

# *Choices For Our Future*



***Curriculum for Excellence Personalisation  
Choices for Pupils Entering Third Year***

**2017**

## A Curriculum for Excellence

### First steps towards specialisation and choice

A Curriculum for Excellence is a curriculum designed to engage pupils from ages 3 – 18. This is broken down into levels and stages as follows:

Curriculum Level	Stage
Early	For most pupils the pre-school years and P1
First	For most pupils to the end of P4
Second	For most pupils to the end of P7
Third, Fourth (commonly referred to as BGE)	For most pupils S1 to S3
Senior Phase	S4 to S6 and college or other means of study

In S1 and S2 your child has experienced a wide range of subjects as part of the BGE. This has involved a variety of subjects which are delivered under the banner of the following curricular areas:

**LANGUAGE**

**MATHEMATICS**

**SCIENCES**

**SOCIAL SUBJECTS**

**EXPRESSIVE ARTS**

**TECHNOLOGIES**

**HEALTH AND WELLBEING**

**RELIGIOUS AND MORAL EDUCATION**

In S3 your child will continue to follow these curricular areas, however he/she will have the opportunity to have some specialisation and choice within them. All pupils will continue to follow a BGE of experiences and outcomes, working at level 4. At an appropriate point in the transition towards the Senior Phase, pupils will progress to working on National 4 or National 5 qualifications. Further information about this will be provided to pupils and parents when this happens.

## So how do you decide what to choose?

### **You need INFORMATION!**

Where to get it:

- This booklet
- Parental Report (issued November 2016)
- The School: Telephone 01501 826701 to arrange an interview with Pupil Support Teachers or Ms Darragh Depute Head Teacher (S1 – S3)
- Information Evening (22 February 2017)
- Parents' Meeting (2 February 2017)
- Careers Service – our adviser is Sylvia Phee
- Family, friends, colleagues and employers
- YOUR CHILD

### **You need some ADVICE!**

- Choose subjects your child is good at
- Choose subjects your child enjoys (beware however that he/she may be choosing a subject because a pal has chosen it!)
- Choose subjects which will help with a career path your child has in mind
- Keep your options open! Yesterday's ambition to be a hairdresser could be today's ambition to be a plastic surgeon and tomorrow's ambition to be a mechanic!
- Be realistic. Try not to over- or under-estimate your child's ability. Expect and encourage them to work to the best of their ability.

### **You need to know the choices which are AVAILABLE!**

Look at the choice sheet accompanying this booklet. It is designed to ensure that a broad general education, covering all curricular areas, is maintained by pupils. If you experience any difficulties then please don't hesitate to make contact with the school to speak with the Pupil Support teacher. Pupils have been discussing personalisation and choice as part of the PSHE programme and each pupil will have a one-to-one interview with his/her Pupil Support Teacher to ensure, as far as possible, that curricular choice matches individual needs.



### **What will my child experience during the course?**

- Active and independent learning including planned critiques to discuss choices and monitor progress
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning. Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- Space for personalisation and choice: in both the expressive and the design units and in the practical activity
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- The Added Value Unit (Practical Activity) asks learners to produce a 'final solution' or piece of work for both the Expressive Unit and the Design Unit.
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### **National 4 Assessment**

- To gain National 4, learners must pass all Units
- Units are as pass or fail assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could take a variety of 2D or 3D forms. A portfolio may be prepared.



### **National 5 Assessment**

- To gain National 5, learners must pass both Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D and may include sketch books, extended writing, notes, group discussions, reviews, critiques
- The Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.



DESIGN PORTFOLIO

**Jobs with an Art and Design qualification:** Architect, Illustrator, Animator, Graphic Designer, Jewellery Designer, Fashion/Textiles/Costume Designer, Interior Designer, Product Designer, Furniture Designer, Make-up Artist, Artist, Photographer, Art & Design Teacher, Theatre Set Designer, Model Maker, Production Designer, Theatre/Television/Film and many more.

An Art and Design qualification also informs employers within other industries and professions that you are a creative and dynamic thinker, who is good at solving problems, and works well independently to meet deadlines.



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## EXPRESSIVE ARTS : MUSIC : Faculty Head - Mrs Cupples

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The Music Course is designed to help learners develop their knowledge of music concepts and music literacy, and to integrate and apply this understanding in practical learning activities. The Course enables learners to develop skills in performing, creating and understanding music in a wide variety of contexts. It provides the opportunity for learners to develop and consolidate a general interest in music.

The aims of the Course are to enable learners to:

- perform a variety of music on their selected instruments or instrument and voice
- develop skills in creating music
- develop their musical literacy through an understanding of a range of music concepts and ideas
- develop skills in musical analysis and to discriminate between a range of styles and genres of music
- reflect on and evaluate their own work and that of others

### Course Content

At all levels there are three elements to the course:-

**Performing Skills   Composing Skills   Understanding Music**

All the Units in the Course include practical learning activities and supporting contextual knowledge of music concepts and music literacy. The Course has been designed to provide scope to broaden learners' awareness and understanding of a wide range of music styles and forms.

Pupils will be required to choose two instruments - these are usually carried on from their choice of first and second instruments in S2.

The course includes opportunities to develop awareness of a wide range of music and music styles.

### Home Learning Activities

Apart from daily rehearsal on both instruments, learners will have composition studies and literacy studies to complete at home.



