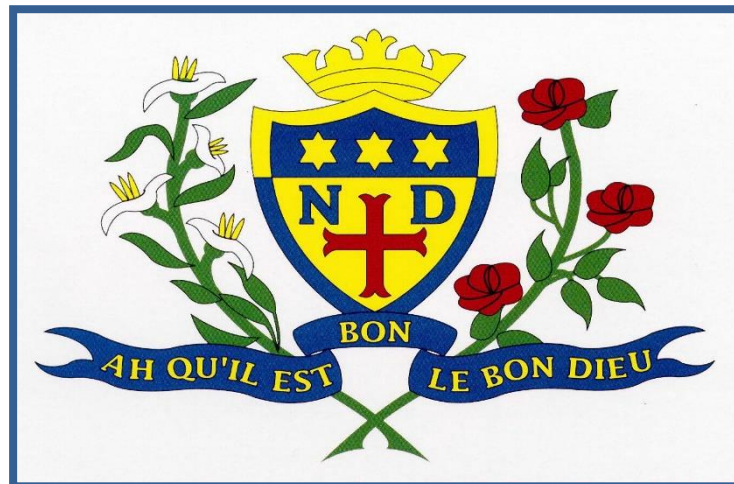


# Broad General Education

## S2 Personalisation and Choice

A Guide for Pupils, Parents and Carers



**Notre Dame High School**

*Bringing Life to Learning and  
Learning to Life.....*

Version 4 – January 2019

Dear Pupil,

In the coming weeks, you will take part in a programme to help you make informed choices about your learning in S3.

Through this programme you will have an opportunity to reflect on the following:

- your own strengths and interests
- the importance of keeping an open mind about possible career choices
- how to find and use career resources in the school

On **Tuesday 5<sup>th</sup> February at 7.00pm** there is an important information evening for parents/carers. You are also encouraged to attend the meeting. We will describe the personalisation and choice process and facilitate a question and answer session.

You will soon receive your S2 report for each subject and on **Tuesday 19<sup>th</sup> February between 4.30pm and 6.30pm** your parents and carers will attend parents' evening.

During February, every pupil in S2 will take part in an interview with a member of the Pastoral Care Team. **Final options forms need to be returned to the school office no later than Friday 1<sup>st</sup> March 2019.**

Yours sincerely

Mrs E Henderson  
Depute Head Teacher

## **Broad General Education**

During S1 and S2 you have had the opportunity to study subjects from across the eight curricular areas. You have also had the chance to participate in our Wider Achievement programme in S2.

### **Our S1 and S2 Curriculum**

#### **Language and Literacy**

English  
French and/or Italian

#### **Numeracy**

Maths

#### **Social Studies**

History  
Geography  
Modern Studies

#### **Technologies**

Business and IT  
Graphics  
Computing Science

#### **Religious and Moral Education (RC Schools)**

RE

#### **Expressive Arts**

Art and Design  
Drama  
Music

#### **Health and Wellbeing**

PE  
Home Economics  
PSSE

#### **Sciences**

Science

#### **Wider Achievement**

### **S3 – Part of the ‘Broad General Education’**

Courses in S3 are still part of the Broad General Education. You will build on what you have learned in S1 and S2. You will usually be working at what is known as fourth level. For most pupils you will have completed third level work by the end of S2.

### **S4 – Part of ‘The Senior Phase’**

During the latter part of S3 you will undertake another personalisation and choice programme where you will select the seven subjects you wish to study at National 3, National 4 or National 5 level. It is important to consider the pathway you wish to follow in S4 when making your choices for S3.

#### **National 3**

This qualification continues at the level of content covered at third level in the Broad General Education. There are no final exams and all of your work is marked in school. You will either pass or fail a National 3 course.

#### **National 4**

National 4 courses are on offer in all subjects with the exception of Accounts. There is no exam in a National 4 course. Your work is assessed in school and you can either pass or fail a course. If you pass a National 4 course in S4 then you may progress to the National 5 course in that subject during S5. In some cases progression to National 5 in the same subject may not be the best course of action. Sometimes supplementary National 4 qualifications may be better suited to your needs. Each case can be examined and discussed with pastoral care and principal teachers on a pupil by pupil basis.

#### **National 5**

National 5 courses are on offer in all subjects. In nearly every subject you will sit an exam at the end of S4. The marks you gain in this exam will be added to coursework tasks to determine your final grade. The course is graded using the letters A, B, C, D and F. There are no final exams in PE. In PE, all of your work is assessed internally.

## **How many subjects will I study in S3?**

In total, you will study fifteen subjects in S3. Seven of the fifteen are core subjects that you must study. The other eight are choices that you make from within curricular areas.

### **Core Subjects**

All pupils must study:

- Maths (4 periods per week)
- English (4 periods per week)
- Modern Languages (3 periods per week)
- PE (2 periods per week)
- RE (2 periods per week)
- PSSE (1 period per week)
- YPI – Youth Philanthropy Initiative (1 period per week)

### **Modern Languages**

Modern Languages is compulsory in S3. You will choose to study either French or Italian.

### **PE**

All pupils study PE as a core subject in S3 and S4. However, some pupils will also wish to take PE as an elective subject at National 4 or National 5 level in S4. The choices you make moving into S3 are not solely about National 4 or National 5 courses but in the case of PE, pupils who think they may consider taking elective PE in S4 should let their Pastoral Care teacher know during the options interview process.

We then make every effort to ensure that all pupils interested in PE in at National 4 or National 5 level in S4 are placed in the same PE class in S3.

## Personalisation and Choice

You choose to study two subjects from each of the columns shown below. You will attend each subject twice per week.

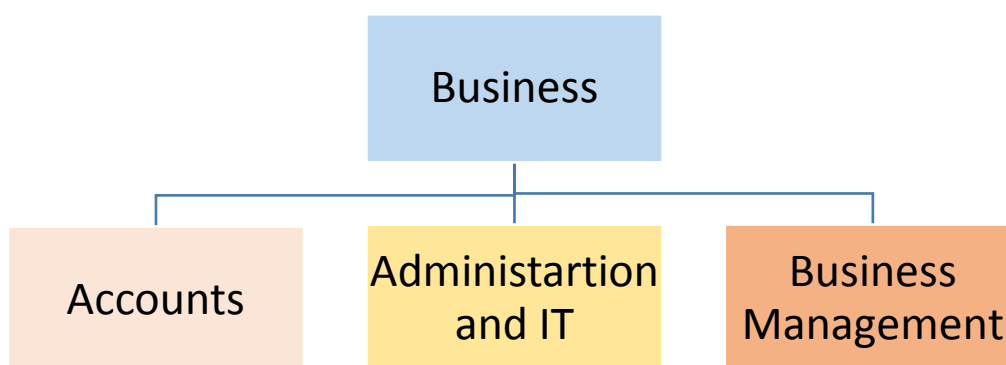
Arts and Wellbeing	Social Studies	Science	Technologies
Art Drama Hospitality Music Textiles	Geography History Modern Studies	Biology Chemistry Physics	Accounts Administration Business Computing Science Graphics
<b><i>Choose two of the subjects listed above</i></b>	<b><i>Choose two of the subjects listed above</i></b>	<b><i>Choose two of the subjects listed above</i></b>	<b><i>Choose two of the subjects listed above</i></b>

### Are there any new subjects on offer in S3?

Yes, because some of the subjects that you study in S1 and S2 are split into several different subjects in S3.

### Business and IT

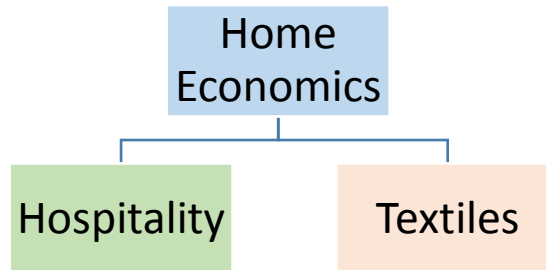
In S1 and S2 you follow a Business and IT course. This subject is split into three discrete subjects in S3.



