

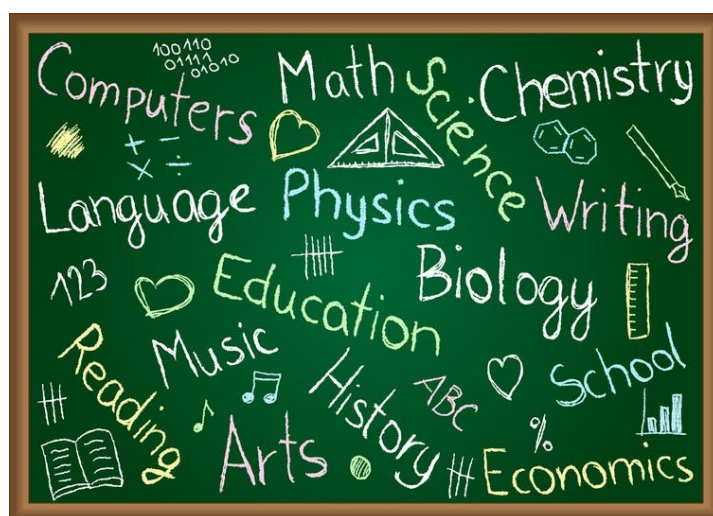
# Saint Ninian's High School

## S2 Choice Information 2024



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## **Prayer for Worthy Decisions**

Prayer Lord, Almighty God,

source of light, truth, and eternal goodness,

transform this present moment into an hour of vision and  
inspiration.

Help me to find wisdom; shed light on my thoughts.

May my aspirations come true through righteous and good  
deeds.

Give me the strength to concentrate, to think objectively, and to  
see clearly.

Shed your light on me so that I may see which decision to make.

Help me, O my Eternal God, to avoid vanity and pride,  
and thus be able to make worthy decisions as a true child of  
yours.

**Amen**



## Head Teacher Welcome

Dear Parent/Guardian,

### S2 Course Choice

The programme for the 2nd year Choice will take place over the next few months. I have outlined below the timescale for discussions with pupils and the date for the final decisions.

|             |  |
|-------------|--|
| 07/3/24     | S1 Options Information Evening   |
| 18/03/24    | Choices booklet issued online to S1 Pupils and Parents   |
| WB 15/04/24 | Presentation to pupils regarding Options Programme and Options Form<br>Parental Letters Issued with Options Form |
| WB 22/04/24 | Formal Interviews with Pastoral Support Teachers   |
| 03/05/24    | Full Report Issued   |
| 16/05/24    | S1 Parents' Evening  |
| 17/05/24    | Options programme completed. Final deadline for return of Options Form.  |

J Wilson, as Year Group Head, will be responsible for co-ordinating all aspects of the Choice Programme. I hope you find the information useful, and should you require any further information, please do not hesitate to contact the appropriate member of the Pastoral Support Team.

Thank you for your continued support.

Yours sincerely



Gerry O'Neil  
Head Teacher

## Introduction

This booklet contains information you will find useful when making decisions about the subjects you wish to study in Second Year.

The courses you will study will offer opportunities for appropriate challenge, enjoyment and breadth of learning.



## S2 Learning, Teaching and Assessment

The assessment techniques used in your courses in Second Year are well chosen to support learning, to inform the planning of next steps and to give a good basis for reporting on progress.

We will use assessment strategies which involve teacher – pupil interactions based on thoughtful questions, careful listening and reflective responses. These will help you to achieve your aims and to develop your learning and thinking skills.

The courses you study will provide a strong platform for further learning and a good basis for choice and greater specialism at the end of Second Year.

You will engage in a range of learning activities across your various subjects – teacher led lessons, more active learning, use of technology, group work, talks and presentations. You will also receive regular feedback on your work and your progress.

## Developing Successful, Confident, Responsible, Effective Young People

Through the courses you will study, our aim is that you:

- become successful in your learning
- are able and willing to contribute to class activities
- are confident about the work you are doing
- take increasing responsibility for your own learning

Success in your courses will be about working hard to achieve what you are capable of and thereby realising your potential.

All pupils have different strengths, skills and interests. No matter what these are, when you have a positive approach towards learning you are more confident about your abilities and more motivated to succeed.

Success is about developing creative skills. It is about being enterprising, being able to work effectively on your own and with others. Success is also about learning to express yourself clearly becoming confident and assured, believing that the contribution you make to our school and to class activities is valuable and will be valued. Success in learning will always result in progress. It is about much more than passing exams. It is about trying new things, working with new ideas, using your own initiative and having ambitions.

Your teachers will help you to develop your strength and talents and the skills, attitudes and knowledge that will help you to become more successful in life. Whatever courses you choose your teachers will support and encourage you to make decisions and to develop your self-confidence.

Below is a diagram that summarises the aspirations we have for all pupils in our school. All the courses you study will enable you to become a successful learner, a confident individual, a responsible citizen and an effective contributor to our school community.

#### **SUCCESSFUL LEARNERS**

##### **with**

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

##### **and able to**

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

#### **RESPONSIBLE CITIZEN**

##### **with**

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

##### **and able to**

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

#### **CONFIDENT INDIVIDUALS**

##### **with**

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- Ambition

##### **and able to**

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

#### **EFFECTIVE CONTRIBUTOR**

##### **with**

- an enterprising attitude
- resilience
- self-reliance

##### **and able to**

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

## Meta Skills

Developing skills will be a key focus throughout your time in St Ninian's and beyond. You will be supported to develop a variety of skills including meta skills. These are defined as **timeless, higher order skills that create adaptive learners and promote success** in whatever context the future brings

These are skills to support our young people to:

- cope in this environment of ongoing change
- excel
- collaborate and empathise with others
- create their own futures

The skills have been classified under three headings:

- **Self management:** Manage the now
- **Social intelligence:** Connect with the world
- **Innovation:** Create our own change

## Self-management

|  |  |
|--|--|
| Focusing  | Integrity   |
| Adapting  | Initiative  |

## Social intelligence

|   |   |
|---|---|
| Communicating  | Feeling  |
| Collaborating  | Leading  |

## Innovation

|  |   |
|--|---|
| Curiosity     | Creativity         |
| Sense-making  | Critical thinking  |

## Choosing Your Subjects

In Second Year all pupils will continue to study English (4 Periods), Mathematics (5 Periods), French (3 Periods), Religious Education, (2 Periods) Physical Education (3 Periods) and Personal Social and Health Education (1 Period).

