

# Broad General Education

## Preparing for the Senior Phase

A Guide for Pupils, Parents and Carers



**Notre Dame High School**

*Ambition, Kindness, respect*

Personalisation and Choice Booklet S2

Dear Pupil,

You are currently taking part in a programme to help you make informed choices about your learning in S3.

Through this programme you have had 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

You have just received your second tracking report. It is hoped that together with this information booklet, our online Information Evening and Parents' Evening, you will feel supported in making appropriate decisions at this crucial stage of your education.

A copy of the Choices form is attached with this booklet and should be completed during your one-to-one choices interview and then signed by your parent/carer and returned to the school office.

During February you will be interviewed by a member of the Pastoral Care Team or Senior Leadership Team, leading to a final decision about your subject choices for Third Year. This will be agreed upon by you, your parent/carer and the school.

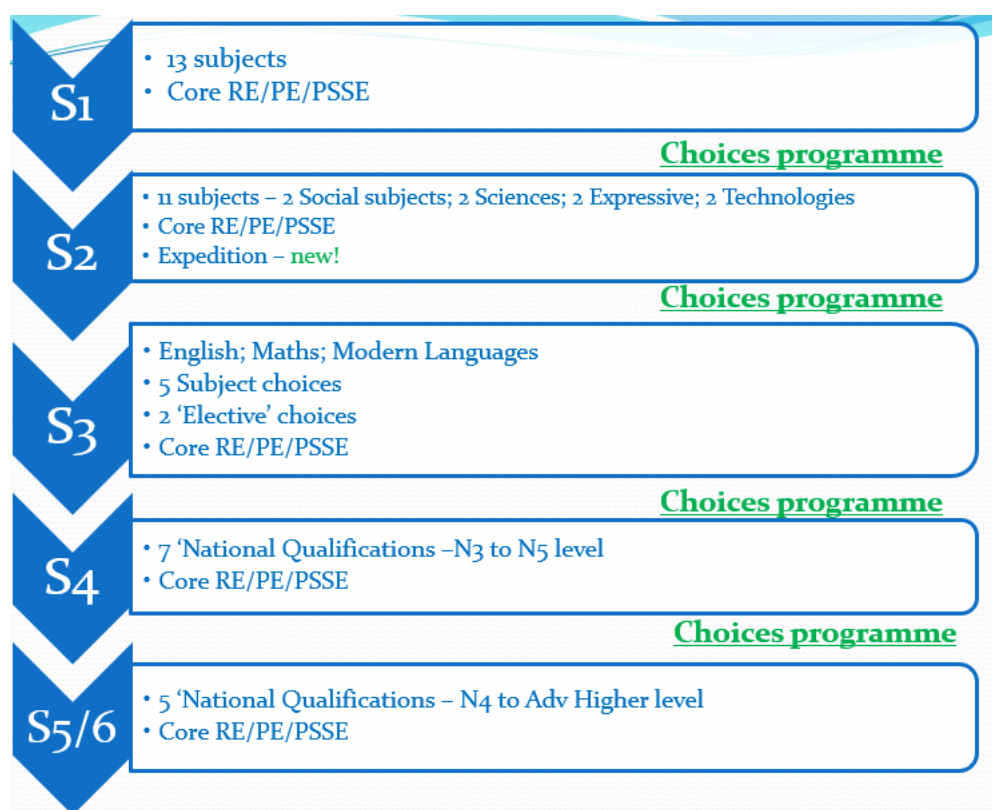
Yours sincerely

E Hamilton

Depute Head Teacher

**The following pages will provide you with more information about Curriculum for Excellence and the personalisation and choice process in Notre Dame High School.**

## Curricular Progression Model



### 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. During the latter part of S3 you will start to prepare for courses in S4 by overtaking more challenging work.

### S4 – Part of 'The Senior Phase'

In S4 you will be working towards a qualification. There are three qualifications on offer in S4.

#### National 3

This qualification continues at the level of content covered in the Broad General Education. Only a very small number of pupils will be presented at this

level. 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 except 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 can progress to the National 5 course in that subject during S5.

### **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. If you pass a National 5 course in S4 then you can progress to the Higher course in that subject during S5.