You also received one period of Computing Science per week in S1 and S2. Computing Science is a different subject to Business and is also an option in S3.

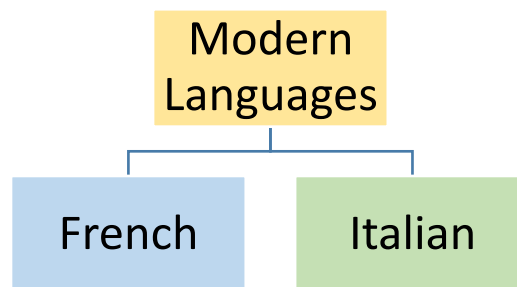
## Home Economics

In S1 and S2 you follow a Home Economics course. This subject is split into two discrete subjects in S3 and S4.



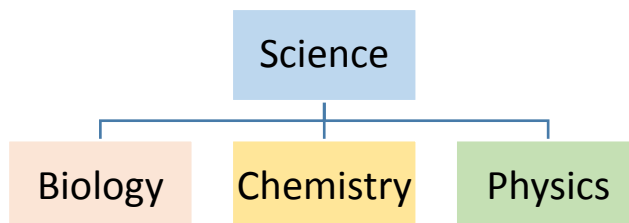
## Modern Languages

In S3, all pupils will choose to study either French or Italian.



## Science

In S1 and S2 you study Science as one integrated subject. In S3 you can study two of the three Sciences.



## Science Combinations

It is not possible to select three Science subjects at the end of S2. Very few, if any, University level courses state the need for three Sciences as an entry requirement. The overwhelming majority of courses seeking a Science qualification from school leavers will state Chemistry as a necessary Science.

Pupils wishing to study two sciences with the intention of pursuing medicine, dentistry or science at University should either select Biology and Chemistry or Physics and Chemistry.

Pupils wishing to leave school with three Science qualifications are advised to select Physics and Chemistry now. Provided that you progress well in both subjects, we advise that you go on to complete National 5 courses in Physics and Chemistry in S4 and Higher courses in Physics and Chemistry in S5. We would then advise that you study Higher Biology in S6 along with either Advanced Higher Chemistry or Advanced Higher Physics depending upon the course you wish to study at University. That being said, if Biology is a requirement of the University course that you wish to attend, you should select Biology in S3 rather than Physics.

## Science across the Curriculum

It is also important for pupils and parents to consider that subjects in other areas of the curriculum can help to develop scientific thinking without the need to study three Sciences at this early stage of education. Maths, Graphics, Geography and Computing Science provide opportunities to develop scientific awareness and problem solving ability without narrowing choices too early.



## **English as an additional language**

We also understand that for some pupils, it may be beneficial to develop skills in using English as an additional language. In S3, pupils in this position may be advised to work with specialist EAL teachers instead of completing courses in either Modern Languages or English. This is not an 'option' as such and will be considered on a case by case basis.

## **Is there any advice that I should follow when choosing my subjects?**

Yes, this is an important time of your school life and you should speak to your teachers, family and our careers adviser about your thoughts and ideas. In general it is important to consider the following when making your choices:

### **Your skills, talents and interests**

You should think carefully about your own God given skills and talents. Some of us are very creative, others very sporty, some enjoy problem solving, others reflective writing or number processing. Think about what you are naturally good at. It is also important to think about subjects that capture your attention or interest out with school.

### **Your family**

Your family know you best and always have your best interests at heart. The advice that you receive from your family plays an important role in the subject choices that you make. Take time to talk to your family about your choices. Ask those at home to help you decide if you are not sure. Your family will also have an idea of your progress based upon your homework and school reports. Often the advice that your family can provide is crucial at this time of your life.

There are some great resources available to families as they help their daughter make her subject choices.

## **Parentzone**

<http://www.educationscotland.gov.uk/parentzone/>

This website has been designed by Education Scotland to support parents and carers as they strive to understand the new curriculum and qualifications.

## **My World of Work**

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

My World of Work is a Skills Development Scotland service that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work.

## **Planitplus**

<https://www.planitplus.net/Schools/OptionsS3/>

Planitplus is a site you may use in PSE to help you find out more about subject choices and potential pathways beyond S3.

## **Your friends**

Friends are important people in your lives and you will often share similar interests. However, it is important to remember that your friends may have skills and talents that are different to yours. We always advise you to make choices that provide you with the opportunity to study subjects that you enjoy.

Sometimes this means that you won't choose to take the same subjects as your friends. Even if you pick the same subject as your friend, there is no guarantee that you would end up in the same class. Be careful that you don't pick a subject just because your friend has taken a subject. You could end up studying a course that doesn't make best use of your talents and skills.

## **Your teachers**

All of your teachers are highly professional and strive to offer you a first class education. Naturally, you may have teachers that you get on with very well or who bring subject content to life and inspire you. In a similar way to the influence of your friends, this is an important part of school life. However, you do not know if your teacher will be able to take your class in S3. The relationship that you have with your teacher is very important but it should not be the only factor that you consider when taking a subject on.

## **Your future**

Some pupils will have a clear idea about what they want to do when they leave school. Other pupils will not yet have thought about the future or have not decided on a pathway. If you have a clear idea about what you would like to do then talk to your Pastoral Care teacher or our Careers Adviser about what you need to take on in S3. If you are undecided then don't worry. Think about your skills and talents and make choices that will bring out the best in you.

## **Will I definitely get to study my first choice subjects?**

We always aim to ensure that all pupils get to study their first choice subjects in each column. However, sometimes courses do not run because of low uptake or due to timetabling constraints. Generally a course needs at least ten pupils to run. If a course is oversubscribed we may also have to look at your third choice subject in each column. If we need to look at your third choice we will ask you to come to a second interview and we will talk to your parents and carers about the choices that are available to you.

## Progression to S5 and S6

Remember that the choices you make now will have an influence on what you can study in S4, S5 and S6.

### Consider the future

When you are making your choices, remember that you will not be able to take a subject in S4 if you have not studied it in S3.

The progression pathways are shown below.

S4	S5	S6
National 3 →	National 4 →	National 5
National 4 →	National 5 →	Higher
National 5 →	Higher →	Additional Highers or Advanced Higher