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**ENGLISH DEPARTMENT : Principal Teacher - Miss Reilly**

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**S2-S3 Specialisation and Choice Information**

In Third Year pupils will be given the opportunity to build on the skills they have learned throughout their time in English at Calderhead. Initially, each pupil will be placed in a class section appropriate to his/her ability and level of effort. Thereafter, pupil progress will be monitored and should a pupil show an improvement / deterioration in performance, he/she may be transferred into another section where the work is more suitable.

English in Third Year focuses on four main elements:

- Reading**
- Writing**
- Talking**
- Listening**

Each aspect will be continually assessed by staff members in the department and pupils will be able to show their proficiency for each genre in a number of ways:

**Writing** - includes creative writing, personal writing, discursive / persuasive writing

**Reading** - includes reading for enjoyment, close reading of short passages and the study of extended literary text.

**Talking** - includes solo talks, group talks and presentations.

**Listening** - includes listening to texts and listening to other members of the class before responding in appropriate ways.

**Literacy across Learning**

In addition to the above elements of the English course in S3 pupils will also be expected to improve their literacy skills. They will build a set of skills which will give them the chance to engage fully in society, not just in an English classroom. Pupils will be given the tools to communicate clearly in other subjects in schools as well as outside of school whether that means socialising with friends or speaking to employers. Our focus will be on delivering skills to pupils that they will use regularly in



everyday life. We recognise the importance of talking and listening and the effect of collaborative working in the development of thinking and learning.

### **Active Learning**

The English department prides itself on the fact that we make learning an active process that involves pupil discussion and values the ideas and opinions given from individuals in the class. It is important that pupils are given the opportunity to enjoy their learning and have a choice in what they study and how they study it.

The English department offers S3 pupils the chance to get actively involved in their learning through our extensive and skilled use of co-operative learning. We show pupils how to effectively work as part of a team and contribute successfully. Pupils will often work in teams or pairs and depend on each other to complete a task correctly. On many occasions pupils will be expected to pass on their knowledge to others and to share their expertise in a particular area. This not only helps improve literacy skills but also helps improve social skills.

### **Assessment**

Pupil class work will be continually assessed by classroom teachers throughout Third Year against level three or level for Experiences and Outcomes.

In addition, the English department is building on the principles of Assessment for Learning to allow pupils to take more ownership of their learning and to have more pride in their final pieces of work. Pupils in S3 will be expected to participate in self and peer assessment using success criteria made available from the class teacher and the Assessment Booklet the department uses.



## Media studies



This course is essay based focusing on the study of films, television adverts and journalism. In this course you will analyse the different techniques used by film makers and comment on their effectiveness in your understanding of media.

The Media Course will enable learners to analyse and create media content. Learners will develop their understanding and development of their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. Pupils will be developing both theoretical knowledge of the media and the ability to create media content.

By choosing this course it will lead pupils to National 5 > Higher Media studies.

In these courses there are three main units:

- 1 study of fiction
- 1 study of non-fiction
- Production

The future exams are based on the writing of three essays. Two of these essays will be unseen on the day of the exam:

- Non-fiction essay - 20 marks
- Fiction essay - 20 marks

The final essay is based on an internal production unit that has been worked on in class.

- The creation of your media text will be entirely your own work. You will have to invent, manifest and produce a piece of media (for example on film) with little class/teacher input which is then the basis of the following essay;
- Production essay (internal) - 40 marks

All elements of the course are externally graded by the SQA.

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## HUMANITIES : Principal Teacher – Mr Purdie

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### National 4/5 Geography

The Humanities Department will offer Geography at National 4 and National 5. Learners will study Geography over two years beginning in S3 with Level 4 Experiences and Outcomes before progressing to National 4 and National 5 during S3. A variety of teaching methodologies will be used by classroom teachers and will include individual work, group work and cooperative learning activities. Learners will use a range of sources to study various aspects of Geography. A variety of visual resources are also used including DVDs computers and the smart board.

### Units of Work

Learners will study three units of work over the two years.

- **Physical Environments.** Pupils will learn about different landscapes in the UK and how they are formed. They will learn about the features found in river landscapes, glaciated uplands, limestone uplands and coastal landscapes and describe how they are formed. Pupils will learn about how these landscapes can be utilised by humans and possible impacts humans can have on these environments. They will also learn about the weather conditions across the UK and how this impacts on people in the UK.
- **Human Environments.** Pupils will learn about differences between ELDCs (poor countries) and EMDCs (rich countries) by looking at levels of development within countries (UK, Germany and India), urban change and housing (Glasgow, Rio De Janiero), rural change (UK and India) and industrial change (Iron and Steel) over time.
- **Global Issues.** Pupils will learn about global issues around the world. This will include learning about Development and Health around the world (Malaria, HIV/Aids and heart disease), deforestation (Amazon Rainforest) and desertification (Sahel, Sahara desert) and Environmental Hazards (volcanoes, earthquakes and tropical storms)

### **Assessment at National 4**

- An internal assessment for each unit.
- Learners will also complete an Added Value Unit which will be chosen from one of the units of work
- There is no external examination at this level
- On completion of *Geography* at National 4, learners may progress to National 5.

### **Assessment of National 5**

- Assessment at National 5 *Geography* will be a combination of both internal and external procedures. To gain the course award, learners must pass all unit assessments as well as the course assessment.
- Learners will complete an internal assessment for each unit
- Learners will also complete an Assignment which is worth 25% of the final grade. This will be a research topic chosen by the learner from one of the three units
- Learners will also sit a question paper in a final examination. This will be worth 75% of the final grade. A grade of A-D will be allocated on the basis of the Assignment and final Examination.
- On completion of National 5, learners may progress on to *Higher Geography*.