The rest of your timetable will be made up of the subjects you choose. You are required to choose **one subject from each of the five columns** below (this has been taken from the draft Options Form and may be subject to change). You will study each of these for three periods per week.

The design of the curriculum allows you to study a broad range of areas and develop skills that will stand you well in your progression through St Ninian's and future career. It also provides the foundation to gain a suite of qualifications in the senior phase.

Please make sure you **do not select the same subject twice**

### Second Year Course Choice Form 2024-25

| SOCIAL   | SCIENCE                         | TECHNOLOGY   | CREATIVE   | OPTION  |
|--|---------------------------------|--|--|---|
| History<br>Geography<br>Modern Studies<br>Mandarin | Biology<br>Chemistry<br>Physics | Accounting<br>Administration<br>Graphic Communication<br>Computing<br>Physics<br>Biology | Art & Design<br>Biology<br>Creative Industries<br>Practical Craft Skills<br>Drama<br>Fashion & Textile Technology<br>Music<br>Mandarin | Art & Design<br>Business Management<br>Chemistry<br>Geography<br>Health & Food Technology<br>History<br>Music<br>Practical Cookery<br>Spanish |

Pupils are required to select their S2 choices from the above columns and record them below in the columns provided. Please select one subject from each column.

| SOCIAL | SCIENCE | TECHNOLOGY | CREATIVE | OPTION |
|--------|---------|------------|----------|--------|
|        |         |            |          |        |



## Six Questions When You Are Choosing Your Subjects

Answering these questions will help when you are making your decision. You can use them to put together a shortlist of subjects.

### How Do You Like to Learn?

Do you like English and Drama because you get to talk and listen? Or Design and Manufacture because you are good with your hands? Working out how you like to learn can help you choose your subjects. Some subjects involve very practical learning methods eg PE / Drama / Music. Others are more likely to have you listen, write and discuss, although practical and group work can be used.

### Where Could They Take You?

Do you know what you want to do when you leave school? Picking the right subjects could help you get there, or keep options open if you haven't decided yet. In order to get into some occupations there are certain qualifications you MUST have eg Chemistry and Biology for Medicine at some universities. You need to check this information for yourself.

### What Subjects Do You Enjoy?

You're more likely to get better marks in subjects that you find interesting. Think about what you really enjoy studying.

### What Subjects Are You Good At?

What do you get the best marks in? Use your My World of Work account and try the Strengths Quiz for ideas.

### What Do Others Think You Are Good At?

Talk to your parents, friends, family, teachers and careers adviser. What do they think would suit you and why? Ask for their opinions, and see how they weigh up with your own thoughts.

### Am I Picking Subjects That Are Right For Me?

The last thing you should do is pick subjects because your friends are choosing them. The same applies regarding teachers, you may not get the same teacher in S2 and later years that you got in S1. You must pick the subjects that are right for you and should discuss this with your parents.



## Help and Support

There is an excellent programme to support you in making decisions about the subjects you will study in S2 and beyond. The support you will have includes the following:



- This Subject Information Booklet
- Choice Assembly
- Skills Development Scotland careers advisor meeting.
- Ongoing input from Pastoral Support Teacher who sees you regularly and has an overview of your progress.
- Renegotiation of Choice as required
- My World of Work

It is also important to discuss your subject choices with:

- Subject Teachers – who will provide information on the subject in S2 and beyond.
- Parents/Carers – who know you best of all as a person.
- Older Pupils—who have experienced the courses and can give you first-hand information about what these have been like.

If you need any further advice on your choice of subjects speak to your class teachers, Pastoral Support Teacher or Mrs Wilson.

## Useful Websites

You will also find useful information on the websites below:

### School Website

<https://blogs.glowscotland.org.uk/er/StNinians/>

### Planit Plus

<https://www.planitplus.net/>

### My World of Work

<http://www.myworldofwork.co.uk/>

### The My World of Work Parent and Carer Section

<https://www.myworldofwork.co.uk/my-career-options/choosing-school-subjects-advice-parents>

## Subject Descriptors

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| <u>Administration and Information and Technology</u> | 13 |
| <u>Art and Design</u>                                | 14 |
| <u>Biology</u>                                       | 15 |
| <u>Business Management</u>                           | 16 |
| <u>Chemistry</u>                                     | 17 |
| <u>Computing Science</u>                             | 18 |
| <u>Creative Industries</u>                           | 19 |
| <u>Drama</u>   | 20 |
| <u>Fashion and Textile Technology</u>                | 21 |
| <u>Geography</u>                                     | 22 |
| <u>Graphic Design Engineering</u>                    | 23 |
| <u>Health and Food Technology</u>                    | 24 |
| <u>History</u>                                       | 25 |
| <u>Hospitality: Practical Cookery</u>                | 26 |
| <u>Mandarin</u>                                      | 27 |
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## Accounting

Accountants record, classify, summarise, interpret and communicate the financial information about a business. You can apply this to any company, in any field, industry, sector – you name it. Better still, you could be working across a number of industries. Many large accountancy firms are multi-nationals and offer the opportunity to work abroad.



Studying Accounting will enable you to acquire the skills and knowledge necessary for understanding and taking part in the world of business. Even if you are not planning a career in accounting, this subject helps to improve your personal effectiveness by developing your ability to think logically, work accurately, make decisions and solve problems.

Accountants also work in smaller organisations where they are important in ensuring the business is successful, by providing advice and analysis to the owner and the other managers. Other accountants set themselves up as small business advisors and work within a community doing Accounts and giving advice to other businesses in the area.

There are also different areas within Accountancy. You can focus on gathering data to find out if a business has made a profit or loss and to calculate the worth of a business. Other accountants will help with the forward planning of a business, calculating how much money should come in, helping to set prices, trying to cut costs and hopefully increase next year's profit.

Will it suit you? You need to like working with numbers and already know that numeracy is one of your key strengths. Accounting very logical and there are very precise layouts and processes involved. You should also like problem-solving and puzzles as completing a set of accounts can be challenging but there is a tremendous satisfaction in getting it right.

