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If you have any questions regarding specific subjects please use the 'Contact' section of our website to contact the appropriate Faculty Head. You can also contact your child's Pupil Support teacher via our website.

INTRODUCTION

In S1/S2 all pupils have followed a broad general education which will continue into S3. However, there will also be opportunities for personalisation and choice, mainly within curricular areas. The curricular area choice at the end of S2, however, will enable pupil entitlement to a broad general education in S3 to be satisfied.



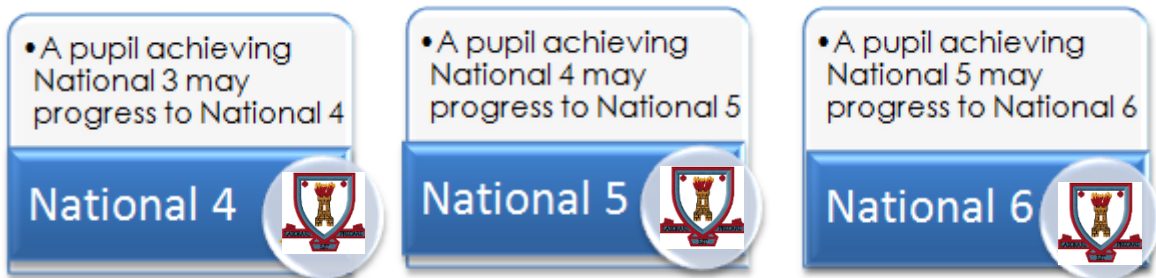
It is anticipated that as S3 move into the senior phase and national qualifications that it will be necessary, to allow sufficient hours of study, to reduce the number of subjects studied from the 8 studied in S3 to 7 subjects in S4.

Throughout this planned learning choices programme teachers will offer support and guidance and, in partnership with parents and our partners e.g. Skills Development Scotland, our learners will begin to prepare for the learning journey which leads them to National Qualifications in S4.

This approach to learning will enable all of our young people, including those in need of support, to achieve qualifications, develop their skills and be involved in a range of experiences to prepare them for learning, life and work.

PROGRESSION

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5. At the end of S4, pupils could choose from the following progression pathways:



The Pupil Support Team and specialist subject staff will do their best to help you and your son/daughter to make the choice best suited to their abilities, interests and future plans. After all the advice has been provided, however, and subject to the availability of places in classes, the final responsibility for making the decisions rests with parents/carers and pupils.

It should be noted that subjects studied at S3/4 will have progression for further study in S5/6 offered at option time in S4/5, however there can be no guarantees that classes will run. More than ever before we, as a school, need sufficient uptake in S5/6 to ensure the delivery of courses at this stage.



S2 Pupils have already met our Careers Advisors in school, they are also available to speak to parents if this is required.

By mid-March final decisions are made by parents/carers and pupils, bearing in mind the recommendations made by school staff.

JUNIOR PHASE CHOICES

The basic compulsory curriculum for all pupils includes, English, Mathematics, Modern languages, PSHE, Religious Education and Physical Education. These will be taken in S3 and S4.

One subject must be chosen from **each** column and it should be noted that some subjects appear in more than one column. Each subject can only be chosen **once**.



- In S3 pupils choose 8 subjects including English and Maths

It may occasionally happen that some choices have to be altered because too many pupils opt for particular subjects, and the classes available are therefore full. When this happens each pupil's overall curriculum will be reviewed in terms of subject balance with a view to negotiating alternative options in some cases. It should be emphasised that every effort is made to give pupils their first choices.

It may also occasionally happen that not enough pupils opt for a particular subject to enable that class to operate. In such circumstance pupils will be asked to choose another subject. The Year Head will have the final decision in this matter.

HOW TO MAKE CHOICES

Prior to course choice there is an extensive programme of careers information, personal profiling and curriculum advice. Each pupil's curriculum is structured to ensure satisfactory breadth of study. It might be helpful to consider the following prior to making choices:

(a) **ABILITY**

This session most subjects will be National 4 and 5 courses.

National 4 will be INTERNALLY assessed;

National 5 is EXTERNALLY assessed.



For National courses, pupils will be placed at a level appropriate to their ability. However, there will be an overlap between levels so that, where possible, pupils can change according to their progress in S3 and S4. All pupils can obtain advice about individual subjects from their class teachers to assist with the selection of subjects.

Pupils will begin studying their courses in June 2022.

(b) APPLICATION

It hardly needs to be said that the effort which a pupil puts into a subject will influence the level of success. Certainly it is true to say that even talented pupils may have little success unless they put in the required effort. Pupils must be prepared to work to the best of their ability in every subject they choose.

(c) LIKES AND DISLIKES

Pupils' likes and dislikes with regard to subjects can greatly influence their chance of success. On the other hand, if a subject is required or is highly valued as a career qualification then personal dislikes may have to be set aside.



Sometimes the like or dislike relates to a teacher. This should not be given too much importance, partly because career considerations are more important. Moreover, the allocation of teachers or teaching groups will usually not be known at the time when the choices are made and, in any case may vary for the second year of a course.

(d) CAREER REQUIREMENTS

Pupil Support Teachers, and our Careers Advisors, will be able to give help here. Remember, however, that the qualifications listed are usually **minimum** requirements. The actual qualifications required for successful entry are often much higher. Pupils who have no definite career preference, and even those who have, should try to choose subjects so that they will have as wide a choice of career as possible.



(e) BALANCE AND BREADTH

The choice sheet is arranged in such a way that pupils will choose a well-balanced timetable more or less automatically. This means that they will take a spread of subjects rather than concentrate on too many subjects which are related.



A pupil who has taken a wide-ranging course will have a greater variety of careers available to him/her on leaving school. On the other hand, pupils who are fixed on certain careers must take account of entrance qualifications.



Pupils should remember that even although they are set on certain careers when they are in second year they may well change their minds in later years. Our choice form is designed to avoid over-specialisation, but leaves open the possibility of some groupings of similar subjects for those who need them or wish them.

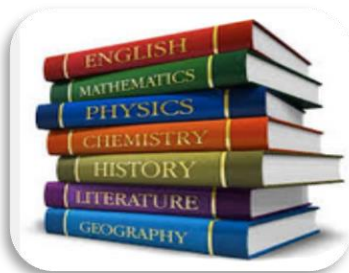
(E) FRIENDS' CHOICES

It hardly seems necessary to say pupils should **NOT** consider their friends' choices when choosing their own, yet some do.

(F) THE PARENT/CARERS' MEETING

Parents/carers who have any doubts or worries should participate in our virtual Parents' Evening. If help with choices is required and attendance at the virtual Parents' Night is not possible, parents/carers should arrange with their son/daughter's Pupil Support Teacher by telephoning for an appointment.