### **Home learning**

To assist learning and progression pupils choosing to study *Geography* in S3 and S4 will be expected to complete a variety of homework tasks. They will also be required to produce an assignment at home, practice exam style questions and revise their notes regularly.



## National 4/5 History

The Humanities Department will offer History at National 4 and National 5. Learners will study History over two years beginning in S3 with Level 4 Experiences and Outcomes before progressing to National 4 and National 5 during S3. Pupils will complete their course in S4. A variety of teaching methodologies will be used by classroom teachers and will include individual work; group work and co-operative learning activities. Learners will enjoy writing; making; saying and doing a variety of historical tasks using primary and secondary sources. A variety of visual resources are also used including DVDs, Computers and the Smart Board.

### Units of Work

Learners will study 3 units of work over the two years

- *Scottish History: Migration & Empire 1830-1939*  
Irish immigration to Scotland 1830s-1939, European immigration to Scotland 1880s-1939, Scottish emigration 1830s-1939 and Scots abroad 1830s-1939
- *British History: The Great War 1914-1918*  
The outbreak of war, the Western Front, the Home Front and armistice, peacemaking, and the aftermath of war.
- *European History: Free At Last? Civil rights in the USA 1918-1968*  
The 'open door' policy and immigration to 1928, 'separate but equal' to 1939, civil rights campaigns 1945-1964 and the ghettos, and black American radicalism.

### Assessment at National 4

- An internal assessment for each unit.
- Learners will also complete an Added Value Unit which will be chosen from one of the units of work
- There is no external examination at this level
- On completion of History at National 4, learners may progress to National 5.



## Assessment of National 5

- Assessment at National 5 History will be a combination of both internal and external procedures. To gain the course award, learners must pass all unit assessments as well as the course assessment.
- Learners will complete an internal assessment for each unit
- Learners will also complete an Assignment which is worth 25% of the final grade. This will be a research topic chosen by the learner from one of the three units
- Learners will also sit a question paper in a final examination. This will be worth 75% of the final grade.
- A grade of A-D will be allocated on the basis of the Assignment and final Examination.
- On completion of National 5, learners may progress on to Higher History.

## Home learning

To assist learning and progression pupils choosing to study History in S3 and S4 will be expected to complete a variety of homework tasks.



## National 4/5 Modern Studies

The Humanities Department will offer Modern Studies at National 4 and National 5. Learners will study Modern Studies over two years beginning in S3 with Level 4 Experiences and Outcomes before progressing to National 4 and National 5 during S3. Pupils will complete their course in S4. A variety of teaching methodologies will be used by classroom teachers and will include individual work, group work and cooperative learning activities. Learners will use a range of sources to study various aspects of contemporary society. A variety of visual resources are also used including DVDs, computers and smart board.

### Units of Work

Learners will study three units of work over the two years.

- *Democracy in Scotland and the United Kingdom.* Learners will investigate the main features of the United Kingdom's political systems and institutions and Scotland's place within them. They will examine the role of UK citizens in the political systems
- *Social Issues* . Learners will investigate an aspect of social inequality. They will identify the consequences of social inequality for society and the ways society attempts to tackle inequality.
- *International Issues.* Learners will use a range of sources to investigate a significant international issue. They will identify the cause of this issue and analyse the methods used to address it.



### Assessment at National 4

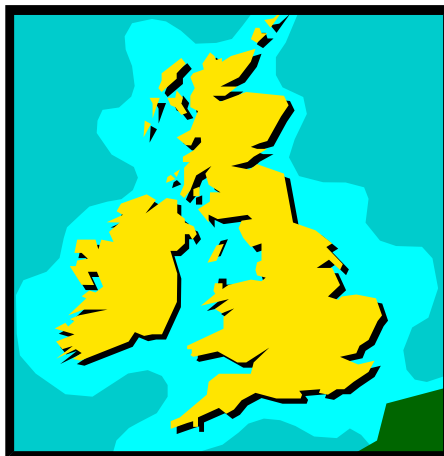
- An internal assessment for each unit.
- Learners will also complete an Added Value Unit which will be chosen from one of the units of work
- There is no external examination at this level
- On completion of Modern Studies at National 4, learners may progress to National 5.

## **Assessment of National 5**

- Assessment at National 5 Modern Studies will be a combination of both internal and external procedures. To gain the course award, learners must pass all unit assessments as well as the course assessment.
- Learners will complete an internal assessment for each unit
- Learners will also complete an Assignment which is worth 25% of the final grade. This will be a research topic chosen by the learner from one of the three units
- Learners will also sit a question paper in a final examination. This will be worth 75% of the final grade. A grade of A-D will be allocated on the basis of the Assignment and final Examination.
- On completion of National 5, learners may progress on to Higher Modern Studies.

## **Home learning**

To assist learning and progression pupils choosing to study Modern Studies in S3 and S4 will be expected to complete a variety of homework tasks. They should also regularly read newspapers, watch TV news and relevant documentaries, as well as accessing appropriate internet resources.





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## RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES (RMPS)

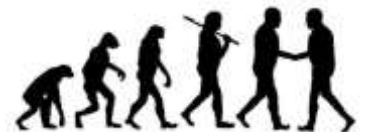
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The aim of RMPS is to develop a pupil's understanding of the world around us and the impact that religious and non-religious beliefs have on our lives.