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

In total you will still cover eleven different subjects in S3. Some subjects are mandatory for all pupils. This means that you will definitely still attend classes in the following subjects:

- Maths
- English
- Modern Languages
- Core PE
- RE
- PSE

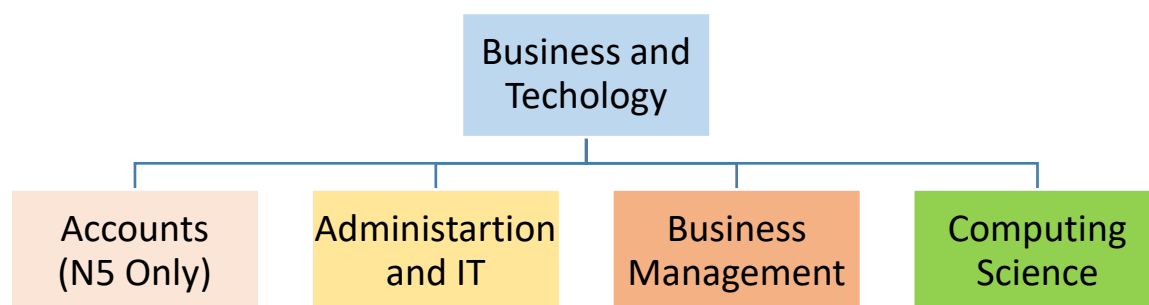
In Maths and English you will continue to learn at the level appropriate to you in preparation for National Qualifications in S4. In Core PE, RE, PSE you are not presented for any formal qualifications. These subjects are important for your spiritual, social, emotional and physical health and wellbeing.

## Personalisation and Choice

In addition to Maths, English and Modern Languages you will make **five** personal choices at the end of S2. It is anticipated that you will be working at fourth level in your subjects although some learners may require a more tailored curriculum to best suit their needs.

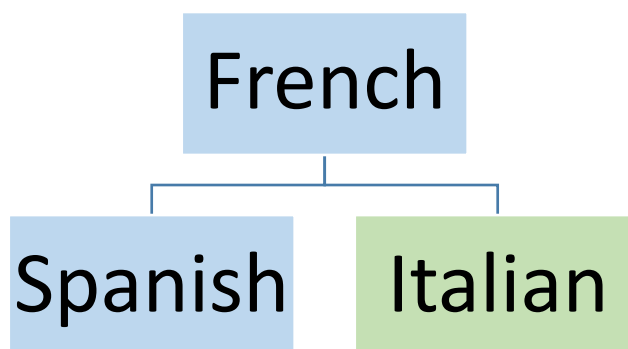
## Business and Technology

In S1 and S2 you follow a Business and Technology course. This subject is split into four discrete subjects in S3 and S4.



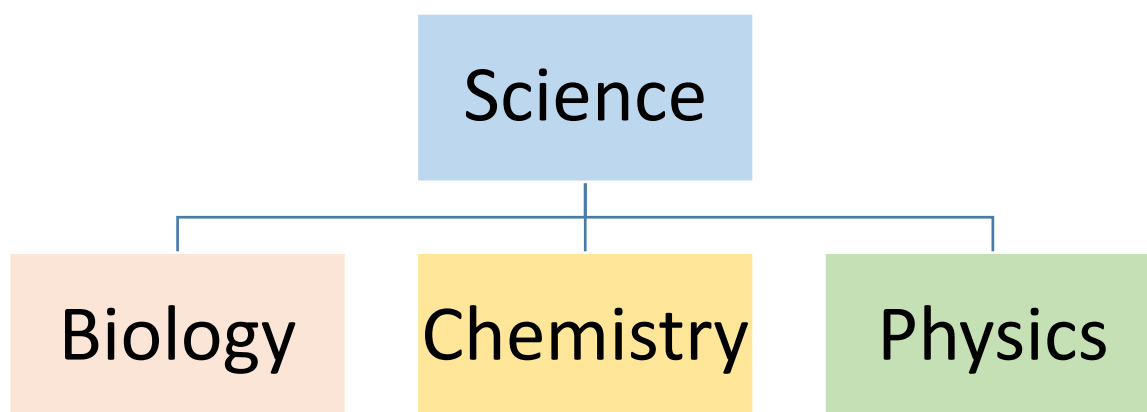
## Modern Languages

In S1 to S3 you study French and either some Spanish or Italian. In S4 you can choose to study French, Spanish or Italian.



## Science

In S1 and S2 you study Science as one subject. In S3 and S4 you can study Biology, Chemistry or Physics.



## Duke of Edinburgh and Core Skills

Some pupils may be invited to choose this as a subject choice going in to S3. Pupils likely to be invited would have had some support with their learning during S1/2. The aim would be to achieve a bronze award for Duke of Edinburgh and a Core Skills qualification at N4 level by the end of S4.

## Elective

A new offering for S3 this year is the chance to choose two elective subjects. These are arranged in subject areas and are a chance for you to choose an area you are really interested in. During this time you will experience a different type of classroom environment and some real 'value added' learning. This might mean you are supported with some more challenging learning in preparation for S4 or that you engage in some outdoor learning.