## Homework

Weekly homework will be given to either complete an account or to revise layouts.

## Assessments

Assessments will take place at the end of each topic to assess the ability to complete tasks within a time limit.

## Careers

There are many routes to professional accountancy, increasingly organisations are offering school leavers the opportunity to gain professional qualifications whilst working:

Financial Accountant  
Financial Advisor



Cost Accountant  
Entrepreneur



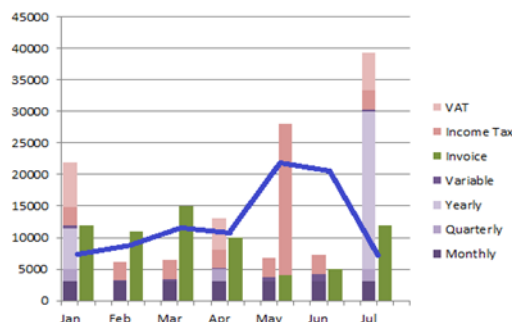
Actuary  
Auditor



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## Administration and Information Technology

Business and administration is by far the most popular degree subject in the UK, accounting for 342,970 student enrolments in the 2017-18 academic year, more than those taking maths, computer science or engineering and technology combined. *Source Financial Times 2020*



The Administration and IT courses are a popular choice for those pupils wishing to develop their skills in Microsoft Office and to gain knowledge of the administrative function in any organisation.

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

This course is designed to help you to understand and take part in the business and information environment. You will gain skills in managing information, organising, planning, problem solving and decision making.

The skills that you develop in Administration and IT are useful in many career areas such as law, office work, economics, human resource management, management services and public services administration.

### Assessment and Homework

Pupils will be assessed on both the theory taught and the skills developed. These assessments will inform pupils of their progress, and more detailed analysis is carried out to identify particular questions or skills that require development.

### Careers

Qualifications in Administration and IT will develop skills that carry a high value in today's workplace. You will create and edit complex business documents using software application functions to analyse, process and manage information. Software covered includes: Word Processing, Presentations, Spreadsheets, Databases and Email. These transferable skills will prove invaluable whatever your career may be.

It is impossible to list the wide variety of careers which will be open to you, but a selection of career pathways might include:

Administration and Management    Computing and ICT

Law

Buying, Selling and Related Work    Hospitality, Leisure and Tourism    Housing, Property and Facilities



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## Art and Design

The study of Art and Design promotes an awareness and understanding of the world of design and visual arts. With the rise of technology, everyday life is hugely influenced and shaped by the creative and design industries. Artists, designers and creative thinkers play a major role in the environment that we engage with, see and experience on a daily basis.

The second year Art and Design course creates a stimulating and challenging experience that develops the skills required for NQ courses. Pupils will cover the following

### Design Activity

Pupils complete two design based projects, working in response to a design brief. Learners develop research, problem solving and creative thinking skills to explore imaginative design concepts. Concepts are realised through the creation of a design solution that showcases imagination and creativity in meeting the requirements of the brief.

### Expressive Activity

Two expressive units are covered allowing pupils to explore both two and three dimensional skills. Pupils are encouraged to express themselves visually to explore ideas and concepts. Learners will work in a variety of media to explore a range of techniques, developing their understanding of the visual elements and expression.

### Critical Activity

Pupils are introduced to a range of artists and designers that link directly to the practical element of the course. Understanding artists and designers methodologies, social and cultural influences and use of materials is crucial in enabling pupils to analysis and comment on individual pieces of Art and Design, including engaging in self and peer evaluation.

### Why Study Art and Design?

- The creative sector is the fastest growing economic sector within the UK
- Employers are increasingly looking for employees that have that something extra, are able to think and work independently, offer solutions and see things from a different perspective
- Develop a range of transferable skills such as fine motor skills, hand to eye co-ordination, problems solving, lateral thinking, complex analysis and critical thinking
- Skills delivered are not isolated to those who go on to work within Art and Design sectors but are transferable across a wide range of industries and careers such as business, engineering, technology, public relations, medicine, research and dentistry
- No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage



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## Biology

The Second Year Biology Course will cover the following important areas:

- **Planet Earth**  
Biodiversity, Interdependence and Beekeeping
- **Micro-organisms**  
Microbiology at work, Immunology & Disease
- **Food for Thought**  
Digestive systems and enzymes in the body
- **Movement**  
Bones, Joints, Muscles and Sports Injuries
- **Measuring Health**  
Heart rate, Breathing rate and Reaction times



## Homework and Assessment

Pupil performance will be monitored by regular homework exercises, which are integral to the course, a variety of continuous assessment tasks and a formal assessment at the end of each unit.

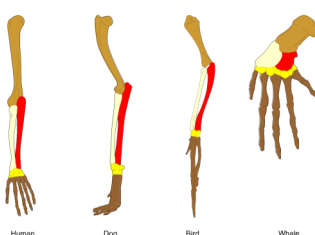
Biology is an experimentally based course and students will work on their own, in small groups or as a whole class on a range of activities, which include:

- Carrying out experiments
- Problem solving exercises
- Using visual aids (slides, videos, computer programmes)
- Internet Research
- Presentations
- Making notes

## Careers

Biology is a very extensive subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers including:

|                   |                             |
|-------------------|-----------------------------|
| Medicine          | Physiotherapy               |
| Forensics         | Nursing                     |
| Health Industries | Food and Brewing Industries |
| Biotechnology     | Microbiology                |
| Conservation      | Marine Science              |



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## Business Management

“In the 2021/22 academic year, there were 530,460 enrolments for courses involving business and management studies, making it the most popular subject group in that year”. *Source Statista UK 2024*

Business Management will help you understand how and why individuals set up in business, how different people/ groups affect business success, develop an understanding of the business environment and the management of people, finance, marketing and operations.



We all rely on businesses to create wealth, prosperity, jobs and choices. Studying Business Management gives you the opportunity to develop important skills such as problem solving, communication, planning and organising. You will learn through real-life business contexts how organisations operate.

These skills are valuable in a wide range of career sectors but are particularly useful if you are interested in entering the world of business — whether as a manager, employee or self-employed person. This course will enhance your employability in the real world through the ability to carry out activities that contribute to organisational success.