In S3 the focus of RMPS is to look at a variety of moral issues with pupils studying *Gender* both here in the UK and in the Developing World. Pupils will also have the opportunity to research into another moral issue of their choice and complete an assignment on this.

The focus of S4 turns to philosophy and the ultimate questions in *Life* in particular how life began and the human condition. Pupils will learn about the religious and non-religious viewpoints while studying the Big Bang, Evolution and the existence of suffering and evil.



### Assessment

While there is no final exam for this core subject, pupils will be given the opportunity to sit and achieve either a N4 or N5 unit award.

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## **MATHEMATICS DEPARTMENT : Principal Teacher – Miss Paterson**

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Experience in mathematical thinking makes a valuable contribution to the education of all pupils. Everyone uses some form of Mathematics in everyday life. As a result, Mathematics forms part of the core, and all pupils will study Maths in S3/4.

The Mathematics course studied in S3 can be seen as an extension of the 2<sup>nd</sup> and 3<sup>rd</sup> Level courses taught in S1/2 as part of the broad general education.

Throughout the broad general education phase pupils have been arranged to allow progress towards the National Qualifications.

### **Mathematics**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

In addition, mathematics allows learners to acquire and develop a number of attributes and capabilities, for example:

- success in mathematical learning and activity leads to increased confidence as an individual
- being numerically capable, especially in financial matters, helps towards being a responsible citizen
- being able to understand and communicate mathematical ideas will aid being an effective contributor.

### **Active Learning**

Within the maths department pupils take part in a variety of activities including group activities, projects and sharing ideas. We encourage pupils to discuss their findings and realise the relevance of their learnings in real life situations.

### **Numeracy Across Learning**

Every pupil through the broad general education phase will also experience numeracy across many aspects of the curriculum.

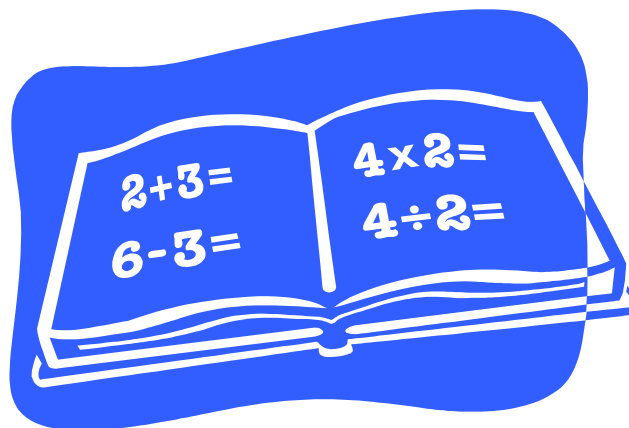
### Home Learning

Homework is a vital part of all the Mathematics courses. A formal piece of homework will be issued each week with the results recorded by the class teacher. Additional homework may be issued to help an individual pupil or class.

### Careers

Apart from the value to be gained by studying the subject in its own right, Mathematics has a place as support for other subjects, particularly Science, Computing, Business Studies and Technological Studies.

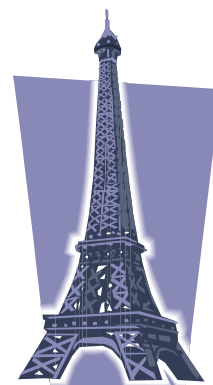
Passes in Mathematics at National Qualification Levels will be required for entry to many university and college courses including Accountancy, Science, Architecture, Engineering, Pharmacy and Teaching and many more.



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**MODERN LANGUAGES DEPARTMENT : Principal Teacher - Miss Thompson**

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**Specialisation & Choice  
Modern Languages Department 2017/18**

- P7 French (Transition Project, previous knowledge)
- S1 French/Spanish (BGE - Broad General Education)
- S2 French/Spanish (BGE - Broad General Education)
- S3 French and/or Spanish N3 (BGE - Broad General Education)
- S4 National 4 or National 5 French courses
- S5/6 Higher French (new curriculum courses N5/N6)

**Course Summary**

A broad general entitlement of Modern Languages under Curriculum for Excellence in S3 allows pupils to continue to learn French or Spanish. Our objective is to entice pupils into learning foreign languages by linking their learning into current enjoyable topics, developing their language skills of reading, writing, listening and talking as well as enhancing their communication and ICT skills. We promote a positive and supportive language environment with current resources helping to make learning a foreign language meaningful and relevant to young people's lives and helping them to develop European and cultural awareness.

In S3 French pupils will be placed in a class appropriate to their ability and skill set acquired in S1 and S2. Pupils in S3 will begin at level 4 where appropriate and class

teachers will decide thereafter the stage of progression onto N4 and N5 in S4. Pupils will sample a wide range of experiences and outcomes across the following skills:

- Listening and talking
- Reading
- Writing

Spanish is offered in S3 at SQA National 3. Pupils learning Spanish in S3 will complete topic based language units with assessments to boost their language skills. In order to progress to Spanish N4 level in S4, pupils will have to pass four SQA unit assessments outcomes in Spanish. Cultural elements of our courses are interspersed throughout the years with interdisciplinary projects and studying French films. This helps pupils to develop their cultural awareness of the countries where the French language is spoken. AiFL is at the heart of all language lessons which helps pupils to take ownership of their own learning and that of others.