## **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 you out with school. It is also important that you consider choosing the subjects you perform best in and have an interest in.

### **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 help families support their young person with 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.

### **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 it. 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 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 or S4. 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 and S4. 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.



## **Balance**

Sometimes it is not as simple as picking your favourite subject from each column. At this stage of your life a good balance of subjects is best. It means that you don't narrow your future prospects at an early stage of your life.

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

We always aim to ensure that all pupils get to study their first choices. However, sometimes course 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 second choice subjects. If we need to look at your second choices 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.

## **National 3, National 4 or National 5**

During the course of S3 and S4 your teachers will make judgements on your progress in each subject area. It is not possible to guarantee that you would sit a qualification at a certain level at this stage. The only exception is Accounts (National 5). In all other subjects your presentation levels will not be set until you begin to study each course. Teachers can use your work in S1-S3 to track your progress and help inform level setting in S4. You may end up sitting some subjects at National 4 level and other subjects at National 5 level.

## **Progression to S5 and S6**

Remember that the choices you make now will have an influence on what you can study in S5 and S6. The progression pathways are shown below.

| <b>S4</b>  | <b>S5</b>  | <b>S6</b>  |
|------------|------------|------------|
| National 3 | National 4 | National 5 |
| National 4 | National 5 | Higher     |

|            |        |                                       |
|------------|--------|---------------------------------------|
| National 5 | Higher | Additional Highers or Advanced Higher |
|------------|--------|---------------------------------------|

## Your choices

The rest of this booklet provides you with information on each subject on offer in S3. Please take time to read the different pages carefully. Teachers have provided as much information as possible. Once you have read this booklet take some time to talk to your family. You will complete a first draft personalisation and choice form and return it to school.

Your Pastoral Care teacher will carry out personalisation and choice interviews to talk to you about the decisions that you have made. You will also spend time in PSE learning about different pathways that are open to you in each subject area. After your interview you will complete the final form and your choices will be processed.

## S3 Curricular Structure

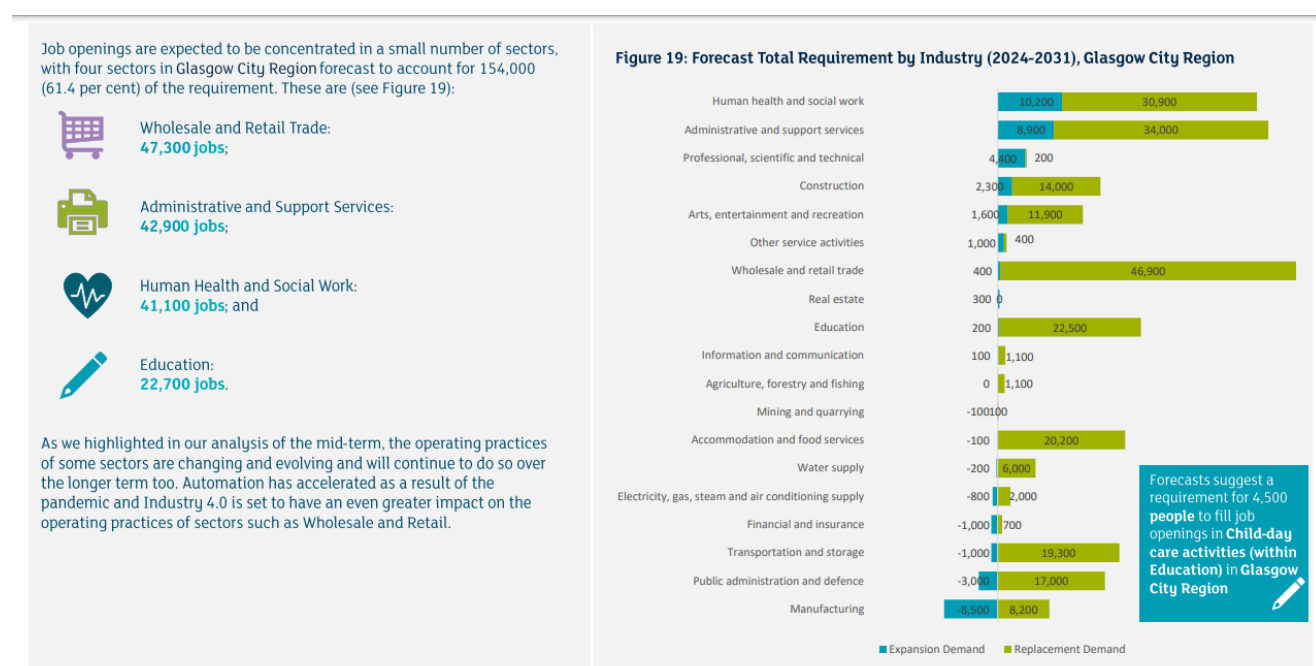
| Subject             | Number of periods per week |
|---------------------|----------------------------|
| English             | 4                          |
| Maths               | 4                          |
| Modern Languages    | 3                          |
| Subject Option 1    | 3                          |
| Subject Option 2    | 3                          |
| Subject Option 3    | 3                          |
| Subject Option 4    | 3                          |
| Subject Option 5    | 3                          |
| RE/PE               | 2,2                        |
| PSSE                | 1                          |
| 2 Elective subjects | 1 period each              |