You will also explore issues relating to the external environment in which organisations operate and the effect this can have on organisation activity. In order to survive, businesses need people who are innovative, enterprising, creative, risk-takers and dynamic – is this you?

If you are looking for variety, challenge and opportunity as well as rewards in your future life, Business Management offers all of this and more. By exploring different aspects of business, you will be able to develop skills and interests you didn't even know you had! You will have the opportunity to work independently and in groups. Current news and events will be used to stimulate discussion and allow you to apply your knowledge to different business situations.

### Homework

Homework will be issued weekly and will take a variety of formats.

### Assessments

We will use end of topic assessments to track progress and to give feedback to pupils and parents/carers. In S2 there are a variety of activities which will be monitored in order to make judgements on your progress.

### Careers

All colleges and universities offer a wide spectrum of Business courses. Business Management will give you a valuable stepping stone into all of them. It is impossible to list the wide variety of careers which will be open to you, but a selection of careers might include:

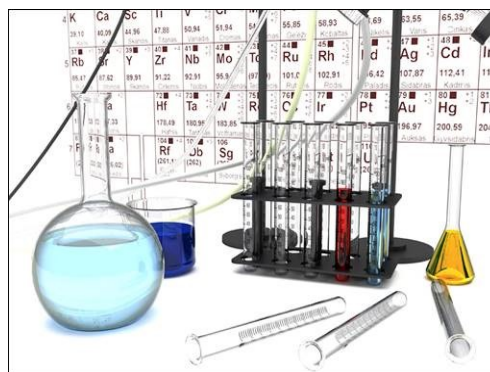
|                         |                         |                      |
|-------------------------|-------------------------|----------------------|
| Marketing               | Administration          | Banking and Finance  |
| Law                     | Teaching                | Human Resources      |
| Management              | Economics               | Insurance            |
| Communication and Media | Hospitality and Leisure | Sales and Investment |

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## Chemistry

Throughout the S2 Chemistry course, pupils have the opportunity to develop scientific inquiry and investigative skills as well as analytical thinking skills. Pupils will make use of technology and a range of chemical apparatus through safe and purposeful practical work. Skills will be developed which are essential for the Senior Phase curriculum and beyond and are also transferrable across curricular areas. This will provide pupils with a range of skills which they can continue to develop as they progress through a range of curricular pathways and onto positive and sustainable destinations.



### Unit 1 - Becoming a Chemist

In this unit, pupils will be introduced to the world of chemical reactions and the ways in which we can alter the rate of these. Pupils will build upon their knowledge of the Periodic Table from S1 and learn about the structure of an atom and where sub-atomic particles are located within it. Their understanding of how atoms interact with one another will be enhanced, allowing pupils to explain how properties of substances arise.

### Unit 2 - Chemistry in Action

Our S2 Chemists will explore the Chemistry that happens all around us and develop an understanding of some key chemical reactions. Through practical activities, they will discover analysis techniques, allowing them to identify substances and apply their learning to real-life contexts.

### Unit 3 - Chemistry for the Future

Pupils will gain an understanding of Chemistry's role in scientific issues and innovations which impact on our everyday lives. How the chemical industry impacts on society and the environment will be explored and connections will be made to the UN Sustainable Development Goals. In this final unit, we aim to support pupils to develop a mindset that enables them to challenge global issues facing our modern world.



### Homework and Assessment

Homework is issued on a regular basis to assess pupils' understanding of the learning taken place in the classroom. It provides the opportunity for pupils to receive feedback to support them in progressing on their learning journey.

Pupils undertake a written assessment at the end of each unit. They will also carry out a practical investigation during each unit which is used to assess their practical and reporting skills.

### Careers

Environmental Chemist  
Lab Technician  
Chemical Engineer

Analytical Chemist  
Dentistry  
Cosmetics

Forensics  
Medicine  
Science related Apprenticeships

Teaching  
Research Scientist

Pharmacist



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## Computing Science

Computers are now a major part of everyday life. It is important that students have the confidence and skills of using IT effectively. The Computing course offers students up to date skills in designing and coding solutions to real life problems.

This course involves the study of computer software packages and hardware and their use for solving problems.



The course covers the following areas:

- Programming in Visual Basic. Students will use Visual Basic to code an application for “Scotland’s Got Talent”
- Database system covers the design, creation and use of database software to store and retrieve information using Microsoft Access
- Web Authoring covers designing and building a website using HTML and CSS
- Computer Animation covers the design and creation of computer animation using both keyframe and stopframe animation .
- Computer systems covers how hardware works and how to write code to use a microbit.
- Computer Graphics covers how computers store and manipulate graphics and is used to provide and edit graphics which are used in both multimedia authoring and web authoring. Serif DrawplusX4 is used for this section of the course
- Games Design unit using Construct 2. Students will design and create a 2D game and take part in the International Game Jam.

## Progression

At the end second year pupils will follow a course based on their strengths:

- Pathway 1 – Pupils will progress onto Computing Science at National 5 level.
- Pathway 2 – Pupils will progress onto Computing Science at either National 3 or National 4 level.

## Careers

All colleges and universities offer a wide variety of Computing courses. Most universities and colleges now require students to have IT skills, no matter what course they have selected.

The following computing courses are available at colleges and universities:

- Computer Games Development
- Cybersecurity
- Web Design
- Computing Science
- Multimedia Authoring
- Software Engineering



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## Creative Industries

Leading on from the S1 3D Design course, Creative Industries is a Skills for Work course that focuses on the development of employability skills within the creative sector. Please note that the course award is gained through continuous assessment and contribution to tasks and is not graded as with other National Courses.

**creative Thinking  
is A SKILL that can  
Be leARNed**

Working to a design brief, pupils will cover four elements across Art and Design and Design and Technology

## Research

Pupils will develop an understanding of what is meant by the Creative Industries and explore job roles within this. Learners will also engage in personal research, developing concepts and ideas, working both independently and collaboratively to present their findings.

## Skills Development

The skills element of the course offers pupils an opportunity to engage in a series of skills workshops combining technology and more traditional techniques that will enable them to realise their ideas as full concepts.