Homework is an imperative part of learning any language. The bulk of homework in S3 will be:

- to revise & learn new vocabulary and phrases
- to complete grammar exercises
- to translate sentences or short paragraphs into French or English
- to write a short piece in French on a particular topic
- to do ICT research
- to rote learn questions, answers or a short talk in French

Looking forward, National 4 and 5 qualifications will be continuously assessed and quality assured for verification. They will be designed to meet the long term needs of our pupils going onto tertiary education and into the working world. Pupils will be equipped with language skills which can be generically applied to any workplace situation.

### **Careers with languages:**

Nowadays in our modern world, the demands of having a qualification in at least one foreign language is desirable and often an essential skill in every industry ranging from education, travel & tourism, health, hospitality, national & international business, special forces, hospitality, government, fashion, construction, automotive, sport and many more!



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## HEALTH & WELLBEING : PHYSICAL EDUCATION :

Faculty Head - Miss Wilson

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**Physical Education sits within the Health and Wellbeing Curriculum Area.**

Pupils will continue to follow a broad general curriculum in S3, focusing on the level 4 Experiences and Outcomes which will allow progression to National 4 or National 5 in S4.

The National 4 and National 5 courses have **2 mandatory Units:**

### **1. Performance Skills:**

At **National 4** pupils will develop:

- a range of movement and performance skills in straightforward contexts
- some consistency in their control, fluency and spatial awareness
- the ability to respond to physical demands of performance in a safe and effective way.

At **National 5** pupils will develop:

- a broad range of movement and performance skills
- the ability to select, use, demonstrate and adapt these skills
- consistency in their control and fluency during movement

### **2. Factors Impacting on Performance:**

At **National 4** pupils will:

- develop their knowledge of the factors that impact on performance
- record, monitor and reflect on their on performance

At **National 5** pupils will:

- demonstrate knowledge, understanding and application of the factors that impact positively and negatively on performance
- consider the effects of mental, emotional, social and physical factors on their own performance
- plan for, record, monitor and evaluate performance development

### **Course Assessment at National 4:**

The focus will be on application and challenge.

Pupils will be assessed through a performance where they must provide evidence of their ability to plan for, carry out and reflect on a performance in an activity of their choice.

There is no external examination at this level.

### **Course Assessment at National 5:**

The focus will be on challenge, requiring greater depth of knowledge, and application in practical and theoretical contexts.

Pupils will be assessed through a combination of a performance and a portfolio, which will be graded A-D.

The portfolio will be generated by the pupil with support from the teacher and will have 40% of the total mark

The performance will have 60% of the total mark.

### **Homework:**

Pupils will learn in a practical context during 2 periods and a classroom setting 1 period. Homework will be issued regularly and is necessary to enhance understanding at both National 4 and National 5 level.



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## HEALTH & WELLBEING : CORE PE S3 & S4 : Faculty Head – Miss Wilson

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### CORE PE - S3 and S4

In S3 pupils will continue to follow a broad general curriculum, focusing on the level 4 Experiences and Outcomes. They will develop a range of transferable skills and learn through a variety of contexts including:

- Invasion Games
- Central Net and Wall Games
- Aesthetics
- Striking and Fielding
- Athletics
- Social Dance
- Health and Fitness

In S4 pupils will learn through a Sports Education model. They will develop their ability to co-operate and communicate with others in order to organise and lead sessions. Pupils will be given an element of choice with regards to the activities in which they participate, including:

- Volleyball
- Basketball
- Hockey
- Football
- Badminton
- Fitness
- Mini Tennis
- Cycling
- Gymnastics
- Dance





## HEALTH & WELLBEING : HEALTH & FOOD TECHNOLOGY : Faculty Head – Miss Wilson

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### National 4/5 Hospitality Practical Cookery

**Units:**       Cookery Skills, Techniques and Processes (National 4/5) 6 SCQF credits  
                  Understanding and Using Ingredients (National 4/5) 6 SCQF credit points  
                  Organisational Skills for Cooking (National 4/5) 6 SCQF credit points

#### Purpose of the Course

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.



#### The aims of the Course are to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

#### Information about typical learners who might do the Course

- This Course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.
- The Course takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Neither the mode nor the period of delivery is prescribed, and centres will be free to demonstrate a range of teaching methods and to draw on a range of mechanisms supporting delivery.

## Recommended Entry

- National 4 Hospitality: Practical Cookery Course or relevant component Units
- National 4 Health and Food Technology Course or relevant component Unit
- National 3 Hospitality: Practical Cookery Course or relevant component Units
- National 3 Health and Food Technology Course or relevant component Units

## The Skills and knowledge that learners will be able to develop:

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding the importance of food safety and hygiene and working safely and hygienically
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding the importance of sourcing sustainable ingredients
- understanding of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, and organisational and time management skills in a largely familiar cookery context
- producing, portioning and presenting dishes appropriately

## Course Assessment

- All units have internal unit assessments.
- To complete the course learners are assessed by completing an integrated project

## Progression

After successfully completing this course pupils will be able to undertake further study in:

- other qualifications in Hospitality or related areas at SCQF level 6
- further study, employment or training

After successfully completing this course pupils will be able to undertake careers in:

- Hospitality
- Catering
- Caring Professions
- .....and many more!



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## SCIENCE DEPARTMENT : Principal Teacher - Mrs Crosbie

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### SUBJECTS OFFERED

The department offers all 3 science subjects.

**Biology**  
**Chemistry**  
**Physics**

The individual Sciences are detailed in the following pages.