(G) HOMEWORK



It is likely that homework in S3 and S4 will be increased considerably. As well as formal homework it is important that parents ensure that pupils reinforce their understanding of the work done each day in school and prepare for the next day's work. By doing so, the habit of tackling some work each evening can be further developed and progress should be enhanced.

Parents can help both the school and their son/daughter by creating the kind of conditions which are favourable for good study habits and by checking homework requirements regularly.

SUBJECT CHANGES DURING S3

Very occasionally changes of subject can be permitted during the year, but this can only be in **exceptional** circumstances, and often leads to problems of time-tabling, catching up on work missed etc.

Basically, therefore, **decisions should be based on the principle that later changes will normally NOT be possible.** Any changes will be made after full consultation with parents, Pupil Support staff and subject Principal Teachers.



NATIONAL COURSES

Most subjects will lead towards SQA National 3, 4 or 5 Certificates. Pupils receive a National certificate at the end of the 4th year showing achievement in all subjects taken in 4th year. The following pages contain advice from our Curriculum Leaders who are responsible for the courses available in a particular department. Any specific questions concerning a course/subject should be referred to the appropriate Curriculum Leader. In the Senior Phase (S4 – S6) subjects are offered at various levels – National 4, 5 & 6. However, it should be noted that not all subjects can offer all levels and classes will only run if there is sufficient uptake. Some minority subjects are particularly vulnerable and pupils should be aware of this in S2 when making options. None the less we will endeavour to provide progression after S3/S4 where at all possible, by providing as wide a range of curricular choices as possible.



CORE SUBJECTS

Personal, Social and Health Education

All pupils at Coatbridge High School receive one lesson of Personal, Social and Health Education each week

Many topics are covered under the following headings:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Activity
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

These lessons offer a platform to help pupils build their self-esteem and confidence, and understand their feelings and emotions. During lessons, pupils learn about topics that will help them develop as confident individuals and prepare them for life in the future.

PE

Core PE is a fundamental part of ensuring pupils receive the opportunity to engage in regular physical activity. This is essential as part of a healthy lifestyle and allows pupils to build their physical competencies, cognitive skills, personal qualities and physical fitness.

RMPS

RMPS allows pupils to consider, reflect upon, and respond to important questions about the meaning and purpose of existence, the range and depth of human experience and what is ultimately worthwhile and valuable in life. It explores the world's major religions and views,



including those which are independent of religious belief. It supports children and young people in developing and reflecting upon their own values and their capacity for moral judgement.

Curriculum Leaders

Administration & IT	Mr Bryson
Art & Design	Mr Campbell
Biology	Mrs Melvin
Business Management	Mr Bryson
Chemistry	Mrs Melvin
Computing Science	Mr Bryson
Dance	Mr Murphy
Design & Manufacture	Mr Campbell
Drama	Mr Murphy
English	Mr Cowan
Applied Science	Mrs Melvin
Fashion & Textile	Mr Campbell
Geography	Mr Reid
Graphic Communication	Mr Campbell
Health & Food	Mr Campbell
Hospitality	Mr Campbell
History	Mr Reid
Mathematics	Mr Bryson
Modern Languages (French/German/Spanish)	Mr Cowan
Modern Studies	Mr Reid
Music	Mr Murphy
Physical Education	Mr Murphy
Physics	Mrs Melvin
Practical Cookery	Mr Campbell
Practical Science	Mrs Melvin
Religious, Moral & Philosophical Studies	Mr Reid
Travel & Tourism	Mr Reid



BE – IT

ADMINISTRATION & IT



Administration is a growing sector which cuts across all areas of the economy therefore an administrative qualification offers wide-ranging employment opportunities or progression onto further education.



Administration courses highlight the increasing role that ICT plays within organisations.

This course will build on the skills from S1/2 ICT courses to achieve Level 4 outcomes and experiences by working in a simulated office environment developing life-long skills through a range of software packages - word processing, databases, spreadsheets presentation, desktop publishing and internet. Students will learn to communicate effectively by e-mail, develop time-management skills including e-diaries and research successfully to solve business and technological problems.

Administration and IT will develop:

<p>Confident individuals who derive satisfaction from engaging in practical activities relevant to the world of work and from having their achievements and skills recognised</p>		<p>Effective contributors who share their views with others individually, in groups or as part of whole class discussions. They will also participate in whole school activities by helping with the planning and organising of small scale events</p>
<p>Responsible citizens who become aware of issues affecting society such as internet safety and impact of ICT.</p>		<p>Successful learners who achieve through participating in engaging, motivating and relevant learning experiences in real life situations.</p>

The aim of a course in Administration is to enable learners to:



- Develop IT skills and use them to perform administrative tasks
- Develop an understanding of administration in the workplace
- Develop an appreciation of good customer care
- Develop organisational skills to organise small scale events
- Progression to Administration and IT National 4, National 5 & Higher



BUSINESS MANAGEMENT

*Have a good idea? Want to develop it further? Thought about setting up in business for yourself?
Then this may be the course for you*



Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity and jobs.

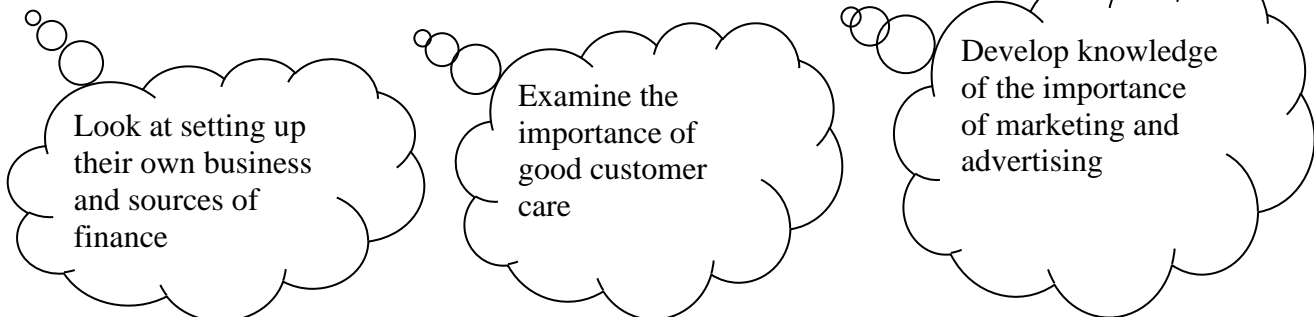
A course in Business is designed to develop an understanding of the way in which businesses operate. By investigating real-life businesses, learners will be given opportunities to achieve Level 4 experiences and outcomes. Working on activities relating to enterprise and employability learners gain an understanding of the personal qualities required to cope in our changing business environment and so develop skills for work.

