

Taylor High School

S3 Parents Evening



Pathways Information Booklet

20th November 2024



Welcome to our S3 Parents Evening

This evening is a vital opportunity for you to engage with our school community and gain insights into your child's educational journey, strengths, and next steps in each of their subject areas. Parents' evenings play a crucial role in fostering strong partnerships between home and school, ensuring that we work together to support your child's growth and success.

The Taylor High School motto "May all things be for God" encourages our young people to use their talents to the best of their abilities.

The aim of this evening is to allow you to receive an update on your child's progress in each of their subject areas, discuss their next steps for the coming weeks and to begin the process of discussing their next stage and pathway options into the Senior Phase curriculum.

As part of their pathway planning, your child will be starting to explore various subject pathways that will shape their future academic and career choices. Understanding these options is essential, as it allows you to guide and support your child in making informed decisions about their studies. In order to support preparations for option choices in the senior phase, I have included information provided by departments on the pathways for each subject area.

As they progress into the Senior Phase and S4, they are required to detail the five subjects that they wish to take forward into S4. Specialisation is developed from pupil free choice. All pupils are given the opportunity to detail the five option subjects they would like to undertake, and we will strive to maximise your child's preferences.

Unfortunately, it is not always possible to accommodate all requests of every single pupil across S4, and we ask that a reserve choice is highlighted. If your child is unable to continue with any subject they have highlighted, a further discussion will take place during the Pupil Support led option Interview to come to a suitable solution.

Some key points or FAQ's

- The curriculum narrows to seven subjects in S4 to accommodate 4 periods for each and in turn elicit a greater depth of understanding, knowledge, and skill development across each subject area.
- The level at which you undertake your chosen course in S4 will be influenced by the level you achieved within that course in S3, for many subjects.
- There is only availability for pupils to choose subjects in S4 that they already undertook in S3 and as a result already have prior learning as well as covered elements of the coursework for National Qualification. It is very important to the chances of success, in a very demanding year, that pupils are given the opportunity to build on previous knowledge and that teachers deliver a subject knowing that there are no gaps in prior learning that underpin the delivery of the course.
- All Pupils must select five subjects in S4 as well as English and Maths.

If you have any queries relating to the S3 Pathways programme, please do not hesitate to contact your child’s pupil support teacher. They are your point of contact in the school and can advise and assist you with any questions that you may have. They are:

Mr McPake: St Columba House

Mr Ryan: St Ninian House

Mr Phairs: St Margaret House

Mrs Murphy: St Kentigern House

Mrs Valente: St John Ogilvie House

Miss Kane: St Andrew House

Thank you for being here tonight and for your ongoing support. We look forward to discussing your child’s progress with you.

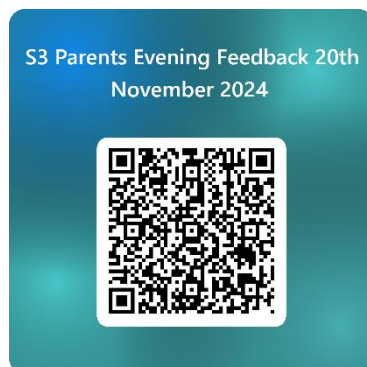
Mrs U Johnston

Depute Head Teacher

Key Dates for S3

Date	Details
16 th January 2024	Options Evening
20 th March 2024	S3 Comment Report
24 th March 2024	Options Process begins

Help us enhance our reporting and Parents Evenings by sharing your thoughts! Please take a moment to complete our online survey by scanning the QR code—your feedback is invaluable!



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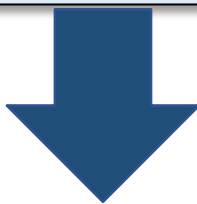
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What can I choose

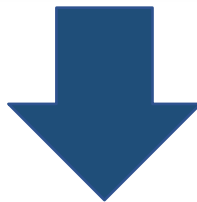
What can I choose?

You will automatically be put in the following subjects:

1. Maths
2. English
3. RE
4. Core PE



1. You will then choose 5 courses from the ones you have studied in S3
2. You should not choose a course you have not studied in S3



We ask you to choose 1 reserve course just in case we have problems making everything fit (this is a very complex puzzle and we can't usually get everything for everyone).

We only use the reserve course as a last resort, but you **must** be prepared to take this.

English and Literacy

Young people undertake a wide variety of learning within S3 in preparation for joining the Senior Phase in S4. Classes are organised in mixed ability groupings with the learning differentiated to meet the needs of all learners. As well as studying a wide range of texts (novels, films, poetry, non-fiction and drama) young people will produce a wide variety of texts. Given that the ability to communicate orally is a core skill in society young people will spend time continuing to develop these skills through group discussions and presentations in class. Towards the end of S3 we will examine the evidence we have gathered and consider the progress of the young people through the levels in English and Literacy and decide upon the best pathway for your young person. In addition to this young people undertake SNSA assessments which help to confirm levels and progress.

In S3 young people have the opportunity to take part in both : debating and public speaking competitions to further develop their skills and confidence. As part of our Future Fridays opportunities Mrs Burton and Miss Conlon will support young people to prepare for a range of opportunities including the Knights of Saint Columba debating competition and the Crown Office Procurator Fiscal Service Public Speaking Competition and any other competitions which arise. In recent years our young people have experienced considerable success in a wide range of competitions



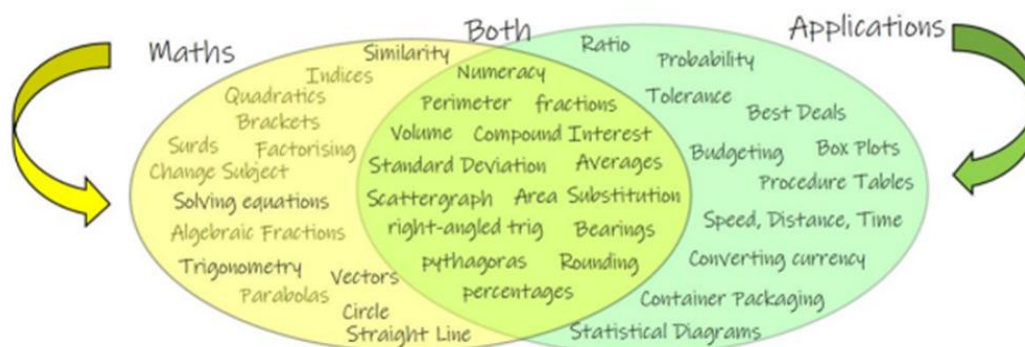
Mathematics and Applications of Maths

Towards the end of S3, pupils will complete an End of Year progress assessment for the CfE Level 4 course. From this, pupils will be recommended for the National 5 Mathematics course or National 5 Applications of Maths course.

Both courses have various overlapping topics, a graphic illustrating this can be seen below. The main difference between National 5 Mathematics and National 5 Applications of Mathematics is that the former focuses on abstract concepts and pure mathematical content, while the latter focuses on applying mathematical skills to real-world situations.

National 5 Applications of Maths is a valuable qualification that is accepted by employers, colleges, and universities alike and has the same value in SCQF points as all other National 5 qualifications. For more information on the course, please visit the SQA website: <https://www.sqa.org.uk/sqa/81281.html>