## Creative Process

Pupils will be taken through the stages of a creative process in order to further explore the design brief. Creative concepts will form the basis for the Creative Project and will be agreed as a team before moving onto the final unit.

## Creative Project

Pupils will work as a live design team, undertaking roles and remits relating to their strengths and skillset in order to produce a final outcome that fulfils the brief. The focus of this course is on employability skills and working as part of a team to collaborate, problem solve and develop creative thinking. Pupils undertaking this course will be given opportunities to engage with professionals currently working within this sector.

## Did you know?

- Creativity skills are sought after by employees not only in the Creative Industries but in areas such as engineering, medicine and dentistry
- Problem solving is cited as the top skill required by employers
- The key skills of creativity are curiosity, open-mindedness, imagination and problem solving
- Creativity enables flexibility, resilience, proactivity, analytical thinking, initiative, entrepreneurship, collaboration and adaptability



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## Drama

The study of Drama develops the concept of using language, movement and theatre to explore relationships.

The aims of the course are to:

- Explore relationships, social attitudes and issues.
- Explore and use language, movement and theatre.
- Explore some aspects of theatre production skills.
- Develop devising skills and contribute to a presentation.
- Increase interest in and knowledge of theatrical performance.



## Course Content

In S1 pupils examined and explored improvised and scripted Drama work.

In S2 pupils will continue to experiment with both improvisation and scripted work, however the emphasis will now be placed upon developing specific Drama skills and techniques.

Pupils will study the role of the actor and will explore and develop the acting techniques of voice, movement, role play and characterisation. Pupils will also investigate Drama form and structure as well as exploring the effectiveness of structural devices such as Flashback and Freeze-Frame.

Through the creative group process, pupils will continue to develop both inter-personal and teamwork skills as almost all practical activities and exercises will involve paired or group work. Pupils will problem-solve and negotiate almost every period in Drama.

## Homework

Pupils will be required to write about their drama. They will also be required to read scripts, learn their lines and research characters. Homework will not always be written.

## Assessment

The vast majority of assessment in Drama is formative and as such assessment is ongoing throughout the course. Teachers and pupils evaluate and assess the work they produce at all stages of the Drama process. Pupils will assess their own and others work. Homework and summative written tasks will also be used to both evaluate the practical work and assess knowledge and understanding.

## Careers

Every job requires some form of communication. Drama provides a basis for creative and informative expression of self and effective interaction with others. As well as being suitable for any career in the Performance Arts, the skills developed in drama are transferable and suitable for a wide range of jobs.

These include:

Law

Police

Social Work

Retail

Teaching

Journalism

Media

Broadcasting

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## Fashion and Textile Technology

The course introduces learners to the key aspects of the exciting and highly creative world of Fashion and Textiles.

Young people will explore the drivers behind industry fashion trends, marketing and advertising as well as developing a variety of practical design and manufacturing skills.



### The S2 course enables young people to learn and develop:

- a range of practical skills to manufacture a variety of fashion/textile items.
- their understanding of textiles and current textile developments/innovations.
- an understanding of factors that influence fashion choices made by individuals/society.
- an understanding of fashion/textile trends and how they inspire fashion designers.
- an awareness of key environmental issues surrounding the fashion/textile industry.
- their creativity and innovation in their approach to designing fashion/textile items.
- key skills to successfully investigate, plan and derive a solution from a brief.

### Assessment

Pupils will be assessed on:

- Practical skills in the production of fashion/textile items
- Setting up and using the sewing machine and specialist equipment
- Knowledge and understanding

Practical and theory assessments are regularly undertaken to assess progression and identify achievable targets to further develop and challenge the young people's learning. Regular feedback is provided to all learners.

### Homework

Homework is set to consolidate and deepen understanding of learning carried out in class. It is given regularly and may consist of questions, research and planning activities.

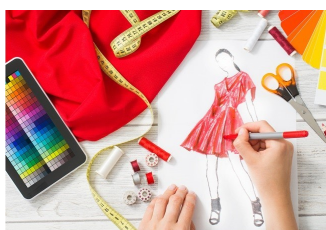
### Progression

At the end of S2 learners will embark on Fashion and Textile Technology at National 4 or 5. Successful completion of National 5 leads onto Higher in the subject.

### Careers

The Fashion /Textile industry is a major UK industry with more than 79,000 businesses employing over 340,000 people.

Fashion and Textile Technology can lead to a range of exciting career pathways as a Fashion buyer, Textile technologist, Textile designer, Tailor, Visual merchandiser, Fashion designer, Pattern grader/cutter, Fashion PR and Fashion journalism.



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## Geography

Through the study of Geography, pupils will develop a sense of wonder about places. Geography enables young people to investigate and make sense of a complex and dynamically changing world. Geography is not simply about learning where places are, but rather the relationship between humans and the world we live in. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

### Course Content

The S2 course covers the following topics:

- Map skills
- Extreme Environments
- Weather
- Tourism
- Rivers



### Homework and Assessment

Pupil performance will be monitored by regular homework exercises, a variety of continuous assessment tasks and a formal assessment at the end of each unit.

### Knowledge and Skills

Pupils following this course will acquire a variety of transferrable skills including:

- Researching and evaluating geographical information
- Geographical methods and techniques- using a wide range of mapping, research and information-handling skills in geographical contexts
- Group work and creative thinking

### Careers

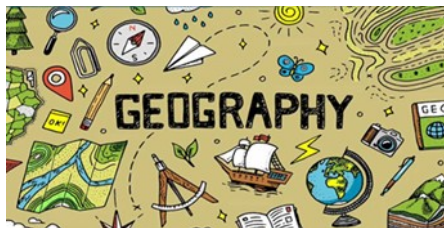
Geography's unique nature means that students can continue to study Geography at University, as part of a degree in Science, Arts or Environmental Science. Geographers find employment in a wide variety of areas. The following are just some of the jobs available for Geography students:

Weather forecasting  
Journalism & Media  
Health Service  
Broadcasting

Town Planning  
Engineering  
Social Work  
Environmental

Travel & Tourism  
Surveying  
Civil Service  
Conservation Management

Lawyer  
Teaching



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## Graphic Design Engineering

Graphic Design Engineering is the international language of manufacturers and designers. The use of graphics to communicate information and ideas is not only a part of our everyday lives but it is universal. An ability to read and/or create drawings is a skill which enhances our opportunities within a broad range of industries and careers.