Pupils may choose to study only one Science subject, or a combination of two, Biology and Chemistry, or Physics and Chemistry

#### Progression Routes - within a subject

Results in S4		Course of Study in S5		Course of Study in S6
National 4	→	National 5	→	Higher
National 5	→	Higher	→	Advanced Higher (if available)

#### Progression Routes – changing a subject

Results in S4		Course of Study in S5		Course of Study in S6
National 4 in one Subject	→	National 4 in another (if available)	→	National 5 in the second subject
National 5 in one Subject	→	National 5 in another (if available)		Higher in the second subject

'Crashing' a Higher in S5 or S6 is not recommended, so make sure you choose your science subjects carefully!

The Science Department encourages pupils to be the best they can be. Staff are always available to give help and support. We offer lunchtime tutorials to help with exam preparation and homework, and encourage pupils to attend events like an Easter Study School.

In all our courses, emphasis is placed on making the material relevant to the pupils' needs, and as enjoyable as possible.

Studying any Science will provide a range of core skills to help pupils succeed, in learning, working with others, and problem solving.

**Are there Experiments?**

Many of the concepts in the courses are introduced by experiment work. In addition, students will have the opportunity to learn and develop a range of practical laboratory skills.



## BIOLOGY

### What is it?

Biology is the science of life, and all living things. It is relevant to everyone, and has close links with the other sciences.

### Who needs it?

Biology is particularly important in the following careers: Nursing, childcare, doctor, food and drug industry, dentist, vet, primary teacher, medical receptionist, dental hygienist, social worker, hairdresser, beautician, working with animals, sports coaching, paramedic, secondary teaching, industrial research scientist, medical biochemist.

### What's in the course?

The new biology courses for S4 further develop the CfE experiences and outcomes covered S1 to S3.

The topics that will be studied include

#### **Cells**

- Cell structure and organisation
- How cells divide
- How science and medicine uses cells
- Ethical and topical issues

#### **Plants**

- How plants make food
- How we use plants
- Food production
- Commercial plant growing

#### **Energy**

- How animals and plants use energy
- The biochemistry of energy

#### **Inheritance**

- How physical characteristics are passed on
- The molecules of inheritance
- Genetic engineering

#### **The environment**

- Variety of organisms and their adaptations
- How organisms are connected
- How human activity affects the environment

#### **Biological systems**

- Organ systems
- Role of health technology
- Immunology
- Effects of lifestyle choices



### **Is there homework?**

Pupils will be expected to complete homework tasks, which will be marked by the class teacher. In addition, pupils are expected to read over their notes, and learn new material

## **CHEMISTRY**



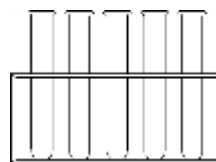
What is it?

Chemistry is all around us, in the air we breathe, the food we eat and the clothes we wear. The courses offered aim to give pupils an insight into the importance of Chemistry in everyday life, but also cover the important chemical concepts to allow pupils to extend their studies, if wished.

### **Who needs it?**

Chemistry is needed in the following careers:

Pharmacy, physiotherapy, dentistry, medicine, nursing, vet, engineering, food technology, laboratory technician, forensic science, hairdressing, textile technology, teaching, business management, research.



### **What's in the course?**

The study of chemistry is broken down into 3 units, *Chemical Changes and Structure*, *Natures Chemistry* and *Chemistry in Society*. These cover a wide range of topics including.....

- ☠ Chemical reactions
- ☠ Reaction rates
- ☠ Substances and bonding,
- ☠ Acids and alkalis
- ☠ Metals and their reactions,
- ☠ Plastics and synthetic fibres
- ☠ Fuels and carbon compounds
- ☠ Soaps and dyes
- ☠ Atomic structure,
- ☠ Symbols and the mole

### **Is there homework?**

Pupils will be expected to complete homework tasks, which will be marked by the class teacher. In addition, pupils are expected to read over their notes, and learn new material.

## PHYSICS

### What is it?

Physics is the study of how everything in the Universe works. It investigates from the very small world of atoms and waves to vast objects such as galaxies.

The study of Physics can help pupils understand the world around them, from The Big Bang to Wi-fi.



### Who needs it?

The problem solving skills gained by Physics students is valuable in almost any career but is particularly useful in: engineering, medicine, architecture, telecommunication, computing, physiotherapy, renewables technology, environmental science, astronomy, business and finance.

### What's in the course?

The study of physics in S3 is broken down into 4 topics: Waves, Electricity, Space and Kinematics. All units cover a wide range of topics including:-

- Speed and motion
- Waves and communication
- Light and sound
- Space technology
- The Big Bang
- Energy Conservation
- Electrical circuits

### Is there homework?

Pupils will be expected to complete homework tasks, which will be marked by the class teacher. In addition, pupils are expected to read over their notes, and learn new material.

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## TECHNOLOGIES DEPARTMENT : Faculty Head – Mr Higgins

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### Administration and IT

**Units:**       Administrative Practices  
                  IT Solutions for Administrators  
                  Communication in Administration

#### Purpose of the Course

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

#### Information about typical learners who might do the Course

- This Course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further.
- Learners will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing; the ability to use technology, including the internet, for electronic communication and investigation; and the ability to organise, manage and communicate information.
- The Course will support learners' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work.