The aim of a course in Business is to enable learners to develop:

- a knowledge and understanding of how businesses work
- financial awareness
- customer care skills
- enterprising, decision making and problem solving skills
- ICT skills



Throughout the units the learner will:



Progression to Business National 4, Business Management National 5 & Higher



ENGLISH

English allows you to develop skills in listening and talking, reading and writing, which are essential for learning, life and work.

When you study English you have the chance to develop and express your emotions, your thinking, your learning and your sense of personal identity. By doing this learners:

- develop the ability to communicate your thoughts and feelings and respond to those of others
- use different media effectively for learning and communication
- develop an understanding of how language works
- think creatively and critically
- enjoy and understand other cultures through literature and other forms of language

The study of English will help you to make sense of the world around you through understanding how language and communication works. You will read, investigate, research, discuss, write and listen through novels, plays, films, internet and newspapers among other things.

HOMEWORK

- ✓ Reading, Writing, Preparation for Talking
- ✓ Various contexts – essays, close readings, research, completion of classwork etc.
- ✓ Frequency: Dependent on teacher/curricular need
- ✓ Ranging from once per fortnight to three/four times per week

SKILLS DEVELOPED

The skills learners develop in English will be transferable to other subjects and can be used in places and areas far beyond school, like social and work environments. Skills developed include:

- ✓ Reading, writing, listening, talking through study of texts in drama, poetry, film, prose (fiction/non-fiction) etc
- ✓ Communication- oral/written, problem solving, developing ideas, creative thinking, Researching, etc





National 3 - 2 Units (Language Study & Literary Study)



National 4

English: Analysis and Evaluation – the opportunity to develop listening and reading skills

English: Creation and Production – the opportunity to develop talking and writing skills

Literacy – the opportunity to develop the ability to understand, communicate and respond to ideas, opinions and information

English: Added Value – the opportunity to plan and research a chosen topic, presenting findings using talking and writing skills

All units internally assessed



National 5

English: Analysis and Evaluation – the opportunity to develop listening and reading skills

English: Creation and Production – the opportunity to develop talking and writing skills

English: Course Assessment
Component 1 – Question Paper (70%)
Component 2 – Portfolio (30%)

Both externally assessed

PROGRESSION

- A learner achieving National 3 may progress to National 4
- A learner achieving National 4 may progress to National 5
- A learner achieving National 5 at A-C pass may progress to Higher (National 6)
- A learner achieving National 5 at D pass may progress to Level 6 Journalism

In addition, Media Studies is offered by the English department in S5 & S6.

EXPECTATIONS OF PUPILS & HOW PARENTS/CARERS CAN HELP

Pupils attend class daily, meet all deadlines, work to the best of their ability, come organised for class, and behave in an appropriate manner.

Parental Help: enquire about pupil work – ask to see it; ask pupils to explain it; encourage pupils to read books and quality newspapers; provide a warm, quiet place for homework to be done; etc.

CAREER PATHWAYS: English qualifications are needed for any career but specifically, journalism, clerical, civil service, etc.



The S3 English course will focus on the skills of:

READING

WRITING

TALKING

LISTENING

The S3 course will address Fourth Level Experiences and Outcomes for the Broad General Education and will build on the skills developed in S1 and S2. This will lead to pupils being presented either for National 4 or National 5 English in S4.

During the course all pupils will be given activities which will allow them to develop their potential in all the above skills. This will include a variety of writing, reading, listening and talking activities. Pupils will be asked to work independently and as members of groups which will contain a variety of combinations e.g. working in twos, threes or fours.

Units of work in the course will be based on literature, including novels, short stories, plays and poetry. There will also be thematic based units which will include cross-curricular activities. There will also be the opportunity to study Media texts both written and visual.

Reading and Writing

Pupils will have to complete extended pieces of writing to provide evidence for Writing and Reading Skills. Reading pieces will reflect knowledge of Literature and analysis and evaluation of writers' techniques. Looking at Literature will allow pupils to develop their own Writing Skills as regards content and technical skills of writing. Pupils will be asked to create texts of all kinds including posters, short films, newspapers...

Talking and Listening

For Talking and Listening pupils will be expected to create their own presentations and to participate in group exercises. Pupils will also be required to watch and listen to Media texts in order to understand, analyse and evaluate the effectiveness of Media in the modern world.

Assessment

Assessment will be a mixture of ongoing through the coursework and also summative assessment which will require pupils to respond to specific exercises under controlled conditions. The assessment is heavily weighted towards the coursework which means that pupils must work to the best of their ability at all times.

Progression Pathways

At the end of the BGE in S3, pupils will progress on to one of the following options in S4:

- National 3
- National 4
- National 5 (Units Only)
- National 5

This decision will be made by teaching staff and will be based on holistic evidence of attitude, effort, behaviour and ability.



ART & DESIGN

The S3 course in Art & Design is an exciting and challenging one in which pupils will continue to use, develop and consolidate skills experienced during S1 and S2.

Pupils will complete Expressive and Design activities along with Art and Design studies written assignments.

In addition they will have the opportunity to make personal choices and apply their skills and knowledge by creating one expressive and one design piece. These outcomes will compliment and add value to the folios.

The units will be assessed pass / fail by the Art & Design department

This is a practical and experimental course allowing you to broaden and deepen your skills. Learning in this course will include active involvement in creative activities. You will be encouraged to make personal choices, use and develop your imagination and creativity. You will learn about and explore the working methods of artists and designers and will develop understanding of cultural values. Some of the work produced in S3 may contribute to the National 4 or 5 folio in S4.

Why take this course?

You should consider this course if you have a general interest in Art or if you have a more specific interest in designing, painting, creating etc. It also offers a route for those who wish to progress to more advanced levels of study and even those who see their future working in the creative industries.

In this course you will:

- ✓ Learn to use a range of materials, media, techniques and technologies and ICT
- ✓ Develop practical skills in 2d and 3D
- ✓ Learn to solve problems
- ✓ Express personal thoughts and ideas
- ✓ Use ICT to explore design solutions
- ✓ Investigate how artists and designers create and develop their ideas.
- ✓ Develop your appreciation of Art and Design work
- ✓ Develop understanding of cultural influences on artists and designers
- ✓ Solve design problems
- ✓ Learn to evaluate your own work and the work of others
- ✓ Plan and present your creative Art and Design work

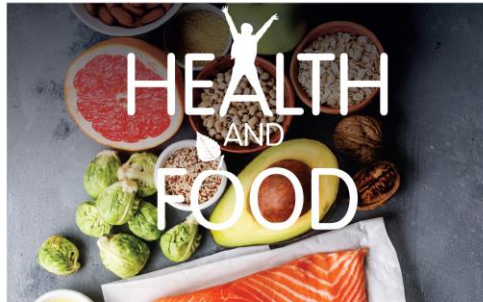


Progression

This course will provide progression to: National 4, National 5 and perhaps Higher and Advanced Higher Art & Design. There is also opportunity to access Higher Photography in S6.