## 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 contains data for Glasgow City outlining the future demand for skills. This data is for March 2021:



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

Choices for session 2024-25

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



Enter your **5 subject choices** under the list below. Try to choose from a variety of subject areas. A maximum of two choices per subject area is available. For elective, choose **two** different subject areas in each column - you **must already be studying a subject** in the departments you choose.

| Core for all pupils                                      | Personalisation and Choice   |          |          |          |          |                        |                        |
|--|--|----------|----------|----------|----------|------------------------|------------------------|
|  | Subjects   |          |          |          |          | Elective 1             | Elective 2             |
| English<br>Maths<br>Modern Languages<br>PE<br>RE<br>PSSE | <b>Sciences</b> – Chemistry, Physics, Biology  |          |          |          |          | <b>Science</b>         | <b>Science</b>         |
|  | <b>Business Technologies</b> – Business, Administration, Computing Science, Accounts |          |          |          |          | <b>Bus Tech</b>        | <b>Bus Tech</b>        |
|  | <b>Design Technologies</b> – Graphics, Art, Practical Woodwork                       |          |          |          |          | <b>Design Tech</b>     | <b>Design Tech</b>     |
|  | <b>Social Subjects</b> – Modern Studies, Geography, History                          |          |          |          |          | <b>Soc Subs</b>        | <b>Soc Subs</b>        |
|  | <b>Health and Wellbeing</b> – PE, Hospitality  |          |          |          |          | <b>HWB</b>             | <b>HWB</b>             |
|  | <b>Expressive Arts</b> – Music, Drama  |          |          |          |          | <b>Exp Arts</b>        | <b>Exp Arts</b>        |
|  | *Duke of Edinburgh/Core Skills – by invitation only                                  |          |          |          |          | <b>DofE</b>            | <b>DofE</b>            |
|  |  |          |          |          |          | <b>Mod Langs</b>       | <b>Mod Langs</b>       |
|  |  |          |          |          |          | <b>Faith in Action</b> | <b>Faith in Action</b> |
|  | Choice 1   | Choice 2 | Choice 3 | Choice 4 | Choice 5 | Subject Area           | Subject Area           |
| Subject choices – 5 plus 2 <u>elective</u>               |  |          |          |          |          |                        |                        |

# Practical Woodworking



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## **Practical Woodworking**

Practical Woodworking is available as a choice in the **Technologies** column.

### **Why study practical woodworking?**

In Practical woodworking you'll spend your time in the workshop making a variety of models. You will develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing wood. The skills you will acquire in this course will be valuable for learning, for life and for the world of work.

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

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

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

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

The course consists of the following units:

**Flat Frame Construction:** There are a huge range of wood joints that can be used to create a flat frame. Manufacturing frames is an essential for any crafts-person using wood. In S3 you'll make a range of flat frame projects.

**Carcase Construction:** There are a huge range of wood joints that can be used to make carcasses. You'll make a range of carcass projects throughout the course.

**Machining & Finishing:** Machine tools open up a whole world of different woodwork and craft options. In this unit you will use a range of machinery including a wood turning lathe, power drills and a mortice machine.