National 5 Mathematics and National 5 Applications of Maths



Mathematics CfE Level 1/2 Pathways

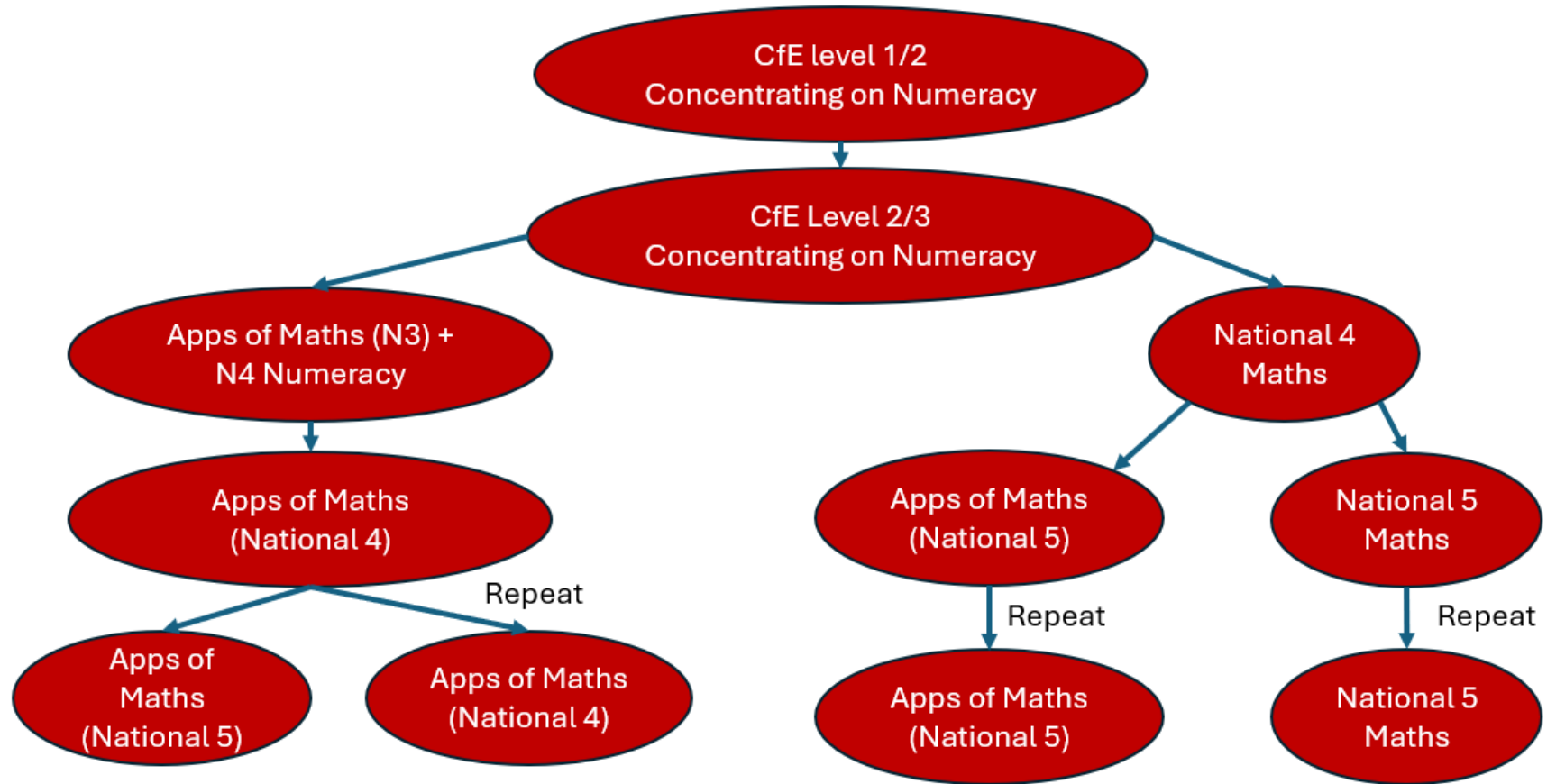
S1/2:

S3:

S4:

S5:

S6:



Mathematics CfE Level 3 Pathways

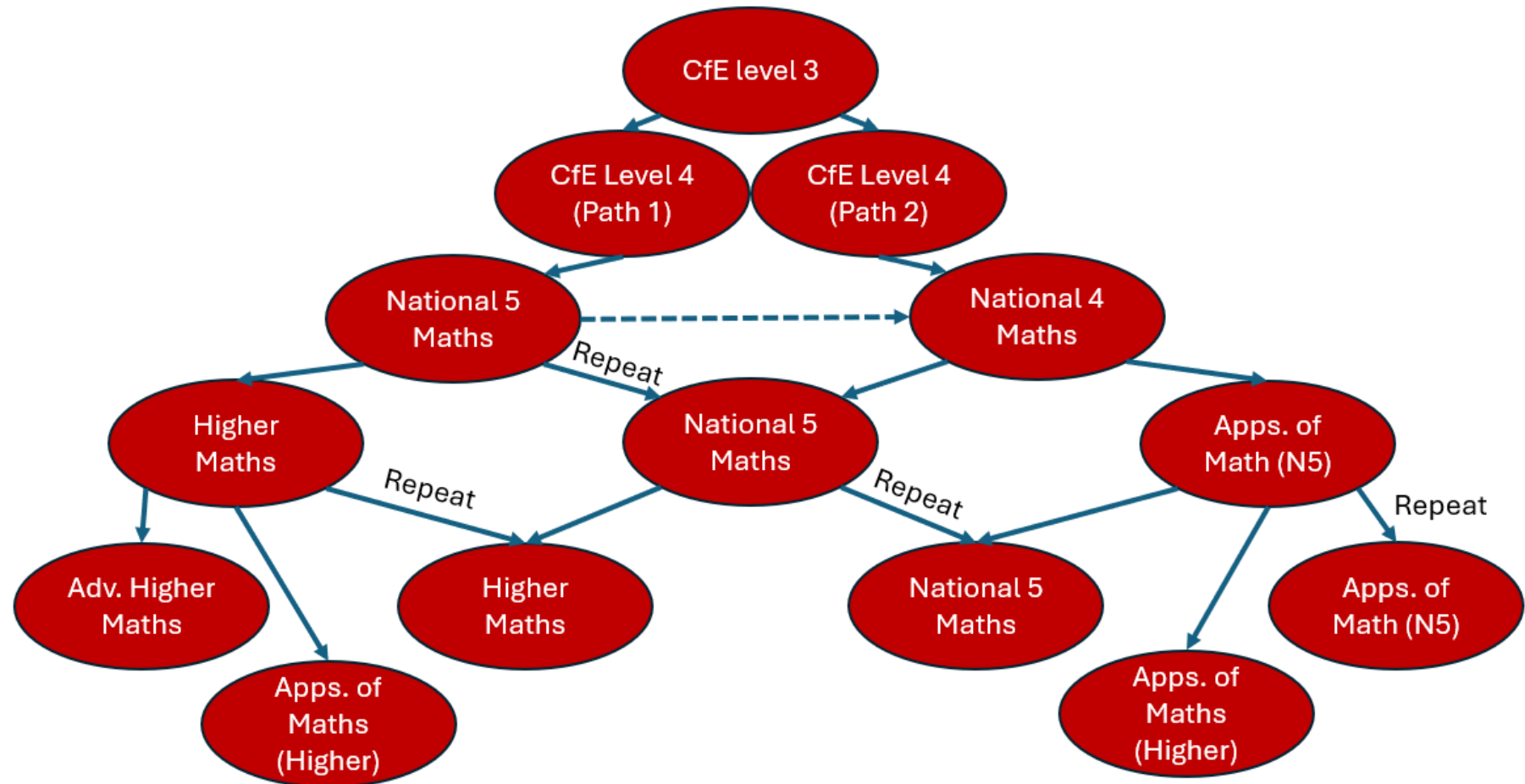
S1/2:

S3:

S4:

S5:

S6:



Modern Languages for Life and Work

In S3, all pupils study Modern Languages for Life and Work one period a week. This is an SQA accredited course, which pupils will have listed on their SQA certificate if they successfully complete all elements of the coursework. Pupils can achieve the award at either 3rd or 4th level. Through this course pupils will work on their Reading, Writing, Talking and Listening skills.

There are three separate parts to the Modern Languages for Life and Work Award:

Languages for Life

Pupils build on knowledge from S1 and S2 to allow them to talk about themselves and their lives in Spanish.

Languages for Work

Pupils learn to discuss the world of work in Spanish. Talking about job titles, skills and qualities and how to understand a job advert and apply for that job by taking part in an interview.

Building own Employability Skills

This section of the course is undertaken primarily in English and focuses on pupils' knowledge the world of work. We learn about skills and qualities required for different types of jobs and what jobs they would be interested in and suited to in the future, as well as researching different jobs and producing a CV.

Completing the Modern Languages for Life and Work Award allows pupils the ability to move on to the next level of the award and also begins to help pupils prepare for the Employability section of the National qualification curriculum. (National 3/4/5).

S3 Elective Spanish

Young people can also elect to continue their study of Spanish in S3/4. This would allow for a pathway to National Qualifications in the Senior Phase. Depending on progress through the CFE levels young people will then progress onto National 3 4 or 5 in S4.

