design and Manufacture
The course consists of 3 mandatory Units, and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding area at National 5.

- Design and Manufacture: Design
- Design and Manufacture: Materials and Manufacturing
- Design and Manufacture Assignment (Added Value Unit)

National 5 Design and Manufacture
The course consists of 2 areas of study and the Course Assessment. Each area of the course is designed to provide progression to the corresponding area at Higher.

- Design and Manufacture: Design
- Design and Manufacture: Materials and Manufacturing
- Course assessment

Component 1 — Question Paper (80 marks)
Component 2 — Design Assignment (55 marks)
Component 3 — Practical Assignment (45 marks)

To gain the award of the Course pupils must pass the Course assessment.

Home learning in Design and Manufacture

While most of the practical tasks will be completed during class time, pupils will also work on assignments to develop their understanding of the theory components of the course. Tasks may include:

- working on focused tasks to develop skills
- completing associated technology exercises
- research in preparation for design assignments
- completion of design folio tasks
- working on past paper assignments
- preparation for all class assessments.

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- encouraging pupils to watch TV programs that deal with Design and Manufacture
- pointing out good or inferior Design and Manufacture of household items, and the implications for that items functionality for the user
- encouraging pupil involvement in any DIY task around the home in terms of how an item should be designed and what needs to be done to create or repair items.

Supporting Pupils in Design and Manufacture

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to businesses and discussions with visiting practitioners.

GRAPHIC COMMUNICATION

The Course provides skills that are complementary to other curricular areas, such as expressive arts, sciences and mathematics. It introduces pupils to the diverse and ever-increasing variety of presentation methods employed in graphic communication. Pupils are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language. It provides opportunities for pupils to gain skills in reading, interpreting, and creating graphic communications. Pupils will initiate, develop and communicate ideas graphically and develop spatial awareness and visual literacy through graphic experiences.

The skills that pupils gain by successfully completing Graphic Communication courses will be valuable for learning, life and work. Pupils will:

- replicate and interpret basic and familiar graphic forms in 2D, 3D and pictorials
- produce simple preliminary, production and promotional and informational graphics in familiar contexts
- use standard graphic communication equipment, software and materials effectively
- gain knowledge and understanding of graphic communication standards
- apply design skills to develop solutions to simple and more complex graphics tasks
- gain knowledge and understanding of computer-aided graphics techniques and practice
- understand colour, illustration and presentation techniques in straightforward and familiar contexts
- gain knowledge and understanding of the impact of graphic communication technologies on our environment and society

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. An integrated approach to learning will be adopted and include a mix of practical learning and knowledge of design and graphic communication used in the workplace and elsewhere. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Design and Manufacture
The course consists of 3 mandatory units, including the Added Value Unit. Each of the component Units of the course is designed to provide progression to the corresponding area at National 5.

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication
- Graphic Communication Assignment (Added Value Unit)

National 5 Design and Manufacture
The course consists of 2 mandatory areas of study and the Course Assessment. Each area of the Course is designed to provide progression to the corresponding area at Higher.

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

Component 1 — Question Paper (80 marks)
Component 2 — Assignment (40 marks)

Home learning in Graphic Communication

While most of the practical tasks will be completed during class time, pupils will also work on assignments to develop their understanding of the theory components of the course. Tasks may include:

- working on focused tasks to develop skills
- completing associated graphic exercises
- working on past paper assignments
- preparation for all class assessments.
- research as part of course tasks
- completion of project activities

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- asking pupils to create presentation and advertising items for local events, such as church or school fetes
- asking pupils to share skills with adults who need to represent any kind of design, such as designing a new kitchen or bathroom.

Supporting Pupils in Graphic Communication

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical or written work
- opportunities for supported study after school
- visits to businesses and discussions with visiting practitioners.

PRACTICAL WOODWORKING

The Course allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials. It allows them to learn how to work effectively alongside others in a shared workshop environment. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It also allows them to learn how to use a range of tools, equipment and materials safely and correctly.