HOME ECONOMICS

There are 2 courses on offer in S3 for Home Economics: Health & Food Technology or Practical Cookery



Health & Food Technology

The S3 course will concentrate on Fourth Level Experiences & Outcomes of BGE. This will lead to pupils being presented either for National 3, 4 or 5 Health & Food Technology in S4. The subject provides learners with opportunities to study the relationship between food & health & will equip them with the essential skills/knowledge to become an informed consumer.

HFT is heavily associated with STEM & the career opportunities are endless within the food industry.

Aims of the course

- Will inform learners of the benefits & impacts food has on health & nutrition.
- Develop awareness of dietary needs of individuals throughout life.
- Increase understanding of global issues surrounding food production.
- Increase awareness of the food product development cycle.
- Increase confidence in problem solving & creativeness in developing & making new products.
- Focus on the application of safe, hygienic & informed practices in food preparation.
- Allow learners to develop a variety of transferable skills such as; time management, organisation, communication as well as increasing confidence in literacy & numeracy.

Course structure	Course Assessment
Three unit areas; <ul style="list-style-type: none">• Food for Health – health, nutrition, dietary needs & advice on lifestyle choices & their health impact.• Food Product Development – Developing new products to meet design briefs & obtain insight into food science & consumer impacts.• Contemporary Food Issues – Increase awareness of current factors affecting the food industry. E.g sustainability, fair-trade etc.	<ul style="list-style-type: none">• Investigative research learning through project work on design briefs.• Practical work, producing an idea for the production of food product(s) in response to given design brief.• Written summative assessments on knowledge & understanding of course content.

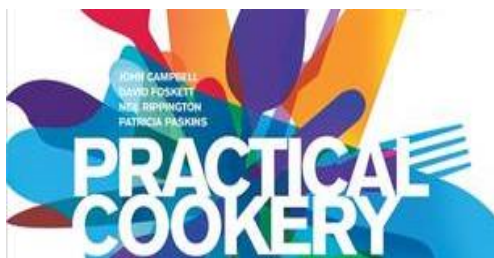
Additional course requirements;

This course is for learners who have an interest in health, food, lifestyle & consumers issues.

If you enjoy a mix of both theory & practical activities, you will enjoy this.

Pupils may be asked to make a small financial contribution to help cover the costs of food ingredients.





Practical Cookery

The course will concentrate on Fourth Level Experiences & Outcomes of BGE with progression towards National 3, 4 or 5 in S4. This course is suitable for those interested in cooking & enjoy being creative with food. Let's not forget that Scotland's Food and Drinks Industry is one of the biggest employers & brings in an annual turnover of £14.9bn.

Aims of the course;

- Enable learners to develop knowledge & practice of food safety & hygiene practices.
- Increase understanding & awareness of where food comes from & explore the issues surrounding sustainability.
- Develop knowledge of ingredients, their characteristics & suitable storage conditions.
- Increase awareness of Current Dietary Advice & the impact that food choice can have on health & wellbeing.
- Allow learners to develop a variety of transferable skills such as; time management, organisation, communication & problem solving as well as increasing confidence in literacy & numeracy.
- Increase confidence in preparing meals & provide skills required for everyday life.



Course structure	Course Assessment
Three key areas; <ul style="list-style-type: none"> • Cookery skills techniques & processes • Understanding & using ingredients – learn about the characteristic & uses of ingredients, the importance of sustainability & responsible sourcing of ingredients. • Organisational Skills – time management, organisation, producing meals to restaurant standard. 	<ul style="list-style-type: none"> • Both formal & summative assessments are used throughout the course, including self & peer assessment. • Pupils will be required to complete written knowledge based assessments. • Partake in practical activities to produce meals in an organised manner under timed conditions.

Additional course requirements;

Course expectations require pupils to adhere to strict hygiene rules when preparing foods.



Fashion and Textiles

The main aims of this course are to develop:

- Detailed knowledge and construction of fabric/textile properties.
- Understanding of factors that influence and fashion/textile trends.
- The ability to plan and make detailed fashion textile items.
- The ability to select, set up, adjust, and use relevant sewing tools and equipment safely and correctly.
- Detailed investigation, evaluation, and presentation skills.

Classes include both practical and theory work. It is aimed at learners with an interest in fashion and textiles who would like to develop fashion/textile skills. Assessments takes form in both written and practical elements. In S4 at National 5 level pupils must complete an assignment, a practical sewing activity and a question paper under the SQA diet.

Fashion Textiles is available at higher level. This qualification can lead to further education such as college or university courses in the fashion/textiles/design industry.



GRAPHIC COMMUNICATION

What is it?

Graphic Communication introduces pupils to methods used in Architectural, Industrial Design, Graphic Design and Drawing Offices.



The course includes Computer Aided Design and Computer Aided Draughting, together with the latest techniques used for illustration and presentation. The use of computers as a drawing aid forms an essential and major part of the course.

What will I be doing?

You will learn to:

- read and interpret a variety of types of drawings; use a range of drawing techniques including the use of felt pen markers, pastels and air brushing as well as formal drawing board skills.
- use and raise awareness of a range of computer graphics software (Computer Aided Draughting and Desk Top Publishing packages) and hardware including multipen plotters, scanners, digitisers, digital cameras and colour and laser printers.

How will I be assessed?

Throughout the course pupils will compile a portfolio of work. Your work will be assessed by teaching staff throughout the course.

Progression routes



Graphic Communication is available at National 4, National 5, Higher Grade and Advanced Higher.

How will it help me in the future?

Graphic Communication is the international language of many industries and career opportunities may be gained in-

Advertising, animation, architecture, desk top publishing, engineering industry, marketing, print design, computer aided design, graphic design, product design, digital design, multimedia design, construction, illustration, surveying, civil engineering, exhibition design, teaching, web design. Graphic Communication forms an integral part of most architectural, technological, design and engineering courses in Colleges and Universities.

PRACTICAL WOODWORKING

What is it?

Practical Woodwork is a woodworking skills course, a purely practical course.

What will I be doing?

You will learn to make craft models using hand tools and machinery such as the wood lathe, in a Health & Safety conscious environment.

What about S4/5/6?

Practical Woodwork leads to National 4 in S4 and National 5 in S5/6.

How will it help me in the future?

Practical Woodwork gives a sound practical knowledge of tools, materials and can lead to careers in-

Joinery, carpentry, furniture making, cabinet making, wood machining, sawmill work, construction crafts, craftwork, shop fitting, craft trades.



DESIGN AND MANUFACTURE

What is it?

Design & Manufacture is a new S3 course which introduces pupils to the processes of designing and manufacturing. Design & Manufacture offers a design based approach to solving craftwork problems. The course stresses the principles of designing and working with modern materials putting students at ease in the presence of tools and machinery. Creating a piece of craftwork from initial design to manufactured product is a demanding task both practically and intellectually.