The course covers engaging and relevant topic areas including:

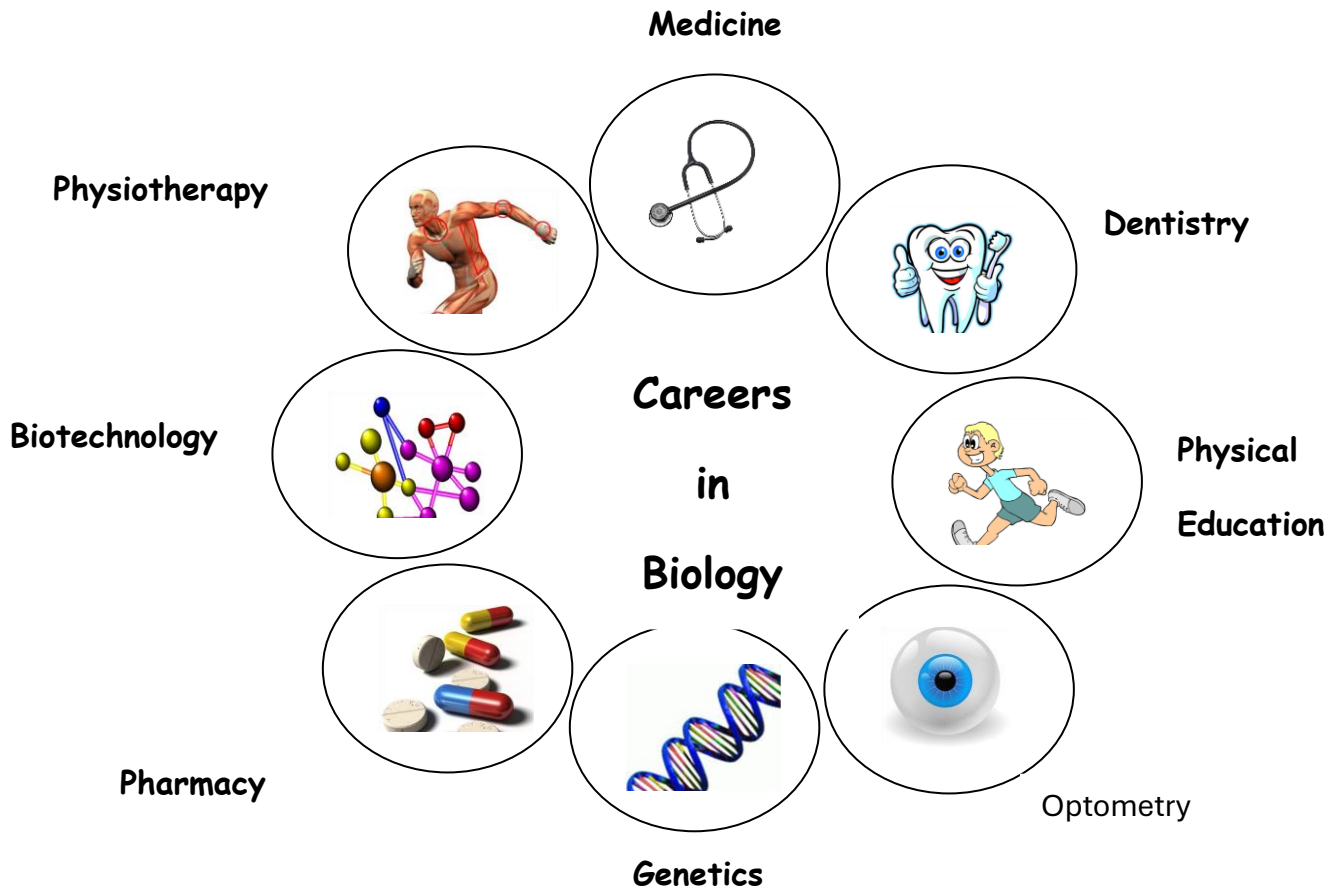
- Holidays
- Technology
- Family Life

These topics are also key parts of the National Qualification courses which pupils will move onto in S4.

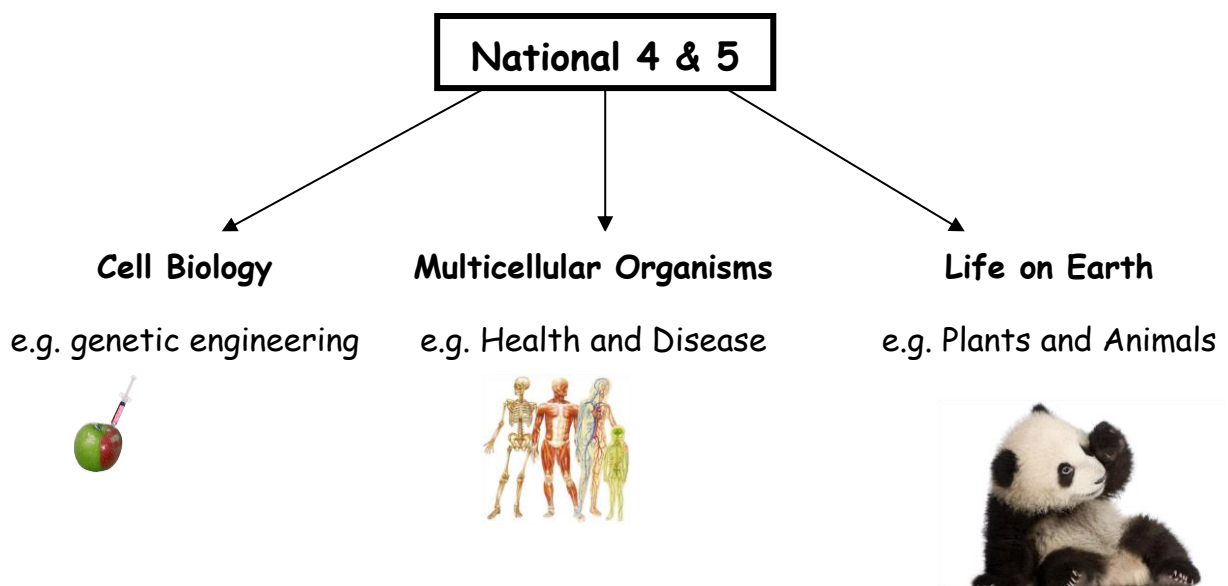
This course allows pupils to build on their Reading, Writing, Listening and Talking skills acquired in S1 and S2. It also starts to introduce more complex grammar and vocabulary which form part of National Qualification courses.

Biology

So you want to be a Biologist? Great choice! Biology is a fascinating subject to study and can lead on to a variety of rewarding career paths.



At the beginning of 3rd year you will study some level 4 Curriculum for Excellence outcomes before moving onto National 4 & 5. This will enhance your knowledge of how the body works and how all animals, plants and other living things depend on each other.



Chemistry



Why Study Chemistry?

Chemistry is about; discovery, creativity, problem-solving and communication.

Imagine a world without chemistry:

No medicines to fight disease, no make-up or hair products.

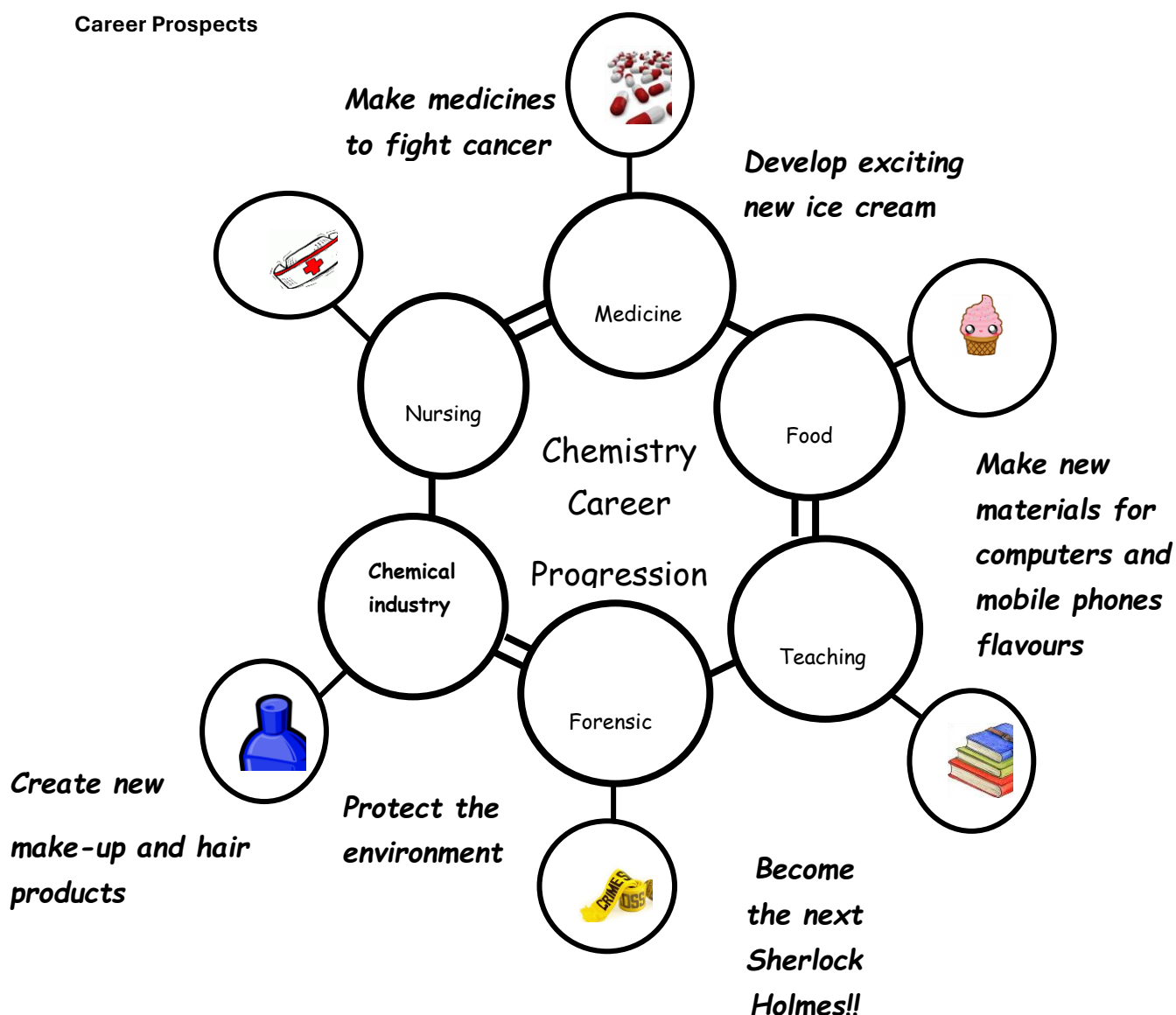
No computers or mobile phone. No Sherlock Holmes!!