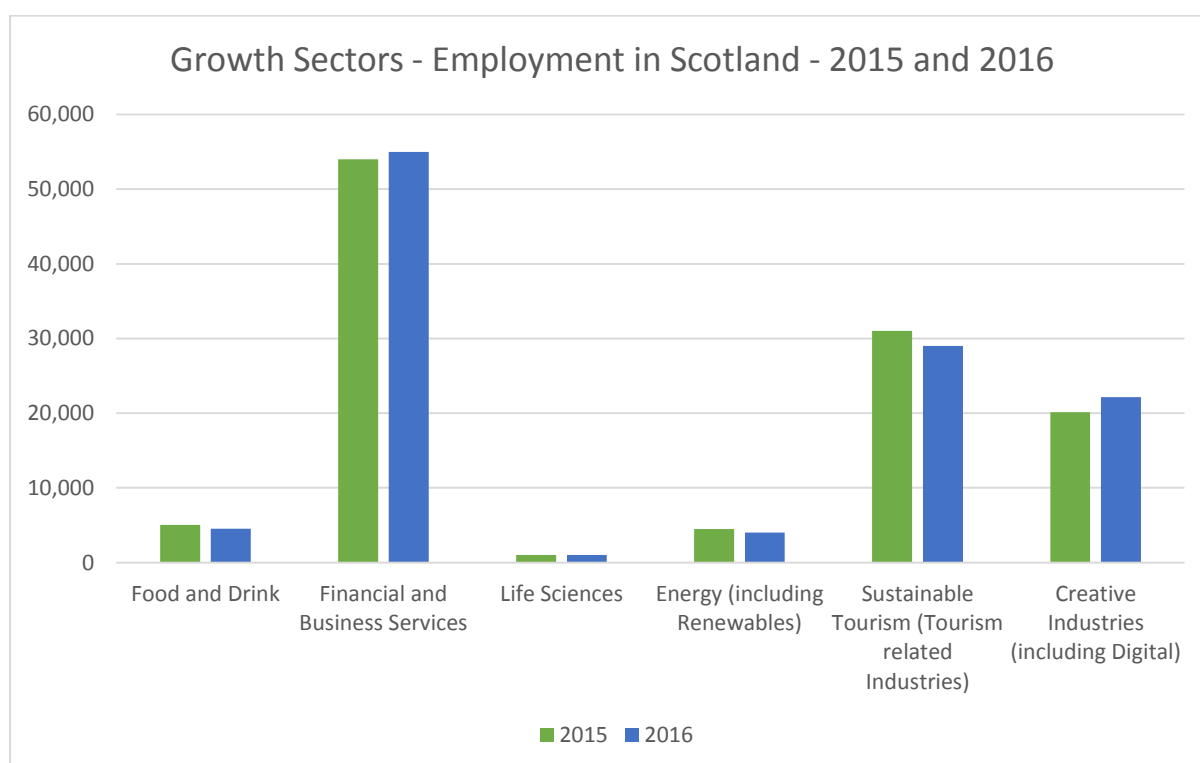
Sometimes pupils do not progress from one level to the next. This table is illustrative of the desired progression routes for pupils. Each pupil is different and sometimes progression takes the form of adding supplementary qualifications at the same level of study but in a different subject area.

## Labour Market Intelligence and Regional Skills Assessments

Skills Development Scotland release data every year which identifies trends in the 'labour market'. This means that they look at employment opportunities in a geographical area and provide advice about where there may be opportunities for work.

This intelligence is a critical part of the decision making process when you begin to think about your future. Take time to sit with your parents or carers to look at this information.

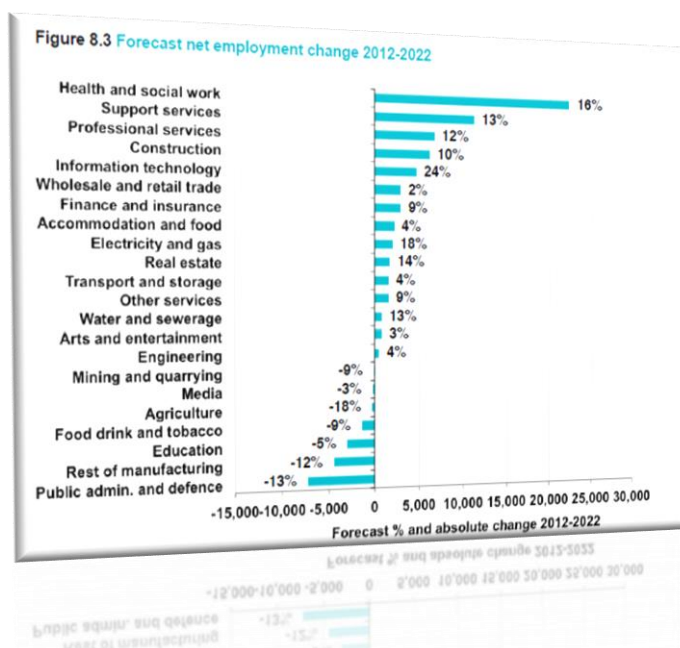
The table below shows where there have been significant growth sectors in Employment during 2015 and 2016, information worth considering when planning your career path.



Scotland has seen the largest growth in employment in Financial and Business Services, Tourism related industries and Creative Industries.

The Scottish Government and Skills Development Scotland have projected employment figures for Glasgow between now and 2022 (graph on next page). Information Technology (24%), Electricity and Gas (18%), Health and Social Work (16%), Real Estate (14%) and Water and Sewerage (13%) are shown to be the top five growth areas.

The graph also shows employment forecasts for the total number of people employed in other sectors where significant changes are expected.



Unfortunately, opportunities in Agriculture (-18%), Public administration and defence (-13%), some Manufacturing (-12%), Mining and Quarrying (-9%) and Food and Tobacco (-9%) are set to decrease significantly between now and 2022.

## Your choices

The rest of this booklet provides you with information on each subject on offer in S3. Please take time to read all pages carefully. Teachers have provided as much information as possible. Once you have read this booklet take some time to talk to your family.

## Who will help me?

- Subject teachers will clarify the different learning pathways and course choices that are open to you in each department
- The PSSE Programme will include a visit from the Careers Adviser, Suzie Scott who will talk to you about the planning for the future
- Your Year Head or Pastoral Care teacher will carry out personalisation and choice interviews to talk to you about the decisions that you have made
- Finally and most importantly, you will complete your options form in discussion with your parents or carers

# Notre Dame High School – S2 into S3 Personalisation and Choice

Choices for session 2018-19

Name: \_\_\_\_\_ Class: \_\_\_\_\_



1. Tick which Modern Language you wish to study (Spanish or Italian) under the heading *Core for all pupils*.
2. Indicate whether you are thinking of taking SQA Physical Education in S4.
3. Enter your choices in order of preference for each of the five columns under the *Personalisation and Choice* section.



Core for all pupils		Personalisation and Choice				
		Arts and Wellbeing	Social Studies	Science	Technologies	Achievement
PE		Art	Geography	Biology	Accounts	TBC
RE		Drama	History	Chemistry	Administration	TBC
PSE		Hospitality	Modern Studies	Physics	Business	TBC
Maths		Music			Computing Science	TBC
English		Textiles			Graphics	TBC
French		PE - SQA				
<b>Modern Language (✓)</b>						
Spanish		Italian				
Choice 1						
Choice 2						
Choice 3						
Choice 4						
Choice 5						

Career Aspiration(s): \_\_\_\_\_

Pupil Signature: \_\_\_\_\_ Pastoral Care Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

I have discussed my daughter's choices with her and agree the above. Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Religious Education



*“Look to God as a  
sunflower looks to the  
sun for life”  
~St. Julie Billiart*

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## Religious Education

At Notre Dame High School we recognise the centrality of religious education to the formation of young people's lives - sustaining their relationship with God and with others and guiding their search for meaning, purpose and truth in life.

The curriculum is reviewed regularly and, in light of '**Curriculum for Excellence**', is currently adhering to the guidance provided in the document '**This is our Faith**' on the content and nature of RE programmes for pupils in S1-S3 and existing syllabus documents for S4-S6 (Senior Phase). The Scottish Hierarchy's minimum time requirement for formal religious education is 2 hours in secondary schools (S1 to S6). Every RE class receives instruction from a Catholic teacher.

Notre Dame High School provides high quality programmes of Religious Education and Relationships education to enable learners to develop their understanding of Gospel values and to develop all their capacities for life. Our courses promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

Beyond the walls of the RERC classroom we provide a range of opportunities for all young people to show love of 'neighbour' by committing their time in loving service of those in need, both in the local community and globally. We work in close partnership with our local parishes and with other agencies such as SCIAF, SSVP, AGAP and the St. Nicholas Care Trust. As a Catholic school we identify priorities each year for offering support to particular groups and causes.

Since 2011 we have also fully embraced the Pope Benedict XVI Caritas Award which provides opportunities for faith witness, faith learning and faith reflection and recognises achievements in providing loving service - "Caritas" - to those in need. The Caritas Award encourages young people in their final school year to commit their talents in ways which make an impact within their local parishes/faith communities.