### **Course Assessment:**

Each project will be marked throughout the course. 70% of your mark comes from the practical work and 30% comes from an exam







# 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

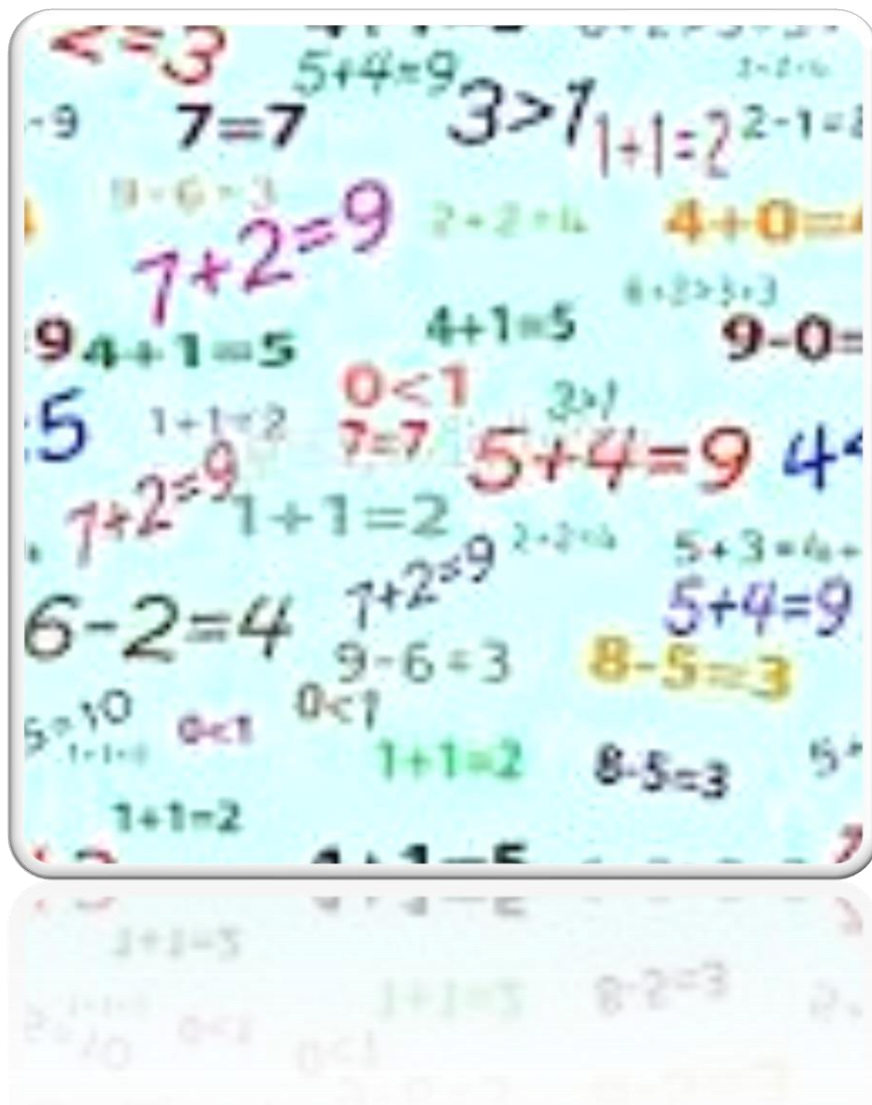
Relationships Education: Living in Love

#### S4

Living in a world of relationships/Faith in action

Relationships Education: Committed 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

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.

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.

## Courses

English will be offered at National 3, National 4 and National 5 levels. National 3 and National 4 courses have no external exams but have three units you have to pass:

- a) Reading and Listening – Analysis and Evaluation
- b) Writing and Talking - Creation and Production
- c) Literacy and/or an Added Value unit you have to do on your own with guidance from your teacher.

National 5 has two units you must pass to sit the final exam. The two units are:

- a) Reading and Listening – Analysis and Evaluation
- b) Writing and Talking – Creation and Production

The external exam is worth 70% of your final award and the Portfolio accounts for 30% of your award.

### Exam (70%)

1. Critical Essay on a text you have studied
2. Some form of Close reading that will be chosen by the SQA.

Writing Portfolio: 2 pieces of Writing of different genres (30%)