#### Course Content

##### Administrative Theory and Practice

1. Provide an account of administration in the workplace.
2. Interpret a given brief and carry out appropriate administrative tasks in the context of organising and supporting events



##### IT Solutions for Administrators

1. Use a spreadsheet application to interpret a given brief.
2. Use advanced functions of a relational database to interpret a given brief.
3. Use advanced functions of word processing to interpret a given brief.



**Communication in Administration**

1. Use technology to extract information, and be able to evaluate sources of information
2. Use advanced functions of technology to prepare and communicate information by interpreting a given brief, to convey a professional image.

**Skills and knowledge that learners will be able to develop:**

- skills, qualities and attributes required of administrators;
- skills in using the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing, in familiar administrative contexts;
- skills in organising and supporting events;
- skills in using technology, including the internet, for electronic communication and investigation in largely familiar administrative contexts;
- knowledge and understanding of key legislation affecting both organisations and employees;
- knowledge and understanding of the benefits to organisations of good customer care;
- skills in organising, managing and communicating information in largely familiar administrative contexts;
- problem solving skills in largely familiar administrative contexts.



**Progression**

- **After successfully completing this course pupils will be able to undertake further study in:**
- National 4/5/6 Administration & IT
- National 4/5/6 Business Management
- Other Technological National 4/5 courses

- **After successfully completing this course pupils will be able to undertake careers in:**

- Office administration and IT
- Healthcare
- Education
- Human resources
- .....and many more!



## Business Management

**Units:**        **Understanding Business**  
                  **Management of People & Finance**  
                  **Management of Marketing & Operations**

### Purpose of the Course

The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts.

### Information about typical learners who might do the Course

- The Course is suitable for all learners interested in entering the world of business — whether as a manager, employee or self-employed person — as it gives learners knowledge of the business environment.
- The Course fosters a greater understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.
- The combination of practical and theoretical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.



### Course Content

- Understanding Business**
1. Give an account of the key objectives and activities of small and medium-sized business organisations.
  2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.
- Management of People & Finance**
1. Apply knowledge and understanding of how the management of people contributes to the success of small and medium sized organisations.
  2. Apply knowledge and understanding of how the management of finance contributes to the success of small and medium sized organisations.
- Management of Marketing & Operations**
1. Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations.

2. Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations.

## Skills and knowledge that learners will be able to develop:

- knowledge and understanding of the impact of business activities on society, in contexts which have some complex features
- decision making – by applying the ideas of ethical and effective business
- decisions to solve straightforward business-related problems
- communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity
- knowledge and understanding of how entrepreneurial attributes can help in business development
- understanding how to enhance employability skills
- knowledge and understanding of the contribution of staff to business success
- interpreting and evaluating straightforward business financial data to ensure effective financial management
- analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction
- evaluating a range of production techniques used to maximise the quality of goods/services



## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
  - National 4/5/6 Business Management
  - National 4/5/6 Administration and IT
  - Other Technological National 4/5/6 courses



- **After successfully completing this course pupils will be able to undertake careers in:**
  - Banking
  - Human Resources
  - Accountancy
  - Risk Management

.....and many more!

## Design and Manufacture

**Units:**      **Design**  
                  **Materials and Manufacturing**

### Purpose of the Course

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

### Information about typical learners who might do the Course

- This Course is a broad-based qualification, suitable for learners with an interest in design and technology generally.
- It is suitable for learners with an interest in product design in particular.
- The world of design and manufacturing covers a vast spectrum of experiences. Some products are designed to create an emotional or visual impact; others are more functional in their requirements. These facts allow the Course to be flexible in nature and allow scope for personalisation and choice for each learner.



### Course Content

#### Design

1. Identify factors that influence design and apply these in a design task.
2. Develop and communicate design concepts for a design task.
3. Evaluate an existing product.

#### Materials and Manufacturing

1. Investigate materials for manufacturing tasks in a workshop context.
2. Prepare for manufacturing tasks in a workshop context.
3. Plan and implement a manufacturing sequence for a prototype.
4. Review manufacturing processes and a finished prototype

## Skills and knowledge that learners will be able to develop:

- Evaluating existing products.
- Using a range of research techniques.
- Applying a range of basic idea generation techniques.
- Writing a simple specification.
- Applying a range of creative design.
- Using graphic techniques to visually represent design solutions.
- Using a range of simple modelling and manufacturing.
- Planning a simple manufacturing process.
- Selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products.
- Evaluation of their own design proposals and applying suggestions for improvement.
- Knowledge and understanding of design and manufacturing on our environment and society, factors that influence the design and manufacture and understanding of a range of manufacturing processes and the properties and uses of materials.



## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**
  - National 4/5/6 Design and Manufacture
  - National 4/5/6 Graphic Communication
  - National 4/5 Practical Metalworking
- **After successfully completing this course pupils will be able to undertake careers in:**
  - Product Design
  - Engineering
  - Architecture
  - Manufacturing
  - .....and many more!



## Graphic Communication

**Units:** 2D Graphic Communication  
3D and Pictorial Graphic Communication

### Purpose and aims of the Course

The Course provides opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. The Course is practical, exploratory and experiential in nature. The Course allows learners to engage with technologies and to consider the impact that graphic communication technologies have on our environment and society.

### Information about typical learners who might do the Course

- This Course is a broad-based qualification, suitable for learners with an interest in graphic communication — both digital and paper-based.
- The course is largely learner-centred and includes practical and experiential learning opportunities.
- On completing the Course, learners will be able to: initiate, develop and communicate ideas graphically; interpret graphic communications initiated by others; use graphic communication equipment, software and materials effectively; and apply knowledge and understanding of graphic communication standards and protocols.
- In addition, learners will have developed: design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; and spatial awareness and visual literacy.