As in other curriculum areas, when making progress in religious education, pupils will be expected to show that they:

- are progressing in a breadth of learning across a range of Experiences and Outcomes
- can respond to the level of challenge set out in Experiences and Outcomes and are moving forward to more challenging learning in some aspects
- can apply what they have learned in new and unfamiliar situations.

### Course Units

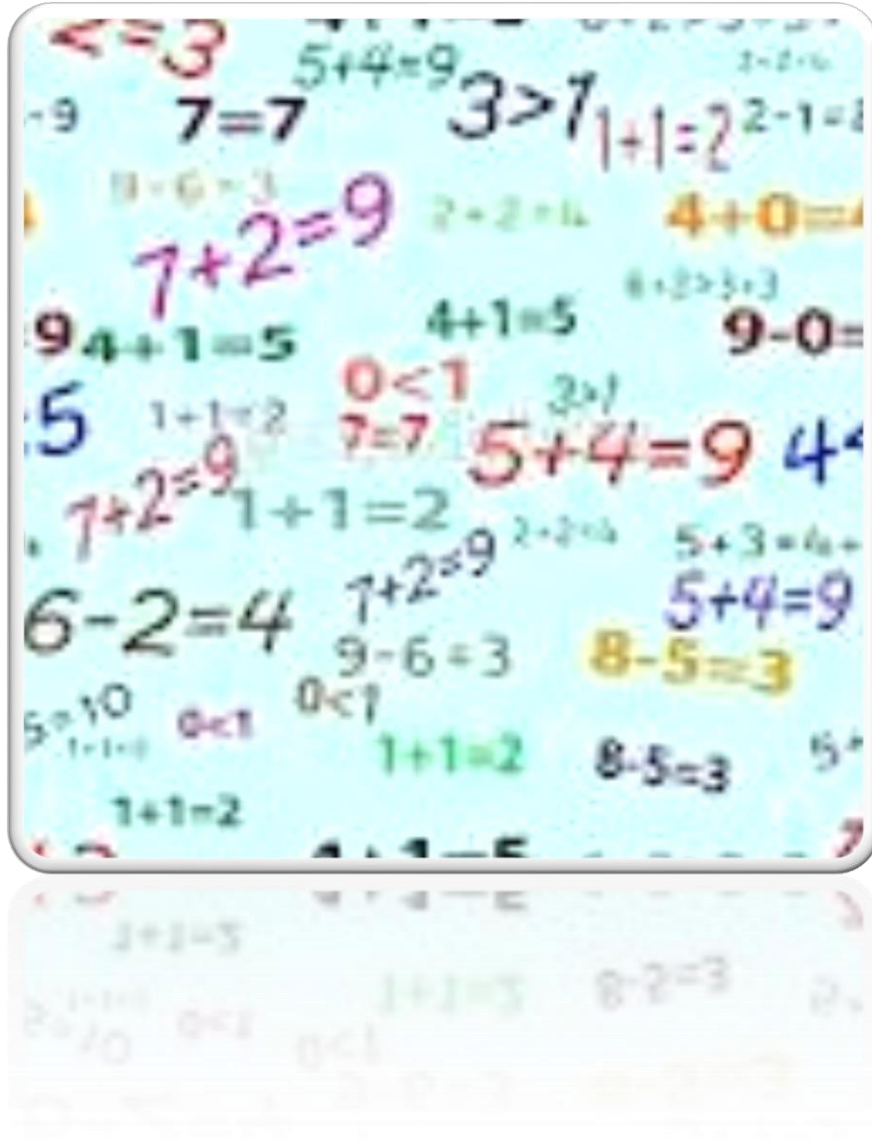
#### S3

The Presence of God

Prayer

Relationships Education: Living in Love

# Maths and Numeracy



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## **Mathematics**

The course will motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. The course develops confidence in the subject and a positive attitude towards further study in mathematics. It develops skills in manipulation of abstract terms in order to solve problems and to generalise. The course allows learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

Our courses are designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. They will build on prior learning and develop:

- Operational skills in algebra, geometry, trigonometry and statistics
- Reasoning skills of investigation, problem solving, analysis and modelling
- Some numeracy skills in number processes and information handling

## **Courses**

Pupils in S3 will continue to follow a broad general education in Mathematics. They will, however, undertake some aspects of the learning for the new National Qualifications which will be completed in S4.

Mathematics will be offered at the following levels in S3

- CfE 1st/2nd level progressing onto National 3 Mathematics in S4
- CfE 3rd level progressing onto National 4 Mathematics in S4
- CfE 3rd/4th level progressing onto National 5 Mathematics in S4.

In S3, pupils will undertake units of work. Assessment will take a variety of forms including teacher/pupil interaction, pupils' verbal responses and contribution to team work. Written assessments take place at the end of each unit of work (including assessment of mental maths and numeracy).

## **Homework**

Homework enhances the quality of learning and teaching for all pupils and is designed to reinforce/extend learners' knowledge and understanding and practical skills. Homework activities will reflect the variety of methodologies experienced in the classroom and may take the following forms: - continuation of class work, problem solving, ink exercises, practical tasks, research and revision.

## **Equipment**

It is beneficial for all learners to own their own scientific calculator.

# English



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## English and Literacy

Skills in listening, talking, reading and writing are essential for learning, life and work. English is about the power of language to shape our understanding of ourselves, of others and the world we live in. It includes the study of literature – stories, poems, novels, plays, newspaper articles – and media such as films, gaming, social media, television, pod casting. In English your personal response is absolutely essential and will help you know yourself. English encourages imagination and creativity which helps to unlock your potential.

Literacy is the Curriculum: being able to express yourself through reading, writing, talking and listening is absolutely essential. Those who have poor literacy skills earn less than others and they are not able to take advantage of opportunities in society. *‘It increases opportunities for people in all aspects of life and lays the foundations of lifelong learning and work.’ Curriculum for Excellence*

**“Literacy is a bridge from misery to hope” Kofi Annan**

English is an essential aspect of many career paths and most jobs require an English and Literacy qualification as an essential component. In addition, many college courses require entrants to have studied English to National 4/5 levels with many university courses requiring you to study beyond National 5 level. National courses start at the end of S3. But the work we do mirrors what is in National 3,4 and 5.

### Third Year Course

This is a continuation of English in S1 and S2 and is part of Broad General Education. The course is made up of units that develop skills in Reading, Listening, Writing and Talk. As well as strengthening language skills the units we do will enrich pupils and give them a new way of looking at the world and the people in it, as well as a deeper understanding of themselves.

Pupils are working towards National 3, 4 or 5 in S4 and the S3 course deepens the skills pupils need for these courses. Work done in third year can also be used in fourth year like the Discursive essay or Added Value unit where pupils pick a topic and research it and present their findings in a solo talk. Classes aiming for National 4 English and Literacy can start working towards this by researching and producing an Added Value unit. In classes aiming for National 5 work will start on the Scottish Textual Analysis at the end of third year. Furthermore, developing greater independence of learning is also extremely important and longer homework projects will be given to support this.