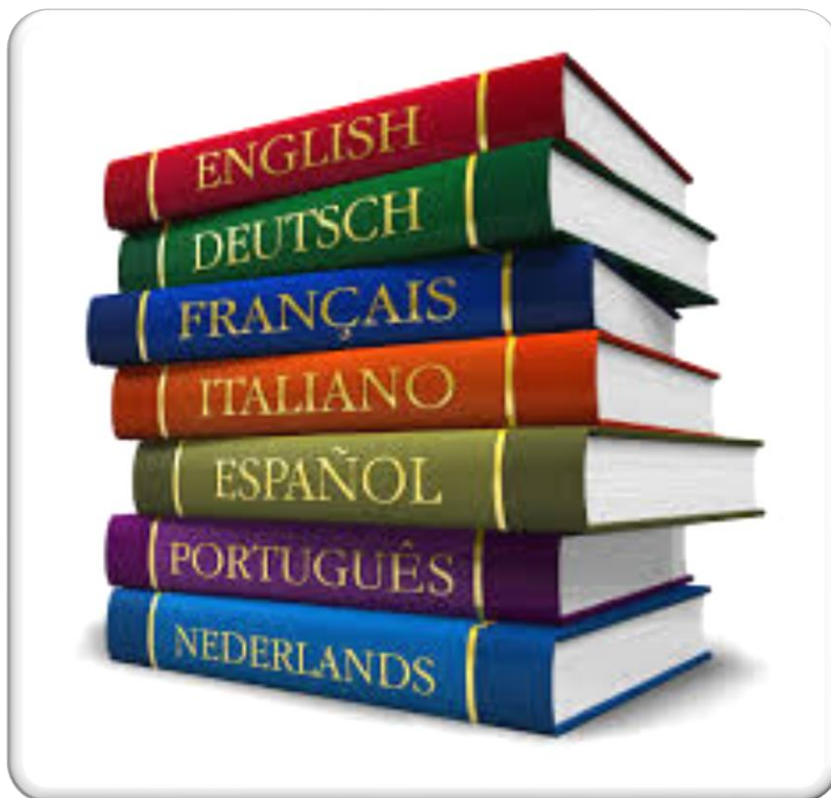
- Imaginative/Personal
- Discursive/Persuasive

## 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**

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.



# Accounts



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## Accounts – National 5 Only

Accounts is available as a choice within the **Technologies Column**. The Scottish government only offer Accounts **at National 5 level and above**.

### 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 how much a business is worth
- 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 be required to complete the following 3 course units: Preparing Financial Accounting Information, Preparing Management Accounting Information and Analysing Accounting Information as well as completing a formal SQA question paper and a practical accounting-related project at National 5.

### 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

On successful completion of National 5, pupils can progress to Higher Grade Accounting. Suitably qualified pupils can then apply to university to undertake a degree in Accountancy. Completion of the degree 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.

The course is also suitable for those who wish to pursue careers in management, law and banking.

# Administration and IT



## 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



## 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 be required to complete the following 3 course units: Understanding Business, Management of People and Finance and Management of Marketing and Operations as well as completing a Value Added Unit at National 4 and a formal SQA question paper and a practical business-related project at National 5.

### **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



## 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:**

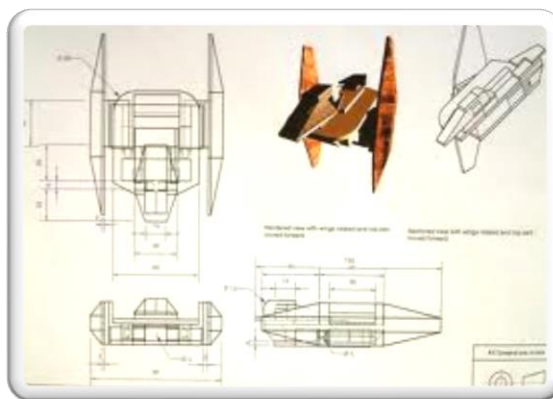
There are two units covered as part of this course. The first focuses on computer programming and software development. Pupils will be expected to complete both theoretical and practical activities in relation to programming. The second unit focuses on Information System design. In this unit pupils will develop skills in the creation of databases and web sites. There will be an added value coursework assessment as well as an end of year exam.

**Career and Further Study Opportunities:**

In S5 pupils can study Higher Computing Science. University 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.

# Hospitality: Practical Cookery



## **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)

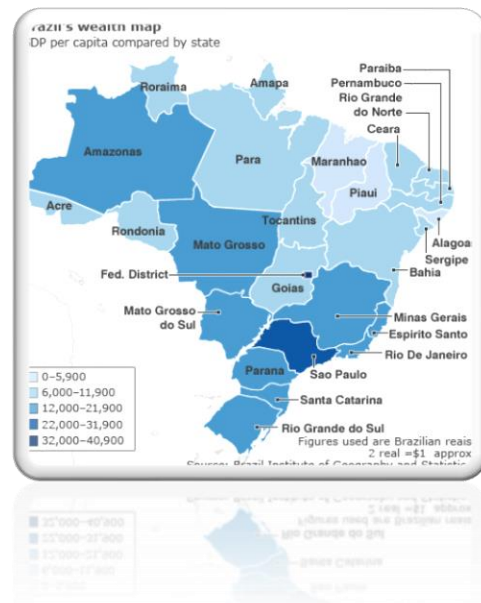
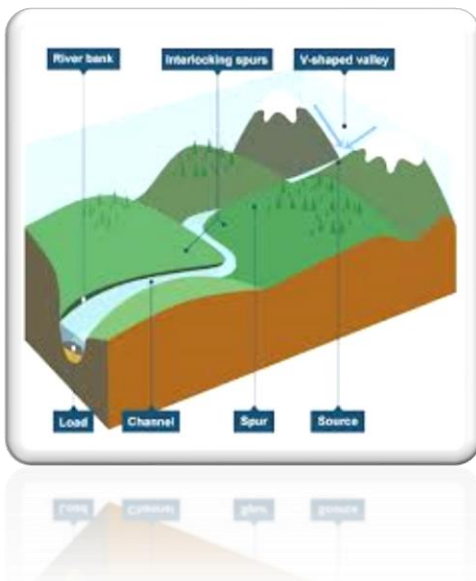
### **Homework**