The course will consist of:

- Sketching and presentation skills
- Computer Aided Graphics
- Technical drawing
- Knowledge of the use of graphics in everyday life

### Assessment

Pupils will be assessed on:

- Sketching and presentation skills
- Production of computer graphics
- Knowledge and understanding

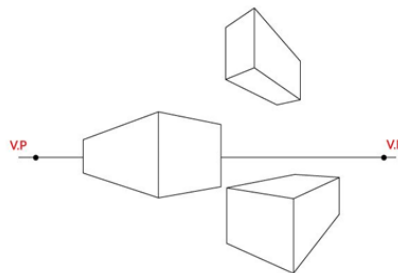
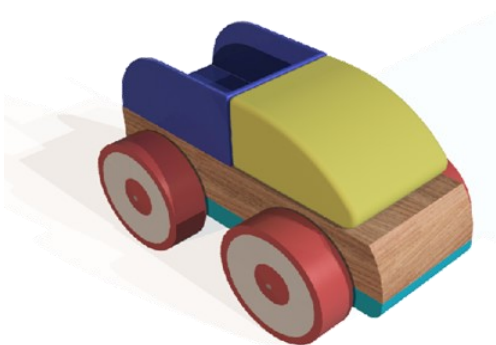
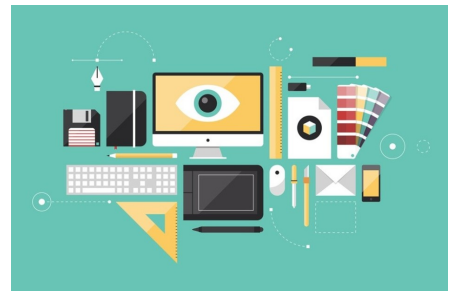
Homework may consist of research and planning, sketching or consolidation of knowledge. Homework will generally be issued once a fortnight.

### Progression

At the end of S2 pupils will embark on Graphic Communication at National 4 or 5. Successful completion of National 5 can lead to Higher and Advanced Higher.

### Careers

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of further education. Graphic Communication is useful for careers in; architecture, graphic design, product design, surveying, engineering, CAD technician and construction industry.



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## Health and Food Technology

The S2 Health and Food Technology course addresses contemporary issues affecting food and nutrition, including sustainability of sources, food production and development, and their effects on consumer choices. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products to a range of dietary and lifestyle needs.

The course adopts a practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations.



Pupils will experience a range of teaching methods including class and group discussion, direct teaching, practical skills demonstrations, assignments and practical cookery classes.

Learners in S2 will cover the following topics in Health and Food Technology:

- Food Hygiene
- Food for Health
- Food Product Development

### Assessment

Theory assessments are regularly undertaken to assess progression and identify achievable targets to further develop and challenge the young people's learning. Regular feedback is provided to all learners.

Assessments will be in the following format:

- End of unit Assessments
- Written Assignments and/or Folio Development
- Practical Assignments – to include developing new food products

### Homework

Homework will be issued regularly and will primarily focus on consolidating knowledge and understanding. Homework will be in a theory format i.e. questions, research and planning tasks, although occasionally practical tasks may be set.

### Progression

At the end of S2 learners will embark on Health and Food Technology at National 4 or 5. Successful completion of National 5 leads onto Higher in the subject.



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## History

History in S2 offers pupils the chance to study a range of European and World History topics in order to provide a well-balanced understanding of the past. Having built on the solid foundations from S1, we encourage pupils to expand their historical horizons. Pupils will focus on skills development at every stage. This helps pupils to succeed in History and many subject areas beyond. Pupils are engaged in a range of activities that support and challenge them at every turn. Frequent approaches to learning and teaching include; whole-class discussion, group work, individual written work, debates, research projects, presentations and many others.

This introduces some topics that will be developed further in National4/5 courses. Thus, prior learning will be built upon and pupils will be challenged by complex and interesting studies.



## Course Content

In S2 pupils will have the opportunity to expand on the skills they developed in S1 by studying following topics:

- Scotland and the Great War
- The Rise of the Nazis
- Scotland & WW2 (the Home Front)



## Homework

Homework is given regularly and may be questions, investigations, extended writing or working with sources.

## Assessment

All units have formal assessments at the end as well as extended writing tasks and an information leaflet on Scotland & World War 2.

## Knowledge and Skills

- Useful & transferable skills are developed during the study of History
- Interpretation of historical sources. Evaluating and comparing evidence
- Explaining and describing events historical events
- Extended writing skills functional & creative writing skills.



## Careers

The following are just some of the jobs available for History students:

Civil Service  
Librarianship  
Solicitor  
Broadcasting

Journalism  
Accountancy  
Architecture  
Public Relations

Retail Management  
Diplomatic Service  
Archivist  
Teacher

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## Hospitality: Practical Cookery

The S2 Practical Cookery course introduces learners to the exciting and ever-changing world surrounding food. The course is suitable for learners who are interested in health, food and cooking and want to develop skills in this area. The Course enables the young people to learn how to prepare and cook food. The course develops their practical and organisational skills, knowledge and understanding of food choice, current dietary targets, nutrition and food safety.



The skills developed in this Course enable learners to work both independently and collaboratively.

The Course aims to enable learners to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop knowledge of the relationships between health, food and nutrition
- develop safe and hygienic practices in practical food preparation

## Assessment

Practical and theory assessments are regularly undertaken to assess progression and identify achievable targets to further develop and challenge the young people's learning.

Pupils will be assessed on:

- Food preparation and cookery skills
- Safe and hygienic practice in the production of dishes
- Knowledge and understanding of the course content

This will be in the format of End of Unit Assessments, Written Assignments and Practical Activities.

## Homework

Homework is set to consolidate and deepen understanding of learning carried out in class. Homework issued may consist of practical work, research, written exercises and revision of knowledge.

It is essential that regular practise of food preparation and cookery techniques are carried out as much as possible at home in order for practical cookery skills and technique to develop.