In S3 you will study Chemistry at level 4 progressing onto National 4/National 5. These courses will develop the scientific understanding of chemistry issues and aims to develop learners' interest and enthusiasm for chemistry using a variety of approaches, with an emphasis on practical activities.

The three units that you will cover are **Chemical Changes and Structures, Nature's Chemistry and Chemistry and Society.**

Career Prospects



Why Study Physics?

Physics is the study of nature at its most fundamental level; the discovery and application of the laws which govern space and time, force and motion, matter and energy. It is the study of systems ranging in size from the smallest elementary particles to the entire universe. Almost all modern technology is based on the principles of optics, electronics or nuclear physics.



New CfE Courses

In Third year, you will study level 4 CfE outcomes before progressing to National 4 and 5. These courses aim to provide opportunities for learners to develop skills, knowledge and an understanding of Physics principles. The skills you will learn in Physics are useful in many contexts; they are called *transferable skills*. They include, for example, a practical approach to problem solving, the ability to reason clearly and effective communication skills.

The units which will be covered are:

- Electricity & Energy
- Waves & Radiation
- Our Dynamic Universe

Career Prospects

There are a staggering number of exciting careers where Physics qualifications are necessary and/or desirable.

The list includes

Aeronautical Engineer
Airline Pilot
Astronomer
Auto Electrician
Automotive Engineer
Biotechnologist
Broadcasting Engineer



Electrical Engineer
Electrician
Geophysicist
Helicopter Pilot
Laboratory Technician
Lighting Technician
Marine Engineer

BUSINESS MANAGEMENT

A main feature of this Course is the development of enterprising skills and employability skills. The Course explores the important impact businesses have on everyday life, and therefore gives learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through improving learners' knowledge of financial management in a business context. By developing many transferable skills, the Course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines. It deepens understanding of businesses and highlights a range of business-based career opportunities that are available within all business sectors. The Course develops the necessary skills of numeracy, enterprise, employability, ICT and citizenship.



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The development of skills explicit to the Course will enable learners to succeed in life with determination and the ability to think logically. These skills will support learners in becoming more confident, particularly regarding their own future education and place in the world of work. Understanding the economic and financial environment in which business operates will help learners to contribute responsibly to society. By encouraging working with others, the Course will help learners to participate effectively in our ever-changing global business environment.

By studying this Course, learners will develop skills and attributes which include an enterprising attitude and an appreciation of taking risks in a business context; a customer focus in business contexts; entrepreneurship, by using their initiative in being creative and resourceful; and decision making, by interpreting, analysing and evaluating a range of information to make critical, ethical, responsible and effective business decisions. Other skills developed by learners will include numeracy, which supports and further develops learners' personal financial management through improving their knowledge of financial management in a business context; and the ability to use ICT to gather, analyse and communicate business information efficiently and effectively. Learners will also develop the ability to communicate effectively in a business context by working co-operatively with others and to work independently or to lead activities when appropriate.

The National 4 Course has 2 units:-

1 Business In Action:

In this Unit, students will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society.

Students will discover how businesses are organised exploring the functional activities, such as marketing, finance, operations and human resources, and applying this knowledge to support business planning and decision-making. Students will develop skills and knowledge and understanding relating to the role of business and enterprise within society and of the actions taken by business to meet customers' needs.

2 Influences On Business:

In this Unit, students will carry out activities that will give them an appreciation of the impact that a range of influences have on business decision making in straightforward contexts. These will be internal e.g. new production methods and external e.g. competitors. Students will investigate the role and influence of stakeholders on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide students with a growing understanding of how businesses survive and succeed.

The National 5 Course has 3 units:-

- Understanding Business

In this Unit, learners will be introduced to the business environment. Learners will develop skills, knowledge and understanding by carrying out learning activities relating to the role of business and entrepreneurship within society, using real-life contexts. The Unit will allow learners to explore issues (such as competitive, political, social, economic and technical issues) relating to the external environment in which organisations have to operate, and the effects they can have on business decision- making and survival.



- Management of People and Finance

In this Unit, learners will develop skills and knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management that will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will follow basic theories, concepts and processes relating to financial aspects of business that will allow them to prepare and interpret information in order to solve financial issues and to ensure the survival of the organisation.

- Management of Marketing and Operations

In this Unit, learners will develop skills, knowledge and understanding relating to the importance of having effective marketing and operations systems. The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. It will highlight steps organisations take in order to meet customers' needs. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

Career Paths

Pupils will benefit in almost all careers from having developed their understanding of how business and organisations operate in today's society. By encouraging working with others, the Course will help learners to participate effectively in our ever-changing global business environment.

COMPUTING SCIENCE



Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

Pupils will develop the following skills:-

- Understanding of the technologies that underpin the digital world.
- Essential skills for everyday life.
- Understanding and applying computational processes and thinking.
- Knowledge and understanding of key facts and ideas in computing science.
- Analysing, designing, modelling, implementing, testing and evaluating digital solutions, (including computer programs), to solve problems.
- Reading and interpreting code.
- Computational thinking.
- Programming skills and software and information system design.
- Communicating computing concepts and computational behaviour.
- Planning, researching, organising and problem-solving with complex features.
- Understanding the impact of computing science on our society.
- Understanding the legal and environmental implications of IT.

Understanding information representation and transfer.

The course has four areas of study:

1. Software design and development

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

2. Computer systems

Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

3. Database design and development

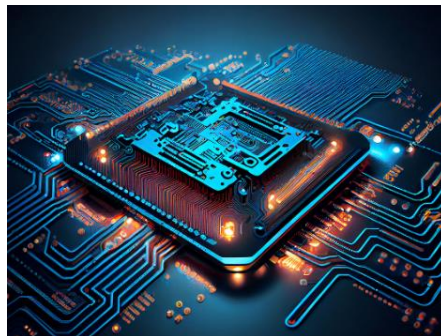
Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

4. Web design and development

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

Career Paths

Pupils will benefit in almost all careers from having developed their IT literacy. Skills in problems solving and modelling are transferrable life skills required in almost all career paths.



Graphic Communication

The Graphic Communication course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in open complex graphic situations, thus expanding their visual literacy.

Course Purpose

The course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. The course allows learners to engage with a range of technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

The course enables learners to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software.
- Use creativity in the production of graphic communications to produce visual impact in meeting a specified purpose.
- Develop skills in evaluating the effectiveness of graphics in communicating and meeting their purpose.
- Develop an understanding of graphic communication standards protocols and conventions, where these apply an understanding of the impact.

Unit Overview

- ♣2D Graphic Communication
- ♣3D and Pictorial Graphic Communication

Assessment Tasks:

National 4 Added Value Unit- Assignment

National 5 Graphic Communication Assignment- 50 marks (36%)

The assignment adds value by introducing challenge and application. Learners will draw on their range of skills, knowledge and understanding from the units in order to produce an effective overall response to the assignment brief.