### Third into Fourth Year

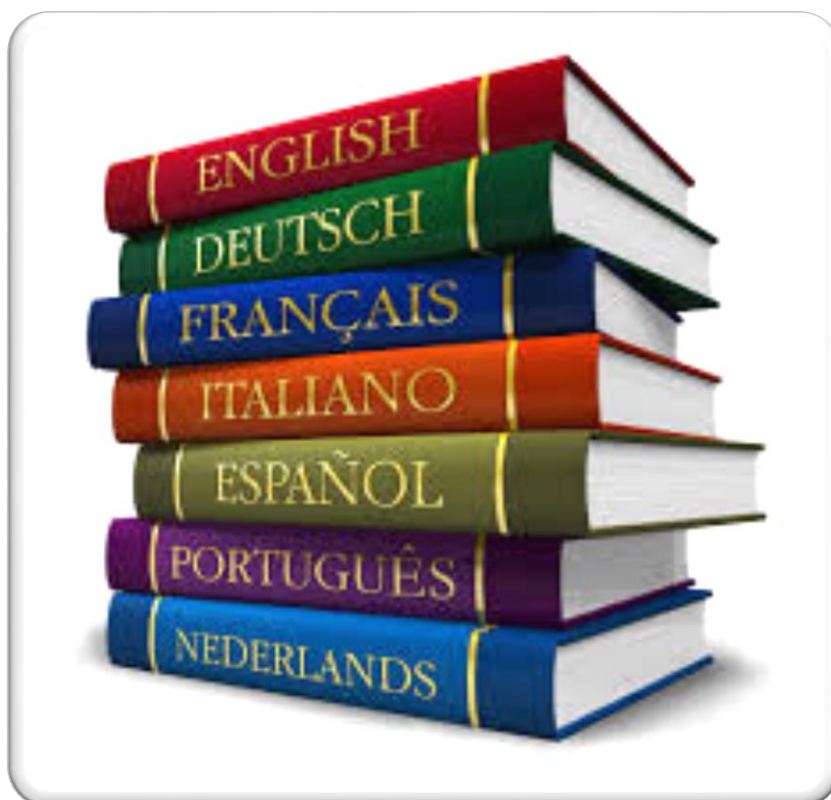
Decisions will be made at the end of S3 about which course – National 3,4 and 5 - will meet the learning needs of the pupil. This is decided by looking at the folio of work done in third year, the close reading tests and the teacher’s professional judgement.

### Homework

You will have a variety of types of homework to complete as appropriate.

- |                                 |                   |                            |
|---------------------------------|-------------------|----------------------------|
| - Finish off work done in class | - Redrafting work | - Preparing a solo talk    |
| - Finish reading a text         | - Private reading | - Revision for assessments |

# French and Italian



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## Modern Languages – French and Italian

Pupils should decide whether to study **French or Italian in S3**. A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all.

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

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

### French

French is the only language other than English spoken on five continents. French and English are the only two global languages.

French will give you the numerous choices later on in your studies or your career. French, along with English, is the official working language of:

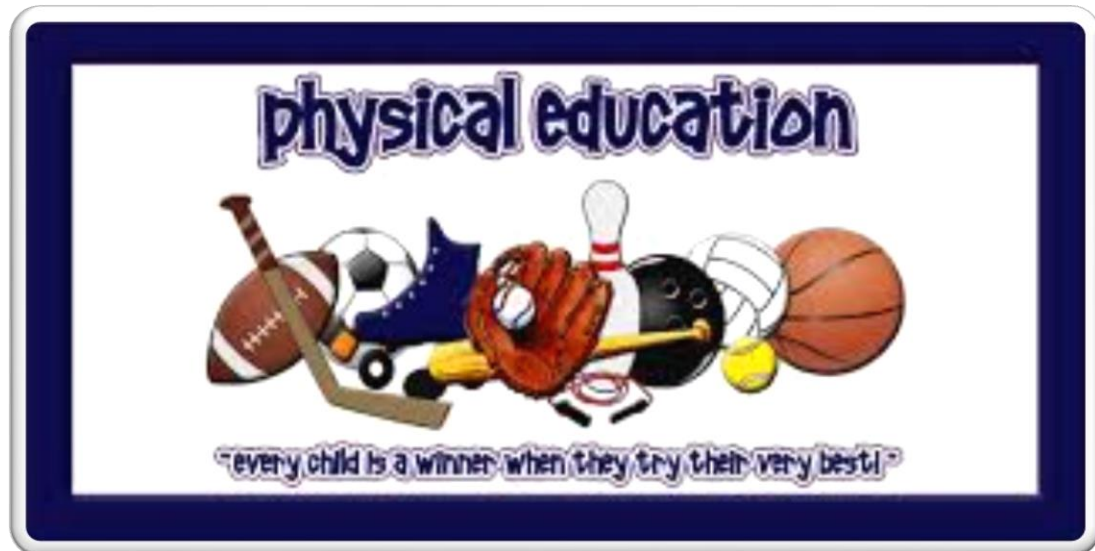
- the United Nations
- UNESCO
- NATO
- the International Olympic Committee
- the 31-member Council of Europe
- the European Community
- the International Red Cross

### Italian

Knowing Italian is greatly beneficial in several career fields. Italy is a world leader in the culinary arts, interior design, fashion, graphic design, furniture design, machine tool manufacturing, robotics, electromechanical machinery, shipbuilding, space engineering, construction machinery, and transportation equipment.

According to UNESCO, over 60% of the world's art treasures are found in Italy. Some of the most famous Western artists, from Giotto to Michelangelo, were Italian. Knowledge of Italian is vital to understand the contexts of this art.

# Physical Education



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## **Physical Education**

Physical Education is a core subject for all pupils. However, for any pupil interested in taking PE in S4, it is important to talk to your PE and Pastoral Care teacher during the personalisation and choice process. Pupils are encouraged to declare a potential interest in PE if they are even considering progression within the subject. In this way, we can ensure that you are placed in a PE class with pupils also considering progression and tailor the activities and skill development appropriately to allow for academic progression as well as development of health and wellbeing.

### **Why Study Physical Education?**

Pupils will be encouraged to develop problem solving and decision making skills. In addition the young people will be given every opportunity to show initiative through working in small groups/teams.

Pupils will record, analyse, develop and evaluate their performance in a number of activities through completion of a series of 'mini cycle of analysis'. They will become aware of their own strengths and weaknesses and will acquire knowledge on how to enhance their personal performance.

PE provides learners with the opportunities to develop:

- The skills necessary for improved physical performance
- The knowledge and understanding required to enhance their physical, social, emotional and mental wellbeing
- The knowledge of how to maximise active engagement to sustain an active, enjoyable and healthy lifestyle

### **Homework**

The regular setting of homework is an essential component of the Physical Education Department's programme of work. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks/presentation preparation
- Private Reading/Research

### **Equipment**

Pupils are expected to bring their full PE kit- white t-shirt, black/navy jogging bottoms or shorts and trainers for practical lessons and their PE folder (text book, notes and jotter) on theory days.

### **Extra-Curricular**

Pupils are encouraged to participate in extra-curricular clubs in order to improve and develop their performance.

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# Accounting



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## Accounting

Accounting is available as a choice within the **Technologies** Column. Managing your own money and that of a company is an essential skill. Most businesses fail, not because they have a poor product or a bad advertising campaign, but because they do not manage their cash flow i.e. they have no money to pay wages or bills!

### Why study Accounts?

Accountancy is the language of business. Without highly qualified accountants to provide information to management, organisations may perform less successfully than they otherwise would. The course may be of greatest appeal to those learners who enjoy, or wish to take advantage of, numeracy-based learning opportunities. The course will also allow learners the opportunity to use software packages to complete simulated business assignments. The focus is on developing problem-solving skills.

You will study a range of topics including the following:

- Double entry book-keeping to record financial transactions
- Preparation of Trading and Profit and Loss Accounts to determine whether a business has made a profit or a loss
- Balance Sheets to value a business
- Cash Budgets to ensure the best use of money
- Stock Control – to monitor a business's stock
- Analysis of a business's financial performance over time using accounting ratios

### Course Organisation

Pupils will work through a range of experiences particularly those concerned with budgeting ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. In addition, an important factor of accounting is decision making as many business decisions are based on finance or a lack of it, so pupils will learn how to present financial information and documents to assist in making appropriate financial decisions.

The Scottish government only offer Accounts **at National 5 level and above** so if you are considering taking Accounts in S3 please speak to a member of staff in the Business department about the suitability of Accounts as a potential pathway in S4.