## Careers

Health and Food Technology Teacher, Food Product Development, Food Journalist, Hotel Management, Events planner, Executive chef, Marketing/Sales/Media, Food/Beverage/Catering Manager, Hotel Operational Manager, Human Resource Management



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## Mandarin

In 2<sup>nd</sup> year, you can choose another language in addition to French. One of the languages offered is **Mandarin**, the Mandarin classes at St Ninian's start at a beginner's level and range all the way to Advanced Higher.

### What topics will you study?

- Classroom language
- Numbers, colours, weather, time
- Personal Information
- Family details
- Describing your home
- Sports and hobbies
- Chinese Culture



### Homework and Assessment

- Homework – you will learn characters at home at least once a week: about 15 minutes each night. You will also have to hand in homework every week on which you are expected to spend 15 minutes.
- Assessment – you will be regularly assessed in dictation, listening, talking, reading and writing.

### What opportunities will Mandarin bring to you?

- St Ninian's is the East Renfrewshire Council Classroom Hub. Pupils have the chance to sample traditional Chinese culture through various activities and festivals held in and outside of the school.
- St Ninian's High School is an official test centre in the United Kingdom for Chinese Proficiency Tests. The Hanyu Shuiping Kaoshi (HSK) is an internationally recognized standard, used to assess a student's Chinese language level and success therein can help those students when applying for the Confucius Institute Scholarship and Beijing Trip.
- Pupils can participate in the 'Chinese Bridge' Mandarin competition for UK Schools, with a chance of a free trip to Beijing.
- S4/S5 can participate in the Confucius Institute two weeks' Summer Immersion Course in Tianjin.
- S6 can apply for the Confucius Institute year long China Scholarship in Tianjin.

## Careers

A degree in Mandarin will allow you to find employment in:

International Business  
Exports & Marketing  
Economist

Broadcasting & Journalism  
Law/Civil Service  
Engineering

Teaching  
Translation  
Doctor

Banking  
Publishing  
Accounting



CENTER FOR LANGUAGE  
EDUCATION AND COOPERATION  
中外语言交流合作中心



漢語 汉语

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## Modern Studies

Modern Studies is designed to give young people the knowledge and skills to understand the major social, political and economic changes that are taking place in the modern world – the ones which they will have to cope with after leaving school. It is NOT just about the “news” – though contemporary events are used to illustrate topics discussed, through the use of case studies.



## Course Content

In Second Year Modern Studies we study the following units:

- Mass Media – what it is/how it influences society .
- China – a rising world power and one with a different view on human rights.
- Terrorism and Conflict – What causes them? How do they affect us?
- The Developing World

## Homework

Homework is given regularly and may be questions/investigations/extended writing or working with newspaper sources.

## Assessment

Assessment will consist of an exam on China and the Developing World and group presentations on the Terrorism.

## Knowledge and Skills

As well as developing your knowledge of the contemporary world Modern Studies will equip you with useful transferable skills such as *Decision making, Analysis, Evaluation, Extended Writing, Planning and Prioritisation*.

These skills are crucial for higher and further education and also for many careers.

## Careers

It is particularly suitable for subjects such as:

|               |             |                       |
|---------------|-------------|-----------------------|
| Law           | Politics    | Government            |
| Journalism    | Social Work | Public Administration |
| Civil Service | Teaching    | Local Government      |



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## Music

Performing is at the centre of all music making and this is represented in our S2 course. All pupils choose to learn two instruments in S1 and they will continue this in S2.

In addition to developing individual instrumental skills, pupils also extend their understanding of music through project and group performance experience and cultivate their creativity with an introduction to inventing.



The enjoyable elements of the S1 course are retained but the course aims to reinforce and develop performance skills by providing an introductory experience in Listening and Composing.

There is considerable opportunity for choice within the course. Pupils work at individually established levels and are encouraged to maintain high standards of achievement.

For the most part, instrumental practice forms the main part of homework although some project work will be involved. Assessment is continuous because of the nature of individual development.

The Faculty offers extra-curricular activities and practice facilities to support and encourage pupils in enjoying their music.

## Careers

A variety of opportunities and careers are open to students with a qualification in music. Students may proceed to the Royal Scottish Academy of Music and Drama in Glasgow where there are a number of courses suitable for teaching or performing.

Universities around Britain are offering courses in Music Technology as well as the more traditional music degrees. Music is also seen as an advantageous subject for Medicine and Dentistry, demonstrating the manual dexterity required in these careers.

Careers which are open to those with a music qualification include:

Professional player  
Performer  
Orchestral management

Teacher  
Composer

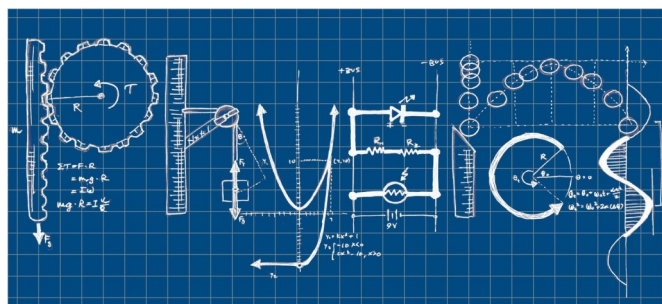
Radio/television work  
Work in the recording industry



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## Physics

The purpose of the S2 Physics course is to develop learners' interest and enthusiasm for physics through everyday applications. It helps pupils to make sense of their surroundings and to develop their skills of scientific inquiry and investigation. The course enhances the pupils' knowledge and understanding of physics concepts and provides a good foundation, for both National 4 and 5, through the following topics:



- Electricity—Charge, Electrical Circuits, Household Electricity
- Forces & Motion—Speed & Acceleration, Force of Gravity, Friction & Movement
- Telecommunications—Waves, Optical Fibres, Radio and Television, Satellites
- Medical Physics—Sound, Light & Sight, Imaging the Body, Radiation
- Space Physics—Solar System, Space Travel and Origins & Endings
- Electronics—Electronic Devices and Processes

These topics will allow pupils to carry out experiments using a wide range of scientific equipment including multimeters, data capture devices, oscilloscopes and sensors.

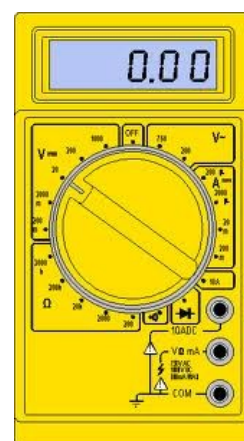
## Assessment

Progress is monitored by end-of-topic tests, which will determine the course followed in S3.