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.

# 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 are either addressed in full or elected as part of the Geography course:

- Physical Environments
- Human Environments
- Climate change
- Impact of human activity on the natural environment
- Environmental hazards
- 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 and past paper work.

# History



curriculum for excellence



## 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 Atlantic Slave Trade 1770-1807

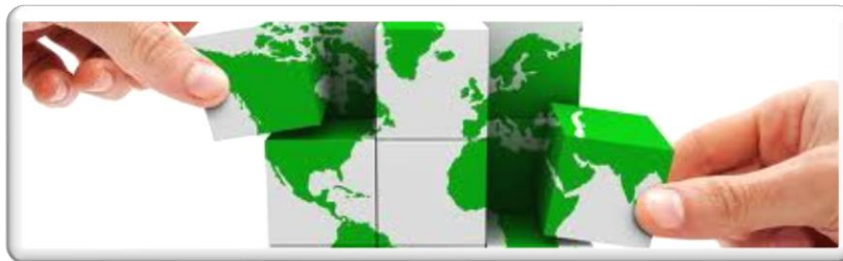
Free at Last? Civil Rights in the USA

### 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 or exam skills and past paper work.



# 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 have a choice of contexts for study which will be drawn from either the Scottish political system or the UK's political system.

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

Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on either social inequality or crime and the law. In the crime and the law context, learners 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.

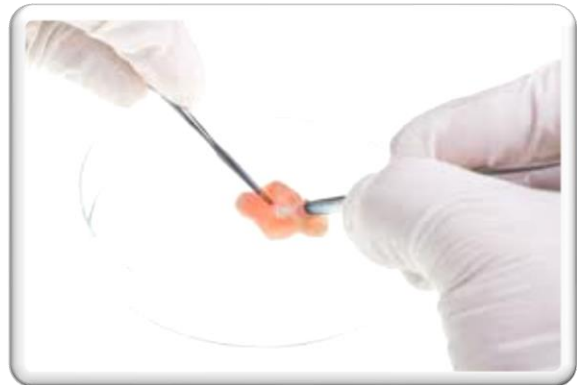
#### ***International Issues***

Learners have a choice of contexts for study. Contexts for study can be either a socio/economic and political study of another contemporary society or an international issue. The study of a contemporary society will focus upon recent socio-economic issues in a major world power 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 or exam skills and past paper work.

# 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**

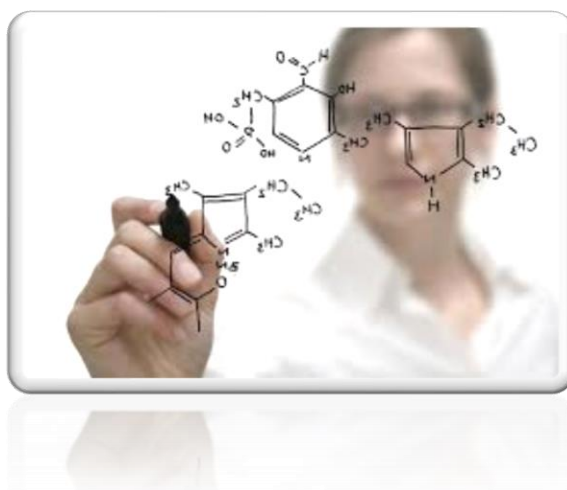
Learners would be expected to carry out homework regularly. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

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.