### Homework

Learners would be expected to frequently undertake homework. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

### Careers

The course is suitable for those who wish to pursue careers in management, law and banking or in business. Progression could mean pupil to undertake a degree in Accountancy, completion of which would allow them to take up positions as trainee accountants and complete the exams of a professional accounting body to register as a qualified accountant.

# Administration and IT



curriculum for excellence



## **Administration and IT**

Administration and IT is available as a choice within the **Technologies** Column.

### **Why study Administration and IT?**

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

Studying Administration and IT will uniquely enhance a learner's employability in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively to the Administrative systems that ensure a business is running successfully.

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

Administration and IT does this by developing the following critical skills, knowledge and understanding.

- IT skills in the use of word processing, desk top publishing, spreadsheet and database software
- IT skills in using technology for communication and investigation (e.g. e-mail and internet)
- Organisational skills (e.g. preparing business events and meetings)
- Problem solving skills
- Understanding of how legislation affects businesses and staff and how to develop good customer care

### **Homework**

Learners would be expected undertake approximately 20 hours of homework per unit. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop the organisational and problem solving skills of the course as well a breadth and application of subject specific knowledge.

### **Careers**

Success with this subject can lead to Administrative roles in a wide range of organisations, e.g. health service, travel agents, legal profession, banking, police and hospitality etc.

# Business Management



curriculum for excellence



## **Business Management**

Business Management is available as a choice within the **Technologies** column.

### **Why study Business Management?**

Businesses need to be managed properly if they are to successfully provide the jobs and products upon which modern society depends. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute to the success of these vital businesses as employees, managers or self-employed people. Business Management does this by developing the following critical skills, knowledge and understanding.

- Ethical decision making skills
  - Communication, Research, Entrepreneurial, Problem Solving, Investigating Skills
  - Understanding of how to interpret and evaluate financial management data
  - Understanding of how to develop effective marketing activities
  - Understanding of how to evaluate production techniques to maximise quality
  - Understanding of how to maximise the contribution of staff to business success
  - Understanding of how to use existing and emerging business technologies
- Course Organisation

Pupils will cover a range of experiences which will develop their knowledge, understanding and appreciation of the business world around them

### **Homework**

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit. Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.

### **Careers**

The need for people with management skills and business qualifications is growing rapidly. This course will provide students with good employment opportunities in such areas as banking, advertising, manufacturing, marketing, sales and retail as well as self-employment. Further study at Higher Grade can be used to gain entry to College and University to study Business, Marketing, Finance, Management and Enterprise etc.



# Computing Science



curriculum for excellence



## **Computing Science**

Computing Science is available as a choice within the **Technologies** column.

### **Why Study Computing Science?**

Computing Science is vital for everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields that include science, communications, entertainment, education, business and industry. Our society needs more Computer Scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

Deciding to take Computing will open up a world of problem solving and software design. The course focuses on developing computational thinking and logical problem solving as follows:

- Computer Programming
- Computer Games and Database Design
- Animation
- Web/App Design
- Video Editing
- Sound Editing

You will also learn about,

- The structure of Computer Systems (Processor, RAM, ROM, Backing Storage)
- The design of networks and communications technology (Wifi, Bluetooth)
- Different types of computer (Laptop, Desktop, Palmtop)
- Operating Systems and Viruses

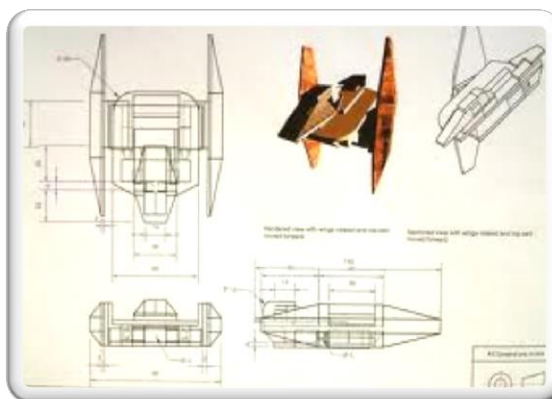
### **Method of Assessment:**

There are two key areas of study as part of this course. The first focuses on computer programming and software development. Pupils will be expected to complete both theoretical and practical activities in relation to programming. The second unit focuses on Information System design. In this unit pupils will develop skills in the creation of databases and web sites. The S3 course focuses on the development of problem solving and computational skills.

### **Career and Further Study Opportunities:**

University and college courses related to this subject can lead to careers in Java programming, database management systems, information systems design, computer games design, animated design, project management, web design and systems analysis as well as a number of other relevant careers.

# Graphics



curriculum for excellence



## **Graphics**

Graphics is available as a choice within the **Technologies** column.

### **Why Study Graphics?**

The ability to communicate effectively is an essential requirement in every aspect of the modern world. The Graphics course introduces learners to the diverse and ever increasing variety of presentation methods employed in graphic communication. It provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards.

The Course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, architecture and related disciplines.

### **Areas of Study**

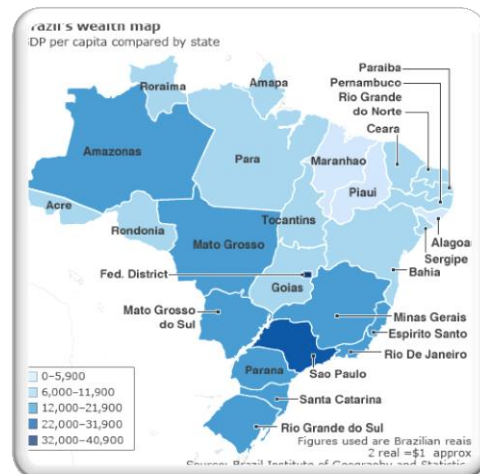
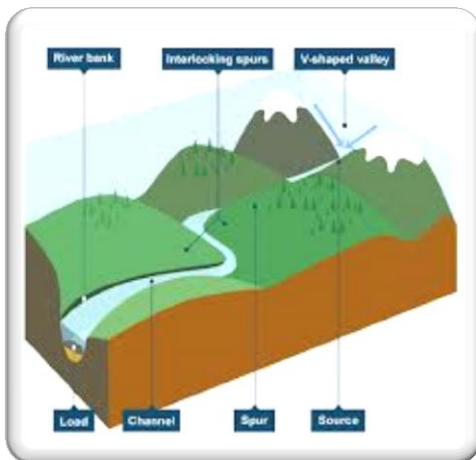
Pupils are required to produce a number of drawings, sketches, displays, graphs and charts which involve the following techniques:

- Use of colour illustrating 2 and 3dimensional objects
- Desktop publishing
- Various sketching techniques
- Computer Aided Drawing using Autodesk Inventor

### **Homework**

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

# Geography



curriculum for excellence



## Geography

Geography is available as a choice within the **Social Studies** column.

### Why Study Geography?

Geography opens up for learners the physical environment around them and the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes.

In the 21<sup>st</sup> century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental responsibility, sustainability and global citizenship.

The main aims of Geography are to enable learners to:

- Appreciate the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales
- Be aware of spatial relationships and develop an understanding of the changing world in a balanced, critical and sympathetic way
- Acquire a geographical perspective on environmental and social issues
- Develop an interest in, and concern for, the environment leading to sustainable development

Geography will help create informed and active citizens by helping learners develop a greater understanding of the human and physical processes which have an impact on their environment. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### Course Content

The following units will be studied as part of the Geography course:

- **Physical Environments** including weather, glaciation and coasts
- **Human Environments** including population, urban and rural studies
- **Global Issues** including the impact of human activity on the natural environment and Health

### Homework

Pupils will be provided with regular homework tasks that are appropriate, relevant and challenging. These tasks may take the form of consolidation of class work, extension tasks, personal research, revision or exam skills.

# History



curriculum for excellence



History

## History

History is available as a choice within the **Social Studies** column.