What will I be doing?

Students are guided through a series of small projects, designing and manufacturing articles mainly of use in the home. These projects begin fairly simple in concept so that most students are able to



produce articles of a high standard. As the year progresses these projects become more difficult and incorporate greater scope for personal choice within design. Students will have experience of Computer Aided Design and Computer Aided Manufacturing machinery.

How will I be assessed?

Your work will be assessed by teaching staff throughout the year.

Progression routes

This course leads on to courses at National 4, National 5 and Higher Grade.

How may it help me in the future?

Career Opportunities in Design & Manufacture may be gained in –

Architecture, ergonomics, product design, building technology, fabrication and welding, set design, construction crafts, furniture design, production management, computer aided design, industrial design, engineering, model making, cnc machining, tool making, interior design, sign making, metal working, plumbing, computer aided manufacture, boat/ship building, technical illustration, cabinet making, digital design, exhibition design, manufacturing technology.



HUMANITIES FACULTY : MODERN STUDIES/ HISTORY / GEOGRAPHY/ RMPS/ TRAVEL AND TOURISM

MODERN STUDIES



Why choose Modern Studies?

- Modern Studies helps you understand important issues around the world in the present day.
- You will gain an understand of social issues such as crime, politics and international issues.
- You will also develop research skills.

What topic will be covered?

In S3 and S4 Modern Studies the topics that'll be covered are –

- **Crime and the Law**
- **Democracy in Scotland**
- **World Issue – USA**
- In S4 you will find out what 'National' level you will be sitting.



National 4 –

At National 4 you will study these 3 topics –

- Crime and the Law
- Democracy in Scotland
- World Issue – USA
- In National 4 you will also complete a research assignment called an 'added value unit' where you will research a Modern Studies topic of your choice.
- There is no exam at National 4, but you will need to pass outcomes on all three units.

National 5 –

At National 5 you will study these 3 topics -

- Crime and the Law
- Democracy in Scotland
- World Issue – USA
- At National 5 you will also complete a research assignment called an 'added value unit' where you will research a Modern Studies topic of your choice.
- At National 5 you will complete one exam paper.

HISTORY



Why pick History?

“IF YOU WISH TO DEFINE THE FUTURE THEN YOU MUST STUDY THE PAST!”. WHEN YOU STUDY HISTORY YOU GAIN A BETTER UNDERSTANDING OF THE WORLD. YOU ALSO FIND OUT ABOUT THE MAJOR EVENTS AND PEOPLE WHO HAVE INFLUENCED THE WORLD.

Career paths with History-

TEACHERS, PUBLIC OFFICIALS, LAWYERS, TOUR GUIDES, RESEARCHERS, WRITERS, LIBRARIANS, CURATORS, JOURNALISTS.



What topics will be covered in S3 (National 3, 4 and 5) History-

ERA OF THE GREAT WAR 1910 – 1928

What topics will be covered in S4 (National 3, 4 and 5) History-

ATLANTIC SLAVE TRADE 1770 – 1807 / NAZI GERMANY 1919 TO 1939

GEOGRAPHY



Geography is all about the **environment** and how as humans we **interact** with our environment.

It has never been more important to study Geography than it is now.

In the past 40 years the world's population has almost **doubled** – this has had a massive effect on the earth!

Studying Geography helps us to be aware of the impact we have on our planet.

“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.”

–President Barack Obama

In S3 and 4 Geography, we study the following topics:

- 1 Physical Environments
- 2 Human Environments
- 3 Global Issues

Fieldwork -

is a huge part of the Geography course and we want your experience to go beyond the classroom as geography is everywhere!

We have visited ... Kindrogan Outdoor Centre, Perth, New York City,



GEOGRAPHY CAREERS –

Teaching (Primary and Secondary)

- Travel and Tourism
- Town Planning
 - Journalism
 - Media
 - Police
- Armed Forces
 - Business
- Surveying
- Leisure Industry
 - Law
- Meteorologist
- Researcher
 - Scientist
 - Geologist
 - Engineer
- Transport Manager
- Environmental Manager
 - Medicine

Religious, Moral and Philosophical Studies



What you will cover in certificated RMPS:

World Religion -Islam

- In this unit, learners will develop skills to describe and comment on the meaning and context of sources related to the religion selected for study.
- They will develop knowledge and understanding of the impact of significance of religion today. Pupils will study the main theology of Islam and its practices.

Morality and Belief – Religion and Conflict

- In this unit learners will develop skills to describe and explain views about contemporary moral issues.
- They will develop knowledge and understanding of the responses made by both religious and secular groups to issues of morality.



Religious and Philosophical Questions- Existence of God

- In this unit, candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.
- The question that is investigated is 'Does God exist?'. Candidates will study both sides of the argument.

Assessment

Assessment will be a continuous process which permeates effective learning and teaching. As such, staff will adopt imaginative and creative approaches to assessment which take account of a pupil's experience in terms of challenge, breadth and application.

Career Value

In the world of work, employers look for someone with an enquiring mind, and appreciation of different viewpoints, and ability to come to clear, balanced decisions. These skills are all developed through studying Religious, Moral and Philosophical Issues. If you intend to work with people in caring work, journalism, publishing, parenting, with children, leisure and tourism, this course gives you plenty to think about and valuable expertise. All Universities accept and welcome students with qualifications in RMPS onto a variety of courses.

TRAVEL AND TOURISM



The Humanities Faculty is delighted to offer Travel and Tourism as a 'Skills for Work' course to S3 pupils.

In 2019 more than 4 million people visited the UK as tourists from overseas spending in total more than £3 billion.

Travel and Tourism is one of the biggest and fastest growing employment sectors in the UK with hundreds of different types of jobs available.

What qualification will you be able to achieve by taking this course? By completing the course you will be able to achieve a National 4 or a National 5 award (at the end of S4 and S5/6).

This course has no final examination. You will be assessed by your teacher on the course work you complete in class.

On achieving your award you will be able to progress onto a college course or employment.

What skills will you develop? Teamwork, problem solving, ICT skills, communication skills, working independently, literacy and numeracy.

What will you do? Research and plan holidays in The UK and the rest of The World. Promote products in the tourism industry. Learn how to meet the needs of tourists. Investigate jobs related to tourism. Develop language skills



MATHEMATICS

Mathematics permeates all aspects of modern life. Mathematics continues to grow in importance in the world of work, but mathematical capability has also become essential for improving one's personal life.



Numeracy is an important part of mathematical capability, but mathematics is more than just becoming familiar and fluent with numbers. Mathematical capability includes:

- Using and applying skills in the real world, including the appropriate use of ICT
- Being open to new ideas and alternatives, and appreciative of the importance of evidence, and critical reasoning
- Being curious, imaginative and diligent

In S3, all pupils will continue to follow courses which build upon and deepen their understanding of the work experienced in S1 and S2, such as basic numeracy, measurement, algebra, 2- and 3-dimensional shapes, money and statistics.