### Course Content

#### 2D Graphic Communication

1. Produce and interpret 2D sketches and drawings
2. Produce preliminary 2D designs and illustrations for single-page promotional displays
3. Create 2D promotional graphic layouts

#### 3D and Pictorial Graphic Communication

1. Produce and interpret pictorial sketches
2. Pictorial drawings and 3D models
3. Produce pictorial and 3D illustrations

## The Skills and knowledge that learners will be able to develop:

- Replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials.
- Initiating and producing simple preliminary, production and presentation graphics in straightforward, familiar and some new contexts.
- Spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations.
- Using standard graphic communication equipment, software and materials effectively for simple tasks.
- Knowledge of graphic communication standards and conventions, applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features.
- Knowledge and understanding of the impact of graphic communication technologies on our environment and society.
- Knowledge of a range of computer-aided graphics techniques and practice.
- Knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts.



## Progression

- **After successfully completing this course pupils will be able to undertake further study in:**

- National 4/5/6 Graphic Communication
- National 4/5/6 Design and Manufacture
- National 4/5 Practical Metalworking

- **After successfully completing this course pupils will be able to undertake careers in:**

- Architecture
- Graphic Design
- Engineering
- Illustrative Design
- .....and many more!



## Practical Woodworking

**Units:** Carcase Construction  
Flat Frame Construction  
Machining and Finishing



### Purpose of the Course:

- The Course is practical and experiential in nature.
- It focuses on the development of practical woodworking skills.
- It provides opportunities for learners to gain practical craft skills in the use of a range of tools, equipment and materials, working with wood and manufactured boards.
- It allows learners to follow a series of activities through to the completion of a finished item.
- The Course provides opportunities to develop and enhance practical creativity and practical problem solving skills, and to gain an appreciation of safe working practices in a workshop or similar environment.

### The aims of the Course are to enable learners to develop:

- Develop skills in reading drawings and interpreting diagrams
- Identify, select and use a range of workshop tools and equipment
- Develop basic skills in measuring and marking out of materials
- Develop basic skills in cutting, shaping, fixing and joining materials
- Apply safe working practices in a workshop or similar environment
- Take account of good practice regarding sustainability and recycling

### Information about typical learners who might do the Course:

- This Course is a broad-based qualification for learners with an interest in practical woodworking. It is also suitable for learners wanting to progress to higher levels of study in practical crafts.
- The Course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem solving skills and an appreciation of safe working practices in a workshop or simulated workplace environment. It provides opportunities to gain knowledge and understanding of good practice regarding sustainability.
- Course activities also provide opportunities to build self-confidence, generic and transferable skills in numeracy, employability skills, thinking skills, and skills in planning and organising work tasks and working independently and in collaboration with others, as well as skills in communication and in self- and peer-evaluation in a practical craft workshop environment.
- The Course is also suitable for any learner who wants to progress to higher levels of study in practical craft skills.



## The Skills and knowledge that learners will be able to develop:

- Following, with guidance, simple working drawings and diagrams
- Selecting, and using safely, a range of common workshop tools and equipment
- Basic skills in measuring and marking out of materials
- Basic skills in cutting, shaping, fixing and joining materials
- Basic skills in applying appropriate finishing techniques
- Identifying strengths and weaknesses of finished work
- Application of safe working practices in a workshop environment
- An appreciation of sustainability issues and recycling in a workshop environment

## Progression:

- **After successfully completing this course pupils will be able to undertake further study in:**
  - National 4/5 Practical Metalworking
  - National 4/5 Design and Manufacture
- **After successfully completing this course pupils will be able to undertake careers in:**
  - Construction
  - Engineering
  - Joinery
  - Mechanics
  - .....and many more!



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## PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE)

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The school has the responsibility for promoting the personal, social and intellectual development of the individual.

### AIMS

To help pupils to:

- take increasing responsibility for their own lives
- make informed choices with relation to their physical, mental and sexual health
- have a positive regard and mutual respect for others and their needs
- be able to participate effectively in the local community and society in general

In order to achieve these aims the development of certain skills and the understanding of certain issues are very important.

### SKILLS

- Developing good relationships
- Communication skills
- Critical thinking skills
- Decision making skills
- Task management skills/study skills



Issues - A wide range of topics are covered including:-

- Bullying
- Careers Education/Option Choices
- Work Experience (Each pupil will receive one week's placement in S4). Certificated (working with others)
- Health Education/Emotional Wellbeing/Sexual Health/Drug/Alcohol education
- Equal Opportunities
- Multi-cultural and anti-racist education
- Enterprise education (This gives pupils the opportunity to show initiative and work together to provide some service or useful item)
- Debt awareness
- Citizenship
- Community link projects.
- Visiting Speakers
- Review of progress/target setting
- Action against Abuse
- Racism
- Sectarianism (Pilot)
- Learning File
- Profiling (To encourage pupils to acquire skills of self assessment so that they may constantly review their own progress and set personal targets. This is particularly important in working towards the building of their North Lanarkshire Diploma)

PSHE is not a discrete subject. Many aspects are dealt with by all staff in the day-to-day activities of the school. Key skills and issues are also developed within the curriculum. In addition each pupil receives one period per week of PSHE.