### Why Study History?

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three units of the Course which cover Scottish, British, European and World history in a variety of time periods.

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

The main aims of this Course are to:

- develop learners' conceptual understanding and foster their ability to think independently
- enable learners to acquire breadth and depth in their knowledge and understanding of historical themes
- develop learners' skills of explaining historical developments and events, evaluating historical sources and drawing conclusions
- develop learners' imagination and empathy with people living in other periods
- encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest

### Course Content

Three topics from the following areas of Historical Study will be covered during the course.

***Historical Study: Scottish***

***Historical Study: British***

***Historical Study: European and World***

The Great War (1914-1918)

The Making of Modern Britain

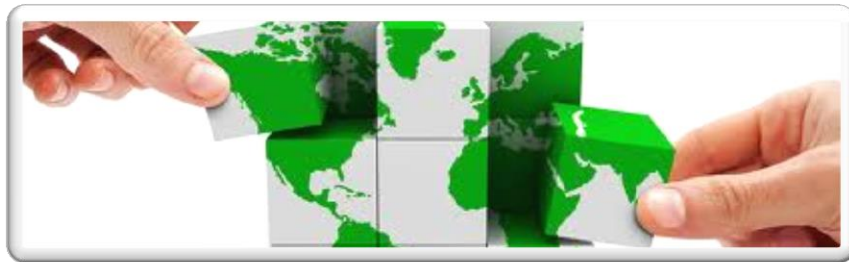
Free at Last? Civil Rights in the USA

### Homework

Pupils will be provided with regular homework tasks that are appropriate, relevant and challenging. These tasks may take the form of consolidation of class work, extension tasks, personal research, revision and exam skills.



# Modern Studies



curriculum for excellence



## **Modern Studies**

Modern Studies is available as a choice within the **Social Studies** column.

### **Why Study Modern Studies?**

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

### **Course Content**

Three topics will be covered during this course:

#### ***Democracy in Scotland and the United Kingdom***

Learners will develop knowledge and understanding of the UK's political structure, including the place of Scotland within this structure. Learners will then study the Scottish political system in more depth.

#### ***Social Issues in the United Kingdom***

Learners will study crime and the law. They will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

#### ***International Issues***

Learners will study the USA focussing upon recent socio-economic issues in the USA and a study of its political system.

### **Homework**

Pupils will be provided with regular homework tasks that are appropriate, relevant and challenging. These tasks may take the form of consolidation of class work, extension tasks, personal research, revision and exam skills.

# Biology



curriculum for excellence



## **Biology**

Biology is available as a choice within the **Science** column.

### **Why Study Biology?**

Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world's problems. It explores the use of genetic modification to produce new plants and drugs, curing genetic diseases, and developing new sources of food. The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology.

Learners will study:

- Cell structure
- DNA and genetic engineering
- Cells, tissues and organs
- Reproduction and inheritance
- Health and disease
- Biodiversity and the distribution of life
- Adaptation, natural selection and the evolution of species

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. The course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

Possible career pathways which require knowledge of Biology include: Medicine, Nursing, Midwifery, Pharmacy, Dentistry, Veterinary Science, Radiology, Fitness Training & the Food Industry.

### **Homework**

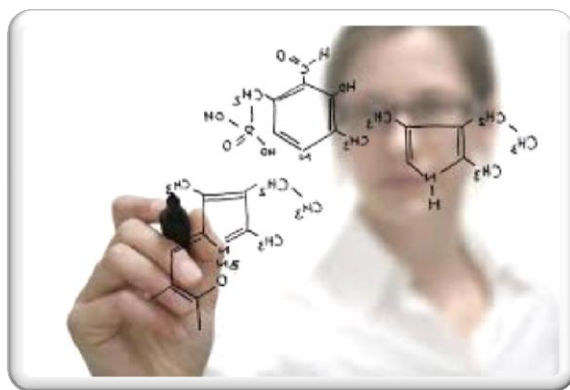
Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.

### **Equipment**

All science courses in Notre Dame are well resourced. Pupils will be responsible for bringing their notes to class each lesson; we also expect them to bring their own basic equipment, pencil, pen, ruler etc.

# Chemistry



curriculum for excellence



## **Chemistry**

Chemistry is available as a choice within the **Science** column.

### **Why Study Chemistry?**

What in the world is not chemistry? We live in an age of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development! By studying chemistry, you will find out how chemistry is vital to everyday life. It will help you understand how society's needs are met and how you could shape the world in which we live.

Chemistry is an important subject in many careers such as medicine, plastic manufacture, pharmaceuticals, cosmetics, environmental science, sales, chemical engineering, forensics, waste management, textiles, water safety, the oil industry and the food industry.

### **Learners will study:**

- Atomic Structure
- Nuclear Chemistry
- Fuels
- Chemical Reactions
- Consumer products
- Plants to products
- Acids and Metals
- Plastics & Ceramics
- Agrochemicals
- Chemical Analysis

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. Successful chemists think creatively, analyse and solve problems by working individually and in groups where they will apply critical thinking in situations to develop their learning. Students will also learn how to handle and use scientific equipment.

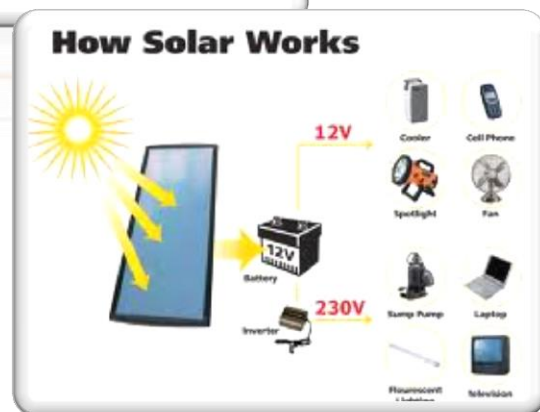
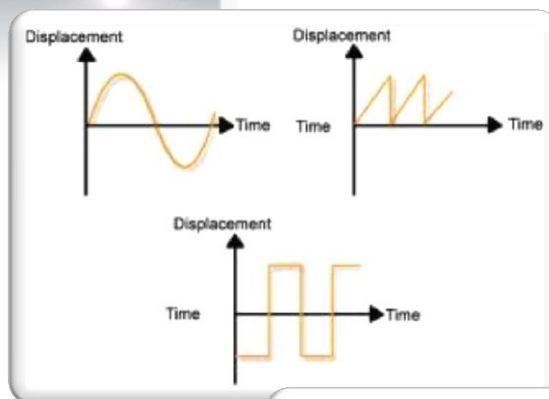
### **Homework**

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit. Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.

### **Equipment**

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# Physics



curriculum for excellence



## **Physics**

Physics is available as a choice within the **Science** column.

### **Why Study Physics?**

By completing this course, learners will develop important and relevant skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; an understanding of the role of physics in scientific issues; the ability to apply knowledge and understanding of concepts in physics; and an understanding of relevant applications of physics in society.

Learners will study:

- Heat
- Renewable Energy
- Electronic Systems
- Solar System
- Space exploration
- Big Bang
- Waves
- Medical Physics
- Light and lenses

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. Careers where knowledge of physics is essential include: optometry, aeronautics, space science, medical science, electronics, architecture, renewable energy manager, computer games designer, electrician and engineering.

### **Homework**

Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit. Homework activities will take a variety of forms in order to develop the research, decision making, communication and entrepreneurial skills of the course as well as a breadth and application of subject specific knowledge.

### **Equipment**

All science courses in Notre Dame are well resourced. Pupils will be responsible for bringing their notes to class each lesson; we also expect them to bring their own basic equipment, pencil, pen, ruler etc.



# Art and Design



curriculum for excellence



## Art and Design

Art and Design is available as a choice within the '**Arts and Wellbeing**' column.