The skills that pupils gain by successfully completing Practical Woodworking Courses will be valuable for learning, life and for the world of work. Pupils will:

- use a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features adjusting tools where necessary, following safe practices
- read and interpret drawings and diagrams in familiar and some unfamiliar contexts
- measure and mark out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features
- develop practical creativity skills in the context of simple and familiar woodworking tasks with some complex features
- independently follow given stages of a practical problem-solving approach to woodworking tasks
- apply knowledge and understanding of safe working practices in a workshop environment
- develop knowledge and understanding of the properties and uses of a range of woodworking materials
- apply knowledge and understanding of sustainability issues in a practical woodworking context

The Learner Journey through all levels of the course will be coherent and provide challenge and enjoyment. The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood. The structure of courses will ensure clear pathways and progression from BGE courses onwards through the national qualifications.

National 4 Practical Woodworking
The course consists of 3 mandatory Units, and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding areas at National 5.

- Practical Woodworking: Flat-frame Construction
- Practical Woodworking: Carcase Construction
- Practical Woodworking: Machining and Finishing
- Making a Finished Product from Wood (Added Value Unit)

National 5 Practical Woodworking

The course consists of 2 mandatory areas of study and the Course Assessment.

- Practical Woodworking: Flat-frame Construction
- Practical Woodworking: Carcase Construction
- Practical Woodworking: Machining and Finishing
- Course Assessment:
  Component 1 — Question Paper (60 marks)
  Component 2 — Practical activity (70 marks)

To gain the award of the Course pupils must pass the Course assessment.

Home learning in Practical Woodworking

While most of the practical tasks will be completed during class time, pupils will also work on tasks to develop their understanding of the practical components of the course. Tasks may include:

- working on focused tasks to develop skills
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of wood in common use
- preparation for all class practical activities

Parents/ carers can be supportive by discussing their work with them or aiding them with opportunities to work independently on assigned tasks. Other ways in which parents/ carers can support pupils include:

- encouraging pupils to watch TV programs that deal with Practical Woodworking
- encouraging pupil involvement in any DIY task around the home in terms of how woodworking skills can be used to create and repair products made of wood.

Supporting Pupils in Practical Woodworking

Throughout the course pupils will benefit from individual support from teachers and a range of professional partners.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of practical work
- opportunities for supported study after school
- visits to businesses and discussions with visiting practitioners.

Careers in Technologies

All Technology based subjects develop skills which are required in many careers to the extent that several higher education courses expect pupils to have a prerequisite qualification in a technology based subject.

Although the understanding and use of technologies is evidenced in all societies, the table below identifies a small selection of specific careers supported by our Technologies curriculum:

Computing	Design & Manufacture	Business & Administration
Programmer	Graphic Designer	Office Administrator
Web designer	Illustrator	Investment banker
Games Industry	Product Designer	Economist
Network Manager	Medical Illustrator	Accountant
Education	Engineer	Entrepreneur
Animator	Education	Education
Hardware Engineer	Interior Designer	Office Manager
Software Engineer	Architect	Data Manager
Inventor	Inventor	Project Manager
Computer repairs	Architectural Technologist	Database developer
Database developer	Production Manager	Event Planner
Computer scientist	CAD Engineer	Human Resource Manager
Systems Analyst	Advertising	Marketing Manager
Robotics Engineer	Manufacturing Systems Engineer	Advertising
Computer Retail	Mechanical Technician	Hospitality Management
Digital Imaging Specialist	Entrepreneur	Managing Director
Telecommunications Technician	Environmental Engineer	Store Manager
IT Support Worker	Ergonomist	Stock Exchange Buyer/Seller

Learning in Religious Education

Courses in Religious education in Roman Catholic schools takes place within the context of the Catholic faith community. Religious education in Catholic schools is designed to nurture faith and assist pupils to be able to make an informed response to God in faith. Children and young people in Catholic schools will be at different places in the spectrum of faith development. While most pupils will be of the Catholic tradition, some will be of other denominations and faiths, or have different stances for living. Religious education should support all pupils, irrespective of religious affiliation, in their personal search for truth and meaning in life, and so it is central to their educational development. For those who demonstrate active faith participation, however, it also contributes to the development of their personal response to God in faith.