National 5 Question Paper- 90 marks (64%)

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the units.

Career opportunities

Animator, architect, architectural technician, building services engineers, CAD technician, cartographer, civil engineer, computer games developer.



PRACTICAL WOODWORKING

The Practical Woodworking course provides opportunities for learners to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents. These courses are practical, exploratory and experiential in nature, they engage learners with a range of technologies, allowing them to consider the impact that practical woodworking skills can have on our environment and society. The course also may provide progression to other qualifications in practical technologies or related areas and further education study, apprenticeships, employment and training.

Course Purpose

These courses will allow learners to understand safe working practices, sustainability issues, and the role of recycling within a workshop environment. Each area of study covers a different set of woodworking skills. All areas include skills and associated knowledge in measuring, marking out, cubing and jointing techniques.

The course enables learners to develop:

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

National 4 Course Overview:

- Flat-frame Construction
- Carcase Construction
- Machining and Finishing
- Added Value Unit: Making a Finished Product from Wood

National 4 is internally assessed and moderated by SQA.

National 5 Course Overview:

- Flat Frame Construction
- Machining and Finishing

National 5 Assessment Tasks:

Component 1: Question paper- 60 marks (30%)

Component 2: Practical Activity- 70 marks (70%)



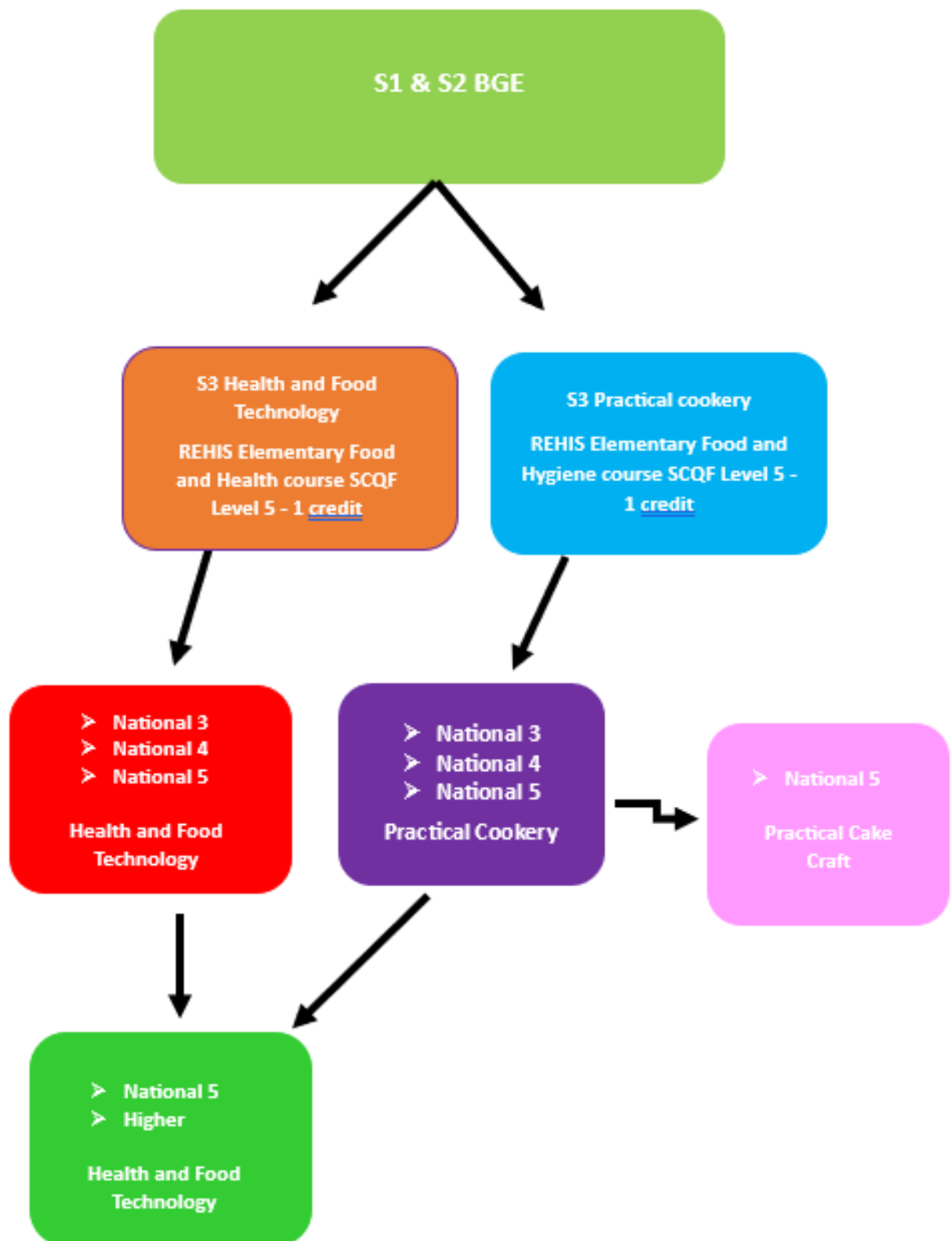
National 5 Question Paper

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the units.

Career opportunities

Carpenter, joiner, furniture designer, furniture maker, construction operative, set designer, shop fitter.

Home Economics Pathways





National 4 & 5 Health & Food Technology

Health & Wellbeing Faculty



Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

The course includes development of practical skills and thinking skills. Candidates develop knowledge and understanding of the relationship between food, health and nutrition.

Candidates will also develop knowledge and understanding of:

- dietary needs for individuals and groups at various stages of life and explain current dietary advice
- produce and reflect on food products which meet individual needs
- functional properties of ingredients in food and their use in developing new food products
- stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs.
- safe and hygienic food practices.
- consumer food choices and contemporary food issues
- technological developments in food and organisations which protect consumer interests.
- food labelling and how it helps consumers make informed food choices
- the need for nutrients and how they perform in the body
- how dietary diseases impact the body and the prevention/cure
- consumer organisation



Assessment

Assessment

National 4

Assessment Task: successful pass in each of three units and the Added Value Unit in the form of an Assignment.

National 5

Question paper 60 marks

The purpose of this question paper is to assess the candidate's ability to integrate and apply breadth, knowledge, understanding and skills from across the course. There are six questions,

each worth 10 marks. Questions are broken down into parts. Course content and skills are sampled across questions.

Assignment 60 marks

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the course through a technological approach to problem-solving based on a brief. Briefs will have a food and health, or a consumer focus and candidates will use skills to investigate the issue and develop a food product to meet the needs of the brief.

Skills Developed

This course enables learners to:

- develop an understanding of the functional properties of food
- develop an understanding of the relationship between health, food and nutrition apply practical and technological skills in the world of food
- carry out experimentation on different food products
- build on their knowledge and understanding of food and the consumer, in order to make informed choices
- apply safe and hygienic practices in practical food preparation develop cookery skills



Progression Pathways

Higher Health and Food Technology. Other qualifications in Home Economics such as National 5

Practical Cookery and Practical Cake Craft

Career opportunities

Food Preparation
Health Promotion
Food Production
Consumer Advice
Sports Nutrition

Dietetics and Nutrition
Food Science
Nursing
Consumer Services
Food Manufacture

Food Technology
Health and Social Care
Environmental Health
Quality Insurance
Sports Nutrition



National 4 & 5 Practical Cookery

Health & Wellbeing Faculty



Learners taking this course will acquire a range of knowledge and skills which will be of considerable value to them throughout life. This course is designed for those who have a keen interest in food and cooking and who enjoy being creative with food. Learners are given the opportunity to cater for a variety of events throughout the school similar to the hospitality industry. Pupils gain first-hand experience of cooking and catering for a large number of people. This course will support learners' in preparing them for further training and employment in a wide range of hospitality pathways.

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

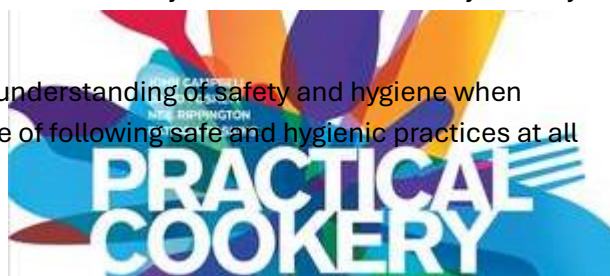
Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.

Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.



Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing, and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.



Assessment

The course has three units:

- Cookery Skills Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

National 4

Successful pass in each of the 3 units plus completion off the Added Value Unit.

National 5

Completion of all 3 units of work plus final exam which is broken down into 3 sections:

Assignment 18 marks - Completion of a time plan for 3 course meal for 4, with an equipment requisition and service detail plan.

Practical Activity 82 marks - Cooking for the 3-course meal

Question Paper 30 marks - 1 hour paper to test knowledge and understanding of course content

Skills Developed

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring, and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge 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, organisational and time management skills in a cookery context
- producing, portioning, and presenting dishes appropriately



Progression Pathways

National 5 Practical Cake Craft, National 5 Health and Food Technology

Career opportunities

Chef	Caterer	Hotel Management	Event Planning
Food Operations	Front of House	Travel Manager	Food Product Development
Quality Control	Food Design and Marketing	Retail in the Food Industry	Baker
Travel & Tourism	Food Stylist	Craft Brewer	Food Blogger/ Social Media Influencers



Scotland's Food and Drinks Industry is one of the biggest employers & brings in an annual turnover of £14.9bn.

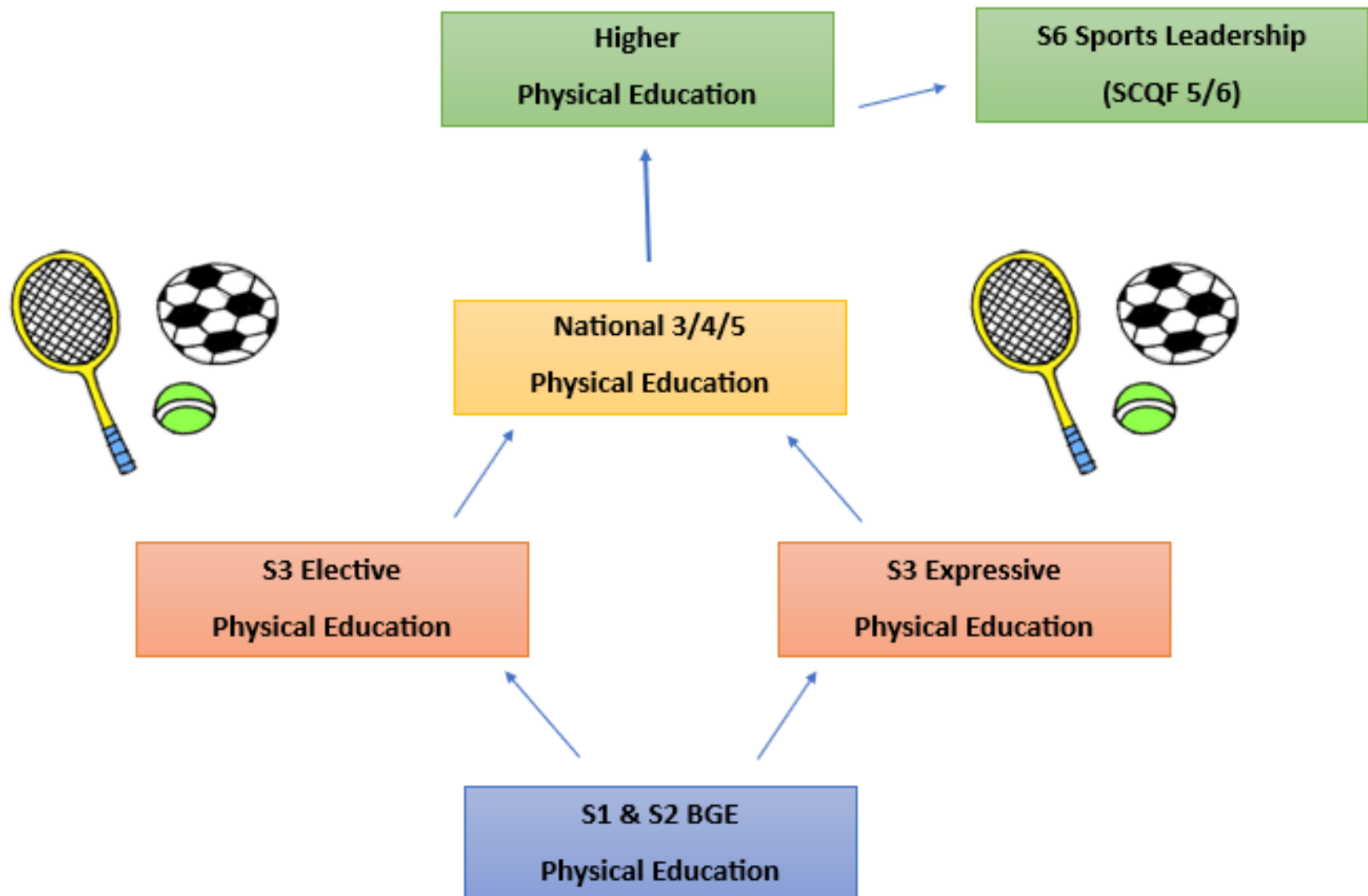


Be inspired with a career in food

Careers are as diverse as the food we eat!

From farm to fork – careers that feed the nation

2024 – 2025: Progression Pathway – Physical Education





National 4 PHYSICAL EDUCATION

Health & Wellbeing Faculty

The National 4 course is suited to learners who have a keen interest in sport, who are committed to developing their performance to a high standard or who may wish to pursue a career in sport.

The course consists of three units:

1. Performance

In this unit learners will focus upon developing their performance in two activities. They will be assessed in both activities and require to demonstrate they can:

- ❖ Perform a range of skills with control & fluency / spatial awareness.
- ❖ Make appropriate decisions about performance.
- ❖ Carry out basic tactics within a game.
- ❖ Work co-operatively with others.

Where possible a choice of activities will be offered.



2. Factors Impacting on Performance

The unit aims to develop knowledge of the factors which can affect performance and will involve:

- ❖ Studying positive & negative factors which can affect their performance through video analysis.
- ❖ Planning and carrying out a training programme.
- ❖ Evaluating their performance after training.
- ❖ Learners complete a workbook which is internally assessed & externally moderated.
- ❖ To achieve a course award, learners must achieve a pass in this unit

3. Added Value Unit

This is an additional practical unit within the course which requires learners to participate in a competitive event e.g., display or tournament.

Learners require to:

- ❖ Select an activity which is a strength.
- ❖ Agree an event / competition with their teacher which will form the basis of their assessment.
- ❖ Devise & carry out a plan to prepare for the event (written & practical assessment).
- ❖ Perform to a satisfactory level in the event.
- ❖ Evaluate their performance (written assessment).
- ❖ To achieve course award learners must pass the practical & written elements of this unit.

Assessment

Assessment is internal and continuous; however, learners should be aware they must pass **all** outcomes within each unit.

Progression Pathways

National 5 P.E.

Sports Officiating / Sports Coaching H.N.C /H.N.D. Sports Coaching, Sport in the Community, Sport Exercise & Science

Career Opportunities

Fitness Instructor

Personal trainer

Sports Coach

**Sports Development
Officer**

Sports Science

Sports therapy

PE Teacher

Sports Journalism

Gym Instructor



National 5 Physical Education

Health & Wellbeing Faculty



The National 5 course contains a practical and written combination of tasks which demand that pupils have both high-performance levels and literacy skills comparable to National 5 English.

The Course Structure

Training Programme

Pupils who undertake the National 5 course can expect to take part in a vigorous and extended training programme. This involves weekly Physical Factors training in which pupils will design, carry out and record their training sessions. Training sessions are based around enhancing an area of the Physical Factors which has been tested and discovered to be an area of development (e.g., Speed Endurance).

Performance

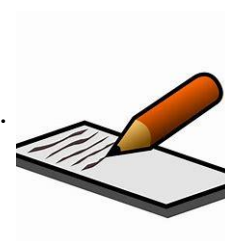
This unit will focus on enhancing learner engagement and performance in physical activity by analysing, embedding and developing elements of performance including skills application, applied fitness, performance awareness and performance composition. The unit offers opportunities for personalisation and choice of activities e.g., gymnastics, indoor and outdoor games. Within the National 5 course pupils will be assessed in two performances which constitutes 50% of the overall course award. The choice of assessment activity will be given to the pupil following advice from their class teacher. Practical assessment is completed in school time and assessed internally with external moderation. Where a pupil has an area of expertise that is not offered in school time (e.g., Swimming), accommodations can be made.



Assessment

Practical performance: Worth 50% of total mark. Assessable through 2 activities.