### **Course Content**

Learners will study:

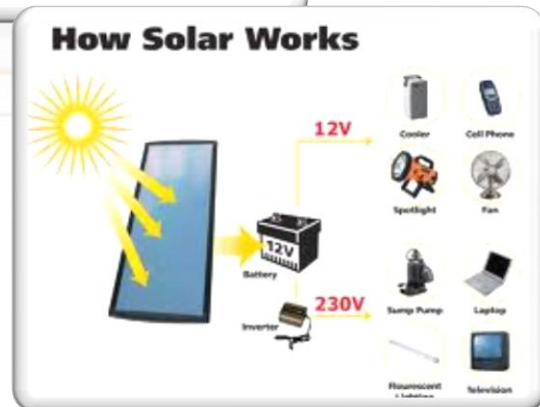
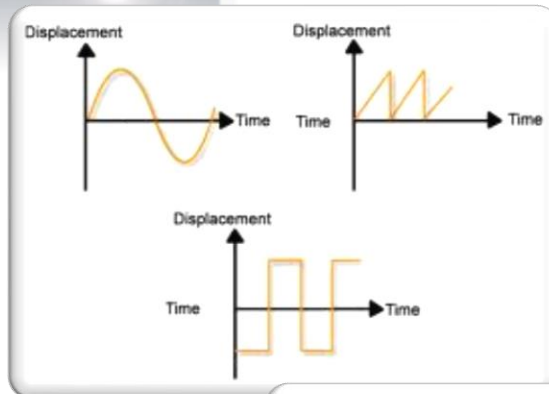
- Atomic Structure
- Nuclear Chemistry
- Fuels
- Chemical Reactions
- Consumer products
- Plants to products
- Acids and Metals
- Plastics & Ceramics
- Agrochemicals
- Chemical Analysis

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 a breadth and application of subject specific knowledge.

# 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 **Expressive Arts 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 **Expressive Arts 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.

# Music



curriculum for excellence



## **Music**

Music is available as a choice within the **Expressive Arts 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.

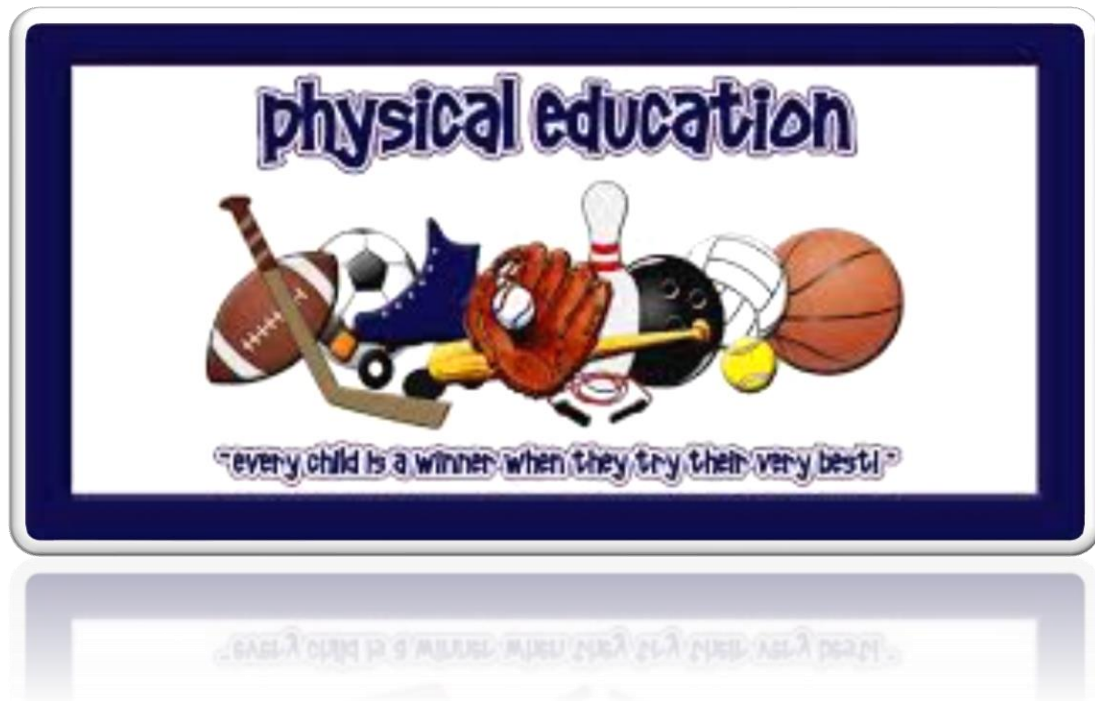
### **Extra-Curricular Activities**

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.

# Physical Education



curriculum for excellence



## **Physical Education**

Physical Education is available as a choice within the **Expressive Arts column**.

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

The main theme of the course is developing personal performance and skills in a number of physical activities. 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. They will build on their basic knowledge of factors which influence performance. Learners will be assessed practically in all activities through teacher observation sheets and/or video analysis.

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
- Revision for internal assessments
- Revision for external assessment at National 5

### **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.