The S3 courses in Mathematics also include project work for pupils to demonstrate their ability to work with others, as well as opportunities to research how Mathematics applies to the world around them and the world of work.

Within S3, pupils will also work on topics in preparation for the National Qualifications in S4 – 6.

Mathematics is vital to further study in fields such as science, engineering, technology, computing, construction, economics, accountancy, as well as many others. Importantly, the study of Maths is very rewarding, satisfying and enjoyable in and of itself.

MODERN LANGUAGES –FRENCH/ SPANISH




Learning a language enables pupils to make connections with different people and their cultures and to play a fuller role as global citizens. The ability to use language lies at the heart of thinking and learning.

Themed units of work will develop the four language skills of Talking, Listening, Reading and Writing along with other skills in line with Curriculum for Excellence. Pupils will explore topics such as Family, Home, Hobbies, School, Sport and Health.

Emphasis is placed on the use of language as a means of communication and we concentrate on competence in the spoken language. The other language skills of Reading, Listening and Writing are also fully developed. Pupils will gain an insight into other ways of thinking and other views of the world.

The department can offer **French and Spanish**. The different levels on offer from Modern Languages will be:

	
<p>National 4</p> <p>Units</p> <ul style="list-style-type: none"> • Understanding Language (Reading & Listening) • Expressing Language (Talking & Writing) <p>Added Value Unit: An assignment enabling pupils to plan and research a chosen topic</p>	<p>National 5</p> <p>Units</p> <ul style="list-style-type: none"> • Understanding Language • Expressing Language <p>Added Value Unit: An assignment involving planning and research of a chosen topic</p>
<p>Progression</p> <p>A successful qualification at National 5 could lead to study of a modern language to Higher (National 6) and ultimately Advanced Higher.</p>	



HOMEWORK

- ✓ Revising vocabulary and spelling
- ✓ Learning vocabulary and grammar
- ✓ Preparing for Talking assessments
- ✓ Drafting and redrafting for your writing pieces
- ✓ Learning about life in foreign countries



PEPA FACULTY : DANCE / DRAMA / MUSIC / PE

DANCE

The S3 Dance course comprises two sections:

Technical Skills
Choreography

Pupils will cover a number of dance styles, with a particular focus on Jazz and Contemporary/Lyrical.

Pupils are required to understand the basic concepts relating to these areas and demonstrate this both verbally and in writing. Assessment is based on practical performance with each pupil performing solo and group motifs. Pupils will improve their subject knowledge whilst improving their creativity, sense of performance and confidence levels. This course is suitable for pupils of all levels but individuals should have a keen interest in Dance and Performance. To be successful in this course, full PE kit and participation is essential.

Appropriate attire for Dance class:

- Black CHS t-shirt and black leggings
- Black leotard and black footless tights
- Jazz shoes/foot thongs
- Hair tied back
- No jewellery

Being part of this class there is an expectation for pupils to participate in extra-curricular activities such as rehearsals after school and perform at various school events.

Possible progressions into qualifications including National 5 Dance, Higher Dance, NPA Dance and NPA Musical Theatre.





DRAMA

The S3 Drama course expands on the skills learned in S1 and S2. The course has two elements - practical and theory.

Performing

Throughout the course, pupils will have a number of opportunities to take part in small scale performances in a safe and supportive environment. To benefit fully from this course pupils must be willing to perform and have fully engaged in S1 and S2 Drama lessons.

Drama Skills

In S3 Drama, we aim to nurture a set of skills that will benefit you no matter what career path you choose. It is important to remember that this level of study is not all about training actors.

You will:

- Grow in confidence
- Become comfortable speaking in front of groups of people
- Understand the importance of trust, respect and teamwork
- Improve general presentation skills
- Develop creativity and imagination.

Course Design

- Create pieces of drama from scratch.
- Explore and develop ways of communicating thoughts and ideas to an audience.
- Gain an understanding of structure, form and genre.
- Explore a range of rehearsal techniques and acting skills.
- Learn how to create characters and bring them to life through rehearsal.
- Explore the illusion of stage combat.
- Explore simple stage and performance styles.
- Learn how to use lighting and sound to support and improve your drama.
- Use costume, props and make-up to bring realism to created characters and stories.
- Work as part of a production team to help bring drama from the page to the stage.
- Learn how to reflect on your own and other's performances.



Assessment

In S3 pupils will be assessed practically through various performances. Regular formative assessment including peer and self-evaluation is a vital part of the S3 course. Pupils will also be assessed on their understanding of Drama through a written question paper. This assessment will take place at the end of S3 as part of the assessment diet.

Homework

Homework will be issued during certain units – this will focus on developing and consolidating knowledge and understanding. Pupils are also encouraged to write reflective journals as this will help to develop their evaluative skills.

Progression

Pupils who meet the standards expected will be able to work towards National 5 Drama in S4 and further qualifications will be available in S5/S6 including Higher Drama and Advanced Drama

MUSIC

The S3 Music course expands upon the skills learned in S2. The course is structured into three different parts. If you love playing and listening to music, this is the subject for you!

Performing

Pupils focus on **two** instruments and S3 will focus on increasing their skill level on them. Most pupils pick a combination of the instruments taught in class (voice, keyboard, drum kit, guitar, bass guitar and tuned percussion). We also have a team of visiting specialist instructors who teach a variety of instruments (woodwind, brass, strings, guitar, bass guitar, drum kit, bagpipes, pipe band drumming). Lessons on these instruments have a small charge in S3 but become free in S4. (Some pupils are exempt from paying for lessons)

Understanding Music

This part of the course involves listening to and learning about different styles of music, from musicals to jazz. We listen to music from Scotland but also from all around the world.

Composition/Literacy

In this part of the course, we learn how to read and write music. By the end of the year the pupils should have all the tools to actually write their own piece of music, which is a requirement if they take the subject on further in S4

Music is a subject which cultivates many other skills such as self-confidence, creativity, the ability to work as part of a group, concentration, coordination, relaxation and patience.

Assessment

In S3 pupils will be assessed in their two chosen instruments which can include voice. Pupils will also be assessed on their understanding Music through written question paper. This assessment will take place at the end of S3 as part of assessment diet.

Progression

Pupils who meet the standards expected will be able to work towards National 5 Music in S4 and further qualifications will be available in S5/S6 including Higher Music, Advanced Higher Music and NPA Musical Theatre.





PHYSICAL EDUCATION

Physical Education is offered in S3 for those pupils with a particular interest in Physical Education, Physical Activity, Sport and Exercise. To benefit fully from this course pupils must be highly motivated, willing to improve performance in several activities and have fully engaged in S1 and S2 core PE lessons.