Portfolio: Worth 50% of total mark. Assessable through external marking.



The Portfolio is completed in school time and assessed externally by the SQA. The remaining 50% of marks are available through the Portfolio. The Portfolio involves weekly classroom sessions, each with an accompanying homework task. Starting the Portfolio in August it is not completed until March. Therefore, the demand for meeting deadlines and producing work of a National 5 standard is high. On completion of a Section of the Portfolio, pupils will type their work and submit it. Upon submitting a Section, pupils will not be permitted to edit.

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

Progression Pathways

On successful completion of the Course, learners may wish to pursue further study e.g., Higher Physical Education and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.

Career Opportunities

Fitness Instructor	Personal trainer	Sports Coach
Sports Development Officer	Sports Science	Sports therapy
PE Teacher	Sports Journalism	Gym Instructor



Geography

Geography pupils at Taylor High school will begin S3 focusing on the Level 4 Experiences and Outcomes of a Curriculum for Excellence. They will then progress through units at either National 4 or 5 levels, completing their course in S4. A variety of teaching methodologies will be used by classroom teachers and will include individual and group work, cooperative learning activities and all pupils will be expected to complete an assignment. Learners will use a range of sources and experiences including maps, DVDs, ICT, excursions and fieldwork to study various aspects of Geography.



Learners will study **three** units of work beginning in S3

- **Physical Environments:** Learners will investigate a variety of physical environments including the weather, landscapes and land use.
- **Human Environments:** Learners will investigate various human aspects including birth and death rates, cities and farming.
- **Global Issues:** Learners will use a range of sources to investigate two major global issues. For example, Climate change, Environmental Hazards, Tourism or Health



Outdoor



**TEACHING
TOWN AND COUNTRY PLANNING
GEOLOGY
METEOROLOGY
TRAVEL AND TOURISM/LEISURE AND
RECREATION
GEOGRAPHICAL INFORMATION
SYSTEMS
CARTOGRAPHY CONSERVATION
TRANSPORT MANAGEMENT**

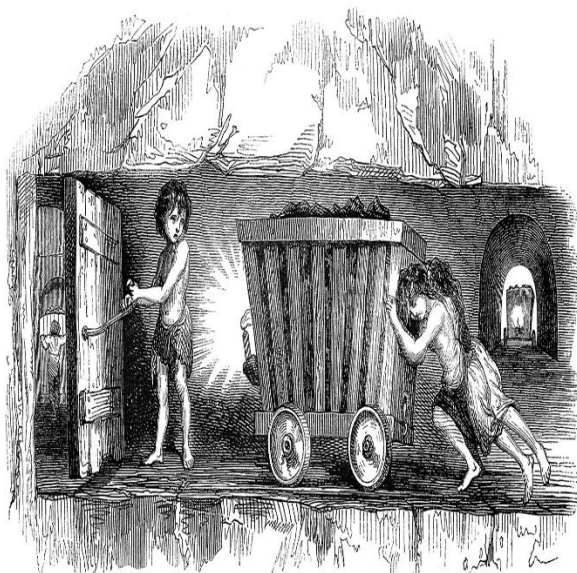
History



History pupils at Taylor High School will begin S3 focusing on the Level four Experiences and Outcomes of a Curriculum for Excellence. They will then progress through units at either National 4 or 5 levels, completing their course in S4. A variety of teaching methodologies will be used by classroom teachers and will include individual work and group work, co-operative learning activities and all pupils will be expected to complete an assignment. Learners will complete a variety of historical tasks using primary and secondary sources, developing and consolidating their skills with DVDs, ICT and excursions.

Learners will study **three** units of work beginning in S3

- **British History:** Learners will investigate how Britain has changed between 1760 and 1900, studying issues such as health, housing, democracy, industry and transport.
- **Scottish History:** Learners will investigate the importance and lasting relevance of the First World War, 1914 – 1918.
- **European History:** Learners will investigate the problems in Germany which led to the rise of the Nazis and the consequences for German people.



WHAT CAN YOU DO WITH HISTORY?

- LAW
- ARCHAEOLOGY
- TEACHING
- GENEALOGY
- JOURNALISM
- TOURISM

Modern Studies



Modern Studies pupils at Taylor High school will begin S3 focusing on the Level 4 Experiences and Outcomes of a Curriculum for Excellence. They will then progress through units at either National 4 or 5 levels, completing their course in S4. A variety of teaching methodologies will be used by classroom teachers and will include individual and group work, cooperative learning activities and all pupils will be expected to complete an assignment.



Learners will use a range of sources and experiences such as DVDs, ICT and excursions to investigate aspects of contemporary society and develop their skills.

Learners will study **three units** of work beginning in S3

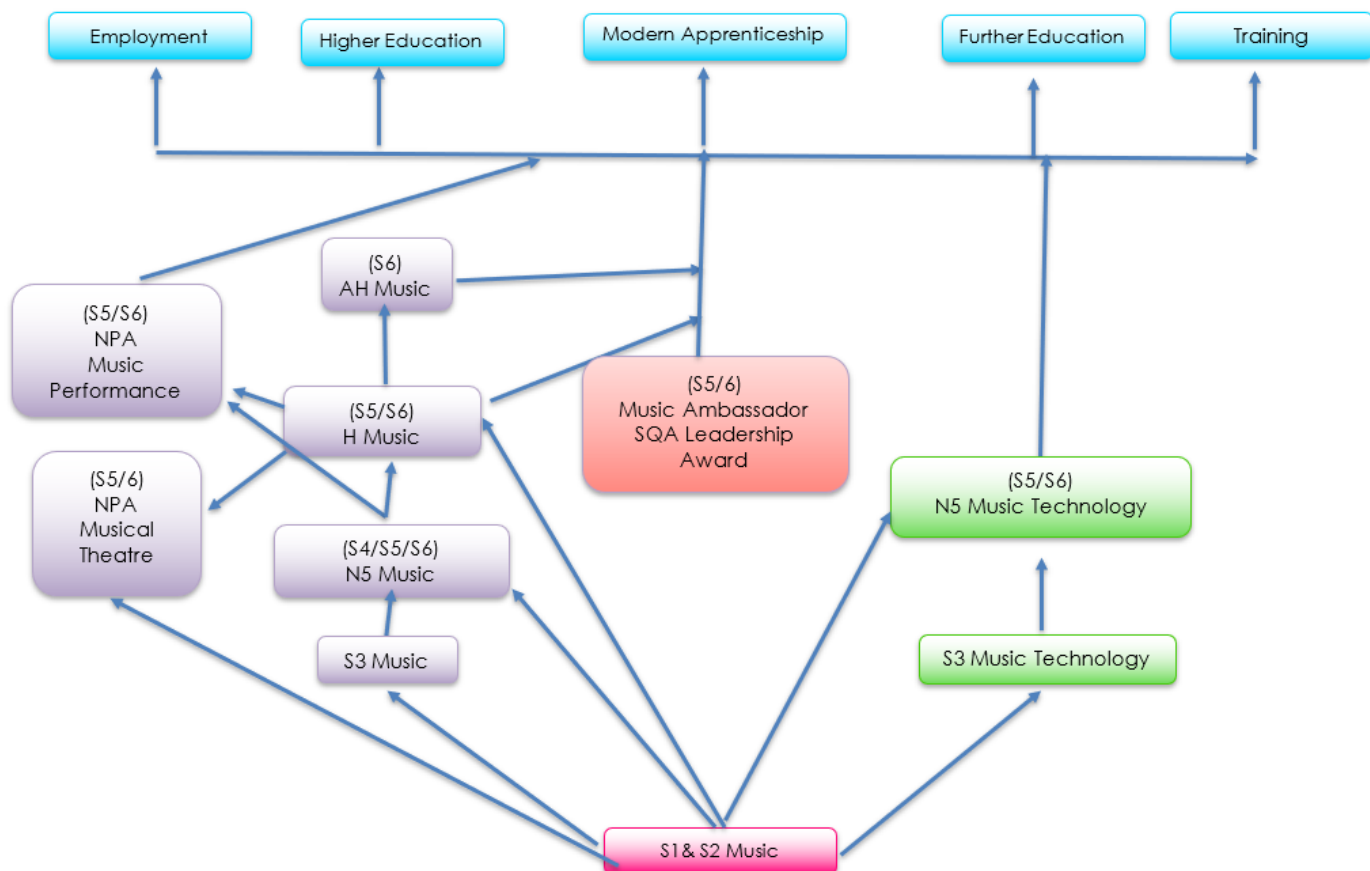
- **Social Issues:** Learners will investigate crime and the law and the impact it has on UK society
- **Democracy in Scotland:** Learners will investigate the main features of the Scotland's political systems and institutions and the role of citizens in the political process
- **International Issues:** Learners will use a range of sources to investigate the people, politics and issues of the USA

WHAT CAN YOU DO WITH MODERN STUDIES?