The skills that pupils acquire through religious education enable them to:

- develop their knowledge and understanding of significant aspects of Catholic Christian faith and an understanding of other Christian traditions and world religions

- investigate and understand the responses which faith offers to questions about truth and the meaning of life

- highlight and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith religious education in denominational schools

- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions

- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Pupils will develop skills which are transferable to other areas of study and which they will use in everyday life. The skills for learning, skills for life and skills for work will not be formally assessed within the Course assessment. However, Course planners will identify opportunities to enhance skills in the following throughout the course:

- Reading
- Writing
- Personal learning
- Citizenship
- Applying, analysing & evaluating

The learner journey through Religious Education will provide challenge, enjoyment and meaning. As pupils progress through their Broad General Education and into the senior phase, they will follow a curricular pathway guided by advice contained in *This is our Faith* (*Senior phase*). The curricular content and themes represent a continued and progressive deepening of learning experienced during the Broad General Education.

Home learning in Religious Education

All pupils are encouraged to reflect on and actively explore the faith experience at St Luke's in the wider reality of their life. At home and in their local community, pupils are encouraged to develop and grow in their faith response. Tasks which may be deployed in order to facilitate home learning in Religious Education include:

- Home learning assignments
- Research projects
- Opportunities to assist in the parish community
- Opportunities to exercise leadership roles within the school and wider community, *e.g.*, Pope Benedict XVI Caritas award programme.

Ways in which parents/carers can support pupils include:

- Taking time to discuss with pupils the issues of faith and moral s which arise in lessons delivered in Religious Education
- Discuss important issues concerning religious belief and morality in a an open, friendly and prudent manner
- Encouraging pupils to develop in their faith life and to encourage their regular participation in the sacramental life of the Church
- Nurture in pupils openness to prayer and spirituality
- Checking that home learning assignments are completed.

Supporting pupils in Religious Education

Throughout the courses delivered in Religious Education, pupils will receive support and guidance from individual teachers.

Support strategies will include:

- discussion of overall individual strengths, areas of improvement, next steps and progress
- negotiation of individual targets and plans of actions to achieve success
- feedback on specific pieces of work
- opportunities for supported study
- learning resources which may be available from the Religious Education faculty page of the school website

Careers in Religious Education

He skills acquired by pupils in Religious Education can be found in many aspects of working life including in the following fields:

Academic Research	Government	Retail
Advice worker	Healthcare	Social Work
Archaeologist	Journalist	Teaching
Business & research	Lecturer	Travel
Counsellor	Ministry	Voluntary sector
Customer services	Priesthood	Writer
Finance	Religious life	Youth & community worker

ST. LUKE'S HIGH SCHOOL

DESIGN ENGINEER CONSTRUCT LEVEL 1 COURSE

Alternative STEM curriculum

What does this mean for St. Luke's?

Design Engineer Construct is a unique alternative curriculum that provides a clear link between Maths, Technology, and Engineering. It provides a clear context for learning based around design in the built environment, and the employability skills required of the future workforce.

The course:

In St. Luke's the course is delivered within the curriculum areas of Maths and Design & Technology. Most importantly, the course is supported by our industry partner Gardiner & Theobald who provide a real context for learning. Pupils have the option to achieve an SCQF level 4 Qualification at the end of the two year course. The course focuses around the built environment and gives learners a hands on understanding of how higher order thinking skills such as problem solving, creating and analysing can be applied to real life situations.

The course also has an emphasis on learning for sustainability, STEM, the world of work and career links.

National Priorities:

1. to improve attainment for all, particularly in literacy and numeracy:

   practical applications of numeracy skills in designing within the built environment.

2. to improve the learning process of every child, by reducing inequality in education:

   natural cross-curricular links between maths, design & technology, geography and art.

3. to improve children and young people's health and wellbeing:

   learning for sustainability in the local community.

4. to improve employability skills and sustained positive school leaver destinations for all young people:

   sector-based learning with visits from professionals in industry such as: architects, civil engineers, quantity surveyors etc.