These assessments give the pupils feedback on their progress and help develop study skills. Practical abilities are assessed via experiments within the course.

## Homework

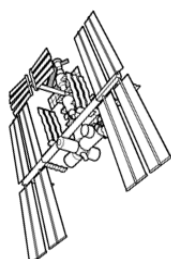
Homework is given on a regular basis and is an integral part of the course. The homework can include written exercises, home study, internet based research or preparation of presentations.



## Careers

You will find people who have studied Physics in a wide range of occupations. It is an essential or preferred qualification in many occupations:

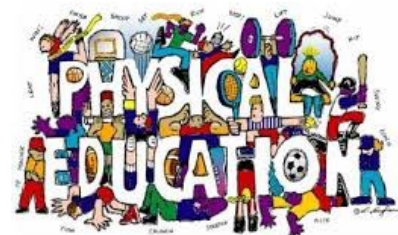
Electrical and Electronic work, Engineering, Design & Manufacture, Medicine & Medical Physics, Dentistry, Optometry, Robotics, Telecommunications, Instrumentation and Control.



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## Physical Education

All pupils will study Physical Education for three periods a week in S2, S3 and S4. In S5 and S6 all pupils will receive 1 period of Physical Education per week.



### S2 Physical Education Options

In Second Year the focus in each activity is to improve pupils' Cognitive Skills, Physical Competencies, Personal Qualities and Physical Fitness. We also aim to improve health and wellbeing in every sense (physical, mental, social, emotional and spiritual) through a range of team and individual activities.

At this time pupils may opt for:

#### Option 1

Football  
Basketball  
Table Tennis  
Hockey  
Volleyball  
Athletics

#### Option 2

Gymnastics  
Dance  
Netball  
Hockey  
Volleyball  
Athletics

#### Option 3

Handball  
Hockey  
Table Tennis  
Ultimate frisbee  
Softball  
Athletics

\*All pupils will also participate in cross-country and social dance.

\*These activities are a guide and may be subject to change depending on facilities.

### S3 Physical Education Options

- SQA National 4/5 Physical Education
- SQA National Progression Award in Dance (Level 4 - Leading to National 5 Dance in S4)
- Practical Performance Pathways (Improving Health & Wellbeing through Physical Activity)

### S4 Physical Education Options

- SQA National 4/5 Physical Education (continued from S3)
- SQA National 5 Dance
- SQA National 5 Skills for Work - Sport & Recreation
- Practical Performance Pathways (Pupils will also participate in the SQA Improving Wellbeing Award)

### S5/S6 Physical Education Options

- SQA Higher Physical Education
- SQA Higher Dance
- SQA Advanced Higher Physical Education
- SQA National Progression Award Sports Development (Level 6)
- SQA/SFA Refereeing Award (Level 7) & Sports Journalism



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## Practical Craft Skills

This is a BGE course that offers further exploration into Practical Craft Skills.

The course will consist of:

- Project tasks (developing practical skills)
- Design tasks
- Computer aided modelling
- CNC technology (laser cutter and 3D printer)
- Knowledge of tools, materials and processes

Pupils will be assessed on

- Practical Skills
- Ability to problem solve
- Knowledge and understanding

### Homework

Homework tasks will consist of research and investigation for design tasks or consolidation of knowledge.

### Progression

At the end of S2 pupils will embark on Practical Woodworking at National 4 or 5. This course leads onto National 5 Practical Metalworking. Pupils will be assessed through the S2 course and supporting evidence used to ascertain the most appropriate pathway prior to moving into S3.

### Careers

Practical Woodworking is accepted as an entrance qualification for further education colleges and is useful for careers relating to construction and building industry but may also be considered for those looking to go on to product design, interior design, engineering, teaching or architecture.

Successful completion may lead to employment in construction, manufacturing, design or engineering industries.



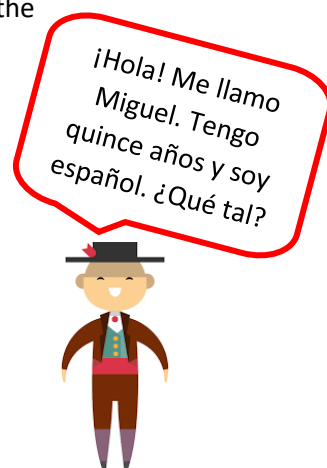


## Spanish

In 2<sup>nd</sup> year, you can choose another language in addition to French. Spanish is one of the languages offered at St. Ninian's all the way from complete beginner to Advanced Higher.

### Why would I want to do Spanish?

- 486 million speakers worldwide.
- Native language in 20 countries, and spoken in many more.
- 4<sup>th</sup> most widely used language in the world.
- Having qualifications in modern languages can open up career opportunities and lead to you getting a better-paid job.
- It's a great opportunity to make friends and get to know the culture better if you ever go to Spain on your holidays or travel to South America.
- Learning a language helps you improve your other foreign languages (and your literacy in English!).



### Do I have to be great at French to choose Spanish?

- No. The skills that you learn in Spanish are the same as the ones that you learn in French, so they help each other along – it's not like doing two completely separate subjects.
- You just have to be interested in learning it!

### What will I learn about?

- You'll learn about all the topics that you need in order to be able to communicate in Spanish, and to get qualifications, like school, family, hobbies, sport & health, TV & cinema, technology, employment and holidays.
- You will also learn about Hispanic culture – not just Spain but Latin America too.

### What will be expected of me?

- When learning any language, you need to make sure you do regular vocabulary revision.
- You'll be given regular homework, either to do by hand, or using Languagenut, the digital platform that we use in the department.

## Careers

Having a qualification in a Modern Language will allow you to study a language at University or College as part of a course in, for example:

- Travel and Tourism, Marketing or Business and Language, Law & Language, Engineering and Languages.
- Many courses allow you to spend part of your time studying abroad!

You will also be able to choose a career in:

Journalism

Banking

Interpreting & Translating

Broadcasting

Export Sales & Marketing

Tourism

The Armed Forces

Publishing

The Civil Service

Teaching



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