PE Kit

Full PE kit is expected at all times even if injured or unwell as non-playing roles can be fulfilled. A black t-shirt (ideally CHS branded t-shirts), black shorts, black tracksuit/jogging bottoms or black sports leggings and appropriate sport footwear. Pupils should avoid wearing vans/converse style trainers as these will not offer suitable support for physical activity with increased risk of injuries.

Course Design

Pupils will experience a variety of activities from Team Invasion Games (Football, Netball Basketball, Rugby, Handball), Central Net (Volleyball, Badminton, Table Tennis, Short Tennis), Aesthetics (Dance, Gymnastics, Trampolining) and Fitness related activities including Fitness testing. Pupils will develop Mental, Emotional, Social and Physical competencies required to perform across a number of different activities.

Homework

Homework will be issued at the end of particular blocks of learning – this will focus on aspects of the course that have been covered in a practical setting. Pupils are also encouraged to participate and/or compete in regular physical activity as this will develop their performance and fitness levels further.

Assessment

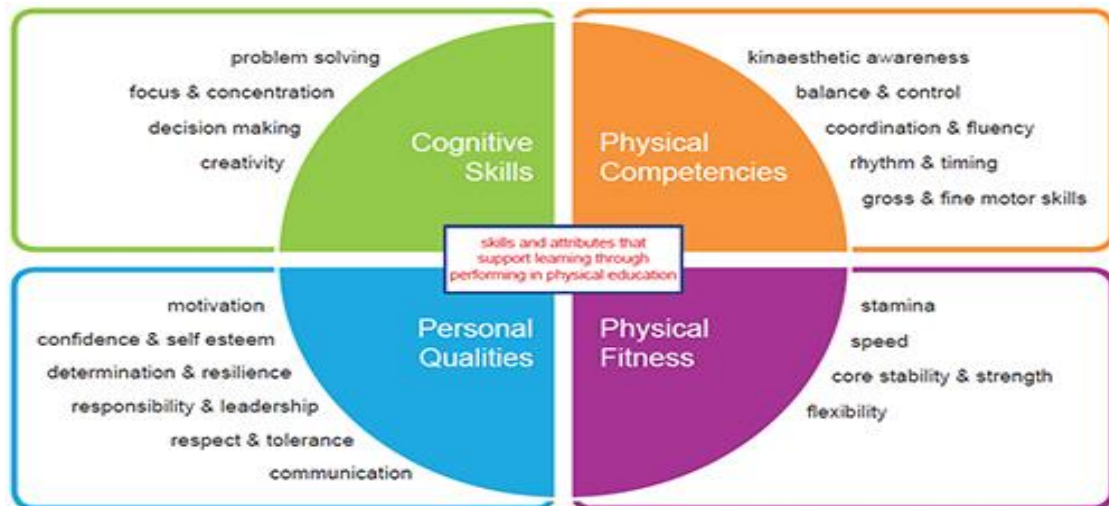
Regular formative assessment including peer and self-evaluation will be integral to PE. All pupils will be assessed in the practical activities covered, however, pupils will be able to select **two of their strongest activities for final practical assessment**. If PE is chosen in S4 both of the activities will be formally assessed to contribute to 50% of the course award along with written/typed Portfolio marked by SQA.

Progression Pathways

Pupils should work towards being secure at fourth level Experiences and Outcomes by end of S3. Those who have met the standards of S3 course and decide to continue with PE in S4 will be presented for National 4 or 5 PE at the end of S4. We aim to present majority of pupils at National 5, however, it



is imperative that all pupils meet the standards including PE kit requirements. Higher PE and/or Dance as well as Sports Leadership qualifications are available to all pupils in S5/S6.



Sciences: Biology / Chemistry / Physics / Applied Science/Science


BIOLOGY

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. It is important that everyone has an informed view of science.



Advances in new technologies have made Biology more exciting and relevant than ever. It affects everyone through medical science and promises solution so many of the world's problems. Through enjoyable learning in Biology, learners develop their interest in and understanding of the world around them. They engage in a wide range of investigative tasks, which allows them to develop important skills in Biology which will be useful across all sectors of society.

Biology courses should encourage resilience, which leads to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Biology can produce responsible citizens through studying areas such as health, environment and sustainability.


<p>National 3 Biology</p> <p>Unit 1 :Cell Biology Unit 2 : Multicellular organisms Unit 3 :Life on Earth</p> <p>Internally assessed</p>	
<p>National 4 Biology</p> <p>Unit 1 :Cell Biology Unit 2 :Multicellular organisms Unit 3 :Life on Earth Unit 4 :Added value unit</p> <p>Internally assessed</p>	<p>National 5 Biology</p> <p>Unit 1 :Cell Biology Unit 2 :Multicellular organisms Unit 3 :Life on Earth</p> <p>Course assessment : Question paper and Coursework assessment (external)</p>
<p>Progression</p> <p>National 5 to Higher Human Biology Higher Human Biology to Advanced Higher Biology</p>	

CHEMISTRY

Through learning in Chemistry, learners develop their interest in the chemistry of the world in an interesting and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of Chemistry and learning allow them to develop important skills in chemistry that will be useful across all sectors of society.



Chemistry courses encourage resilience, which leads to learners becoming a confident individual. Successful learners in Chemistry think creatively, analyse and solve problems. Chemistry can produce responsible citizens through studying the impact it makes on developing sustainability and its effect on the environment, society and on the lives of themselves and others.

<p>National 3 Chemistry</p> <p>Unit 1 : Atoms, acids and alkalis Unit 2 : Nature's chemistry Unit 3 : Chemistry in society</p> <p>Internally assessed</p>	
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<p style="text-align: center;">National 4 Chemistry</p> <p>Unit 1 : Atoms, acids and alkalis Unit 2 : Nature's chemistry Unit 3 : Chemistry in society Unit 4 : Added value unit</p> <p>Internally assessed</p>	<p style="text-align: center;">National 5 Chemistry</p> <p>Unit 1 : Atoms, acids and alkalis Unit 2 : Nature's chemistry Unit 3 : Chemistry in society</p> <p>Course assessment : Question paper and Coursework assessment (external)</p>
<p>Progression</p> <p>National 5 to Higher Chemistry Higher Chemistry to Advanced Higher Chemistry</p>	




PHYSICS

Physics enables learners to develop their interest in and understanding of the world. Learners engage in a wide range of investigative tasks, which allows them to develop important skills useful across all sectors of society.



Physics courses encourage resilience, which leads to becoming a confident individual. Successful learners in Physics think creatively, analyse and solve problems. Physics can produce responsible citizens through studying the impact it makes on their lives, on the environment, and society.