### Why Study Art and Design?

Art and Design provides learners with the opportunity to create, express and communicate ideas in different ways. Learners will develop skills through exploring a wide range of two- and three-dimensional media and technologies through practical activities. Learners will complete two main units of work, Expressive with Critical Activity and Design with Critical Activity.

**Expressive with Critical Activity** - Learners will work in a variety of media including paint, pastels, oil pastels, charcoal and print-making to explore a unit of work in either still life or portraiture.

**Design with Critical Activity** - Learners will be set a design problem to work out, for example to produce a repeat pattern for a head scarf based on nature. Through investigation, research and development of their ideas learners will produce a final solution.

Learners will study the works of other artists and designers to enhance their enjoyment and deepen their knowledge and understanding. Pupils maybe asked to collect information, discuss and write about their work.

### Career Opportunities

Learners who want to follow a career in art and design may go onto study fashion design, textile design, jewellery design, interior design, architecture, furniture design, graphic design, illustration, animation, print-making, painting and sculpture.

# Drama



curriculum for excellence



## **Drama**

Drama is available as a choice within the '**Arts and Wellbeing**' column.

### **Why Study Drama?**

Drama is designed to offer pupils the opportunity to develop personal and social skills through a variety of theatre arts and performance skills.

The aims of the Drama course are to:

- develop creativity and a range of skills in problem solving, critical thinking and reflective practice
- communicate thoughts, meaning and ideas when creating drama and using a range of theatre arts, production skills and technologies
- develop knowledge, understanding and appreciation of drama practice
- consider social and cultural influences

### **Course Content**

The course allows pupils to explore:

- Acting Techniques
- Character Development
- Directing
- Stage Management
- Lighting and Sound
- Costume Design

### **Career Opportunities**

Drama is a pupil-centred activity which will improve communication and self-expression skills. These will be of benefit in all jobs particularly those which involve dealing with the public. The course should be an enriching and enjoyable experience which develops self-confidence, versatility and the ability to cope with unforeseen and difficult situations.

These skills will benefit pupils both personally and professionally in the wider context of post school life. The course will develop understanding and critical awareness of drama and theatre. While a few students may continue with drama as a professional career others may go into the Arts, Media, Journalism, Community work or pursue drama as a leisure activity.

# Hospitality: Practical Cookery



curriculum for excellence



## **Hospitality: Practical Cookery**

Hospitality: Practical Cookery is available as a choice within the **‘Arts and Wellbeing’** column.

### **Why Study Hospitality: Practical Cookery?**

The course will develop successful learners who achieve through participating in engaging, motivating and relevant learning experiences in real-life hospitality context; and confident individuals who derive satisfaction from learning practical skills and producing end products of a good quality as well as having their achievements and skills recognised.

The Scottish catering and hospitality industries are large, vibrant and growing, collectively employing a significant proportion of the nation’s workforce. Throughout Scotland, employers have been unanimous in their calls for well-educated and skilled workers capable of further professional development and this qualification in Practical Cookery aims to answer this call.

Over a number of years the school has built up close links with the Department of Hospitality and Professional Cookery at “City of Glasgow College” and pupils have the opportunity to take part in workshops during these visits giving them a chance to work with Professional Chefs.

### **Courses**

The course consists of the following units:

- Cookery Skills: Processes and Techniques.
- Understanding and using ingredients.
- Organisational Skills for Cooking.
- Producing a meal (Added value Unit)

### **Homework**

Pupils are required to ensure that they come well organised for practical cookery so must prepare in advance at home for each practical lesson. Course will also include some written research and private study.

### **Equipment**

Pupils have to come prepared with tub, dish towel and net cloth on cookery days.

# Music



curriculum for excellence



## **Music**

Music is available as a choice within the '**Arts and Wellbeing**' column.

### **Why Study Music?**

Music provides learners with opportunities to display their creativity and to experience the inspiration, enjoyment and life-enhancing activities provided by music. In all the new courses, from National 4 through to Higher, performing and creating music will be the main areas of study for all learners.

Pupils will be shown how to develop their vocal and instrumental skills, and to explore sounds and musical concepts. Working in groups they will use their imagination and skills to create musical ideas and compositions.

### **Career Opportunities**

A qualification in music offers many career choices. Possible careers are music therapy, music teaching, music production, promotion and management. For some pupils, the study of music may lead to a professional career as a performer. A qualification in music is highly regarded when seeking entry to many other academic faculties at university. The study of music requires dedication and perseverance, and encourages the development and enhancement of good co-ordination skills.

### **Assessment**

At both levels pupils are assessed as follows:

- Composing, arranging and improvising
- Understanding music concepts and literacy
- Performing skills on two instruments

### **Homework**

Daily practice is encouraged, in addition to listening and appreciating music through attendance at concerts, and involvement in the extra-curricular work of the department.

### **Extra-Curricular Activities**

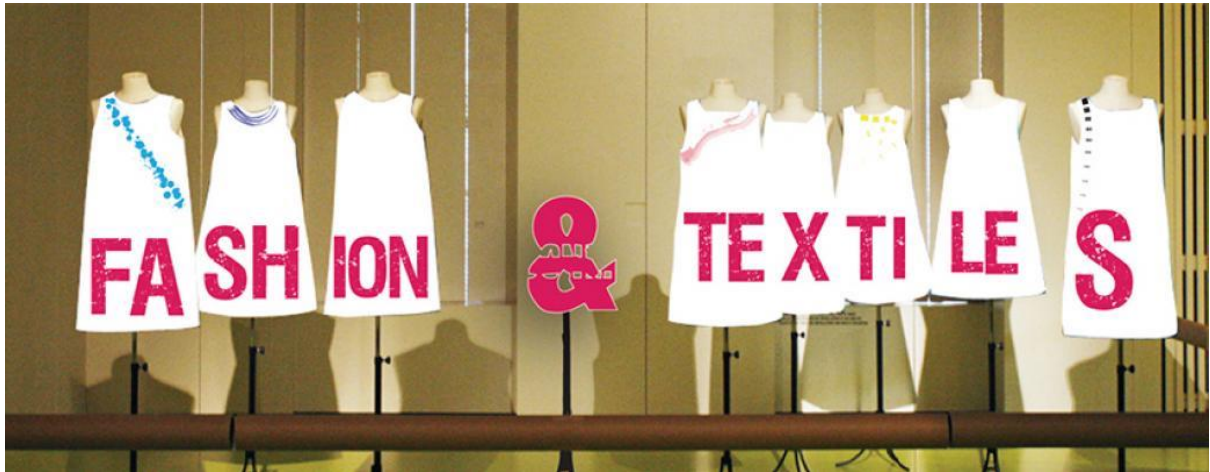
Pupils are encouraged to showcase their talent in a wide variety of extra-curricular activities. These involve performance at awards ceremonies, Masses and concerts in the local community.

### **Equipment**

Pupils will have access to the instruments they require within the classroom and practice rooms in the music department.



# Textiles



curriculum for excellence



## **Textiles**

### **Why study textiles**

The course is a fun way of learning about fashion and textiles. Pupils have the opportunity to be creative and artistic in designing textile and fashion items. The practical learning activities in this course encourage learners to develop problem-solving techniques, make informed choices and take responsibility for the development of an idea through to the completed item. Pupils have the opportunity to develop skills in order to plan, create and evaluate a variety of products.

This course provides learners with opportunities to continue to acquire skills and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for work and skills for life.

### **Career opportunities**

Progression from textiles in S3 would lead to a completion of National 4 or 5 fashion and textiles in S4.

### **Homework**

There are a variety of tasks including research based activities or practical tasks. Pupils may be asked to carry out design work if appropriate.

### **Assessment**

Component – practical activity 100%

### **Equipment**

Pupils make a contribution to the costing for materials/commercial patterns to make garments or large items.