<p style="text-align: center;">National 3 Physics</p> <p>Unit 1 :Energy Unit 2 :Technology Unit 3 :Space</p> <p>Internally assessed</p>	
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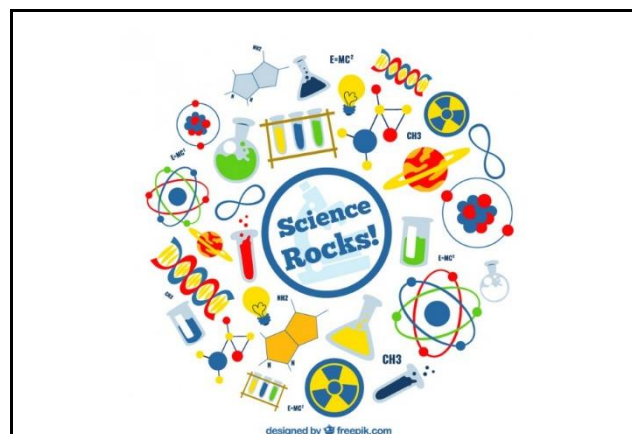
<p style="text-align: center;">National 4 Physics</p> <p>Unit 1 :Energy Unit 2 :Technology Unit 3 :Space Unit 4 :Added value unit Internally assessed</p>	<p style="text-align: center;">National 5 Physics</p> <p>Unit 1 :Energy Unit 2 :Technology Unit 3 :Space Course assessment : Question paper and Coursework assessment (external)</p>
<p>Progression</p> <p>National 5 to Higher Physics Higher Physics to Advanced Higher Physics</p>	



APPLIED SCIENCE

Through learning in Applied Science, learners develop their interest in the world in an interesting and stimulating way. They engage in a wide range of investigative tasks, allowing them to develop important skills needed across all sectors of society. The National Progression Award in Applied Science at SCQF level 5 develops techniques that are important in the STEM (science, technology, engineering and maths) sector and is particularly important given the existing and projected shortfall in suitably qualified individuals in these areas.

<p style="text-align: center;">National Progression Award- Applied Science (level 5)</p> <p>Cell Biology Chemical Changes and Structure Physics: Waves and Radiation Laboratory Science: Practical Skills</p> <p style="text-align: center;">Internally assessed</p>



ASSESSMENTS (ALL SCIENCE SUBJECTS)

Periodically throughout the course students will be assessed on key area knowledge, problem solving skills and practical skills in order to track progress, set targets and determine the working level of the students.



HOMEWORK (For ALL science subjects)

Students will have regular formal homework exercises which will allow learners to experience questions of an appropriate level on key area knowledge and experience and practice of problem-solving skills.

In addition, students will be asked to research and report for the National 4 Added Value Unit and also for the N5 assignment under conditions stipulated by the SQA. There may also be periodic activities designed to develop understanding of key area content. Students are also expected to revise material regularly and to prepare for assessments as a general homework activity.

SKILLS DEVELOPED

- ✓ Practical skills and experimental report writing
- ✓ Knowledge of key areas
- ✓ Research and report writing
- ✓ Problem solving skills including
- ✓ Generalisations and predictions
- ✓ Selecting information
- ✓ Processing information
- ✓ Analysing data



In addition the science faculty promotes the development of communication, literacy, numeracy and study skills as well as life skills and the health and wellbeing of our students.

SCIENCE

Course Content

The Science course builds on the Level 3 Science Outcomes that pupils covered in S1/2. The course covers suitable Level 4 Science and Health and Well Being Outcomes. There are 3 Units in the course that cover the following content. Pupils will achieve a National 4 qualification after two years, if they pass all of the units exams.

Nutrition and health

Threats to health and preventative measures (including the immune system and vaccines). Use of technology in monitoring health and improving the quality of life.

Science at work

Telecommunications. Uses and properties of the electromagnetic waves. Materials technology. Science at work : risks and health issues related to working with chemicals, radiation and electricity.

Fragile Earth

This topic deals with the conflicts, issues, benefits and solutions associated with. Water uses : to include sources and origins of water : production and extraction of water. Food production : to include farming, technology of food production and impact on the environment. Energy : Fossil fuels, renewables sustainability and conservation of energy.

Aims



Develop scientific and analytical thinking skills. Develop understanding of scientific issues. Acquire and apply knowledge and understanding of scientific concepts. Develop understanding of the relevant applications of science in society



Assessment

All assessments are internal so there will be no final exam. Pupils will gather a range of evidence over the course of the 2 year course to include Unit assessments which will be on a pass/fail basis.

Progression

Success completion of the National 4 Science course allows progression to National 5 Biology, Chemistry or Biology.

EXPECTATIONS OF PUPILS & HOW PARENTS/CARERS CAN HELP



Students are provided with comprehensive notes and summary materials in order to assist them in revision and homework. We would encourage parents/carers to check planners and ask students about due homework and planned assessments. Having this knowledge will allow parents to keep track of homework and check that it is not being done at the last minute, allowing students to ask for assistance if required.

We would ask parents/carers to assist and encourage students in formulating a realistic study/ homework plan and in the development of study skills and habits. We would ask parents/carers to encourage students to attend the lunchtime support classes if they require assistance or to ask questions of their classroom teacher.

We would ask parents/carers to encourage students to enjoy learning about the subject and participate fully and respectfully in all classroom activities.'

CAREER PATHWAYS

Physics
Pilot, Electronic Engineer, Mechanical Engineer, Architect, Medical Physicist, Radiographer, Car designer, Astronomer, Sound Engineer, Civil Engineer, Nuclear Physicist.
Chemistry



Doctor, Forensic Scientist, Food Technologist, Chemical Engineer, Pharmacist, Pharmacologist, Drug designer, Industrial Chemist, Textile designer.



Biology

Doctor, Vet, Nurse, Dietician, Beautician, Environmentalist, Nursery nurse, Speech therapist, Forestry worker, Microbiologist, Forensic Biologist.

Applied Science

Environmental Science and Protection Technician, Biochemist research assistant, Forensic Science Technician.



Useful web links for pupils, parents & carers:



- www.npfs.org.uk (National Parent Forum of Scotland)
- www.youngscot.org (learners)
- www.parentzonescotland.gov.uk (parents and carers)
- www.employersandyoungpeople.co.uk (employers)
- www.hmie.gov.uk (standards, inspections)
- www.ltscotland.org.uk (teaching practice and support)
- www.engageforeducation.org (share ideas and questions about education issues)
- www.scotland.gov.uk/cfeinaction (examples of CfE in action and signposts to further information)
- The National Parent Forum of Scotland have produced summaries for all subjects called Nationals in a Nutshell – <https://blogs.glowscotland.org.uk/glowblogs/NPF/nationals-in-a-nutshell/> (there is also a link to this on the school website)
- SQA to obtain course information as well as specimen question papers - www.sqa.org.uk/browsecfesubjects



Your continued support is greatly appreciated. Working in partnership with you, your son/daughter and our staff can make a real difference to the life chances of all our young people.