- LAW/POLICE
- TEACHING
- POLITICS
- LOCAL GOVERNMENT
- JOURNALISM
- TOURISM
- SOCIAL WORK
- MEDIA

Music and Music Technology

Taylor High School Music Department Progression Pathway



The Music Department is the **heartbeat** of Taylor High School, where all learners are given an experience bespoke to them, with a wide scope for personalisation and choice. It is a place where our young people can develop a suite of personal and professional skills, that will prepare them for the world of work and support them with their health and wellbeing. Our Music and Music Technology courses provide candidates with practical experience of performing, editing, creating and understanding music. Our courses enable candidates to work independently and in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning. Learners will develop key skills, including critical thinking, communication, creativity, growth mindset, teamwork, social awareness and self-management and efficiency. Skills developed in the Performing Arts are transferable to many careers Colleges and Universities may ask for particular grades for entry, but they DO NOT always stipulate which subjects they require. If you are looking for a good grade, then we are a good choice. Our ultimate goal is to facilitate the personal development of Music and Music Technology, in order that this enjoyment continues beyond the school walls and stays with our learners for life.

Playing a Musical Instrument:

- increases the capacity of your memory.
- refines your time management and organizational skills.
- boosts your team skills.

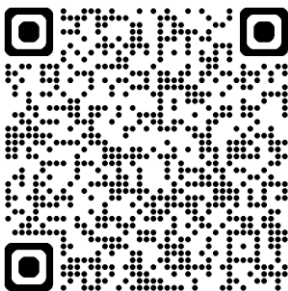
- teaches you perseverance.
- enhances your coordination.
- improves your reading and comprehension skills.
- increases your responsibility.
- sharpens your concentration.
- fosters your self-expression and can relieve stress.
- creates a sense of achievement.
- promotes your social skills.
- boosts your listening skills.
- teaches you discipline.
- elevates your performance skills.
- promotes well-being in your life.



WHY SHOULD I TAKE MUSIC?

WHY MUSIC? The following SWAY has been created by a colleague in another school, therefore it does contain some school specific information that may vary from that at Taylor, however there are very interesting stories from people who studied Music in school but not gone on to have a career in Music but also people who have. There is also input from University Lecturers and information on courses within the pathway.

[Sway](#)



WHY MUSIC TECHNOLOGY? The following SWAY has been created by a colleague in another school, therefore it does contain some school specific information that may vary from that at Taylor, however there are very interesting stories from people who studied Music Technology in school but not gone on to have a career in Music Technology but also people who have. There is also input from University Lecturers and information on courses within the pathway.



Music Lessons

North Lanarkshire Council Instrumental Music Service is a key partner in our Music Department. We have 7 visiting instructors: Bagpipes, Brass, Drum Kit, Guitar, Snare Drum, Strings and Woodwind. Music lessons are currently free, and priority is given to SQA candidates. We strongly recommend that learners engage with this service to ensure they get the best preparation and support from specialist musicians.

North Lanarkshire Instrumental Music Service has forged an enviable reputation throughout Scotland, through the delivery of instrumental and choral instruction. North Lanarkshire Council embraces the rich musical diversity within the authority and endeavours to continue producing

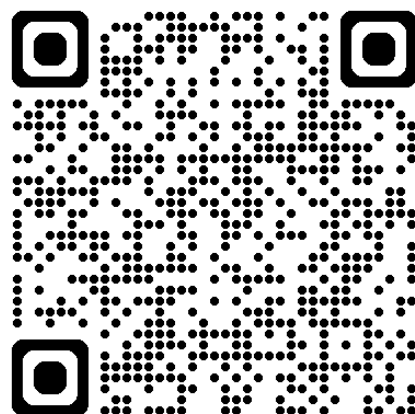
young musicians and ensembles at all levels of the spectrum. North Lanarkshire Instrumental Music Service offers an opportunity to perform at school, national and international level through the successful establishment of our renowned bands, choirs, orchestras and ensembles. The music groups have grown from a fledgling concept of learning to play a musical instrument for the few, to an accessible nationally acclaimed service, taught by a qualified workforce. North Lanarkshire's Instrumental music service seeks to enhance and enrich the lives of the young people of North Lanarkshire through instrumental and choral tuition, whilst developing and nurturing a skill which will last way beyond school years into adulthood.

Along with the musical benefits and opportunity for creative learning, research-based evidence identifies the broader benefits of learning to sing or learn a musical instrument, such as improved language, literacy and numeracy skills, social and personal development, physical development, health and wellbeing.

Playing a Musical Instrument:

- increases the capacity of your memory.
- refines your time management and organizational skills.
- boosts your team skills.
- teaches you perseverance.
- enhances your coordination.
- improves your reading and comprehension skills.
- increases your responsibility.
- sharpens your concentration.
- fosters your self-expression and can relieve stress.
- creates a sense of achievement.
- promotes your social skills.
- boosts your listening skills.
- teaches you discipline.
- elevates your performance skills.
- promotes well-being in your life.

North Lanarkshire Instrumental Service





Music Ambassadors

S5 & S6 musicians have an opportunity to apply and interview to become a Taylor High School Music Ambassador. Successful applicants will work on the SQA SCQF Level 6 Leadership Award. There will be lunch time support for Music Ambassadors working through the qualification. They will choose a music club to lead with the goal of a performance at the Christmas concert. Ambassadors will be allocated a Music Teacher as a mentor and will get many leadership opportunities, including having an input into the improvement of our department, leading Learner Voice meetings and supporting the Music team to organise Music events.

Learners will find out about different leadership styles and qualities. They will also gain knowledge about themselves as leaders. In general, the award will: build the confidence that learners have in their own leadership abilities, help learners to develop the leadership skills and values necessary for working cooperatively with others, help learners to understand the impact they can have on others and on the success of an activity, encourage reflective learning, contribute to enhancing the self-esteem and self-awareness of learners in relation to the contribution they can make to society.

This SCQF Level 6 award is the equivalent of a Higher C pass.

Qualification Structure

The Leadership Award comprises of 2 internally assessed units:

1. Leadership: An Introduction
2. Leadership in Practice



Music Clubs

We are re-building the extra-curricular activities within Taylor High School Music Department to allow learners the opportunity to develop their musicianship skills and make friends who are like minded. We have recently introduced an annual Young Musician of the Year Competition within Taylor High School and all learners are encouraged to take part to build their performance skills and confidence in preparation for SQA examinations and future performance opportunities they may wish to be involved in.

- ❖ All woodwind and brass learners are strongly encouraged to play in the wind band to develop their literacy skills, aural awareness, general musicianship skills and most importantly their confidence.
- ❖ Senior Phase singers are strongly encouraged to be part of our choir to develop their vocal warm up techniques, harmony skills, aural awareness, general musicianship skills and most importantly their confidence.

Mrs. Muir, *Principal Teacher of Music.*

Mr. Copetti, Mr. Lamb, Miss. McSporran and Mrs. Murphy, *Music Teachers*

Mr. Dowling, Mr. McKenna, Ms. Moverley, Mr. Nelson, Mr. Paterson, Mrs. Paterson and Mr. Somerville, *Music Instructors*

S3 Music

Our S3 course prepares our young people for their National 5 qualification in S4. Music allows learners to develop knowledge and skills enabling them to grow in their journey. Learners are taught through three main components: **Listening** (critical thinking / communication), **Composing** (creativity / growth mindset) and **Performing** (teamwork / social awareness / self-management & efficiency). A wide variety of genres are covered from Blues and Rap to Baroque, and these are taught through the three components. Learners will continue to develop their solo performance skills on their 2 chosen instruments from S2. They will engage in lessons exploring a variety of musical styles to experience and develop their understanding of a breadth of musical concepts. This will include music literacy where learners will build on their theory of music skills. Learners have significant opportunities for personalisation and choice and the ultimate goal is to facilitate the personal development of Music in order that this enjoyment continues beyond the school walls and stays with them for life.

- ❖ All woodwind and brass learners are strongly encouraged to play in the wind band to develop their literacy skills, aural awareness, general musicianship skills and most importantly their confidence.
- ❖ All singers are strongly encouraged to be part of our school choir to develop their vocal warm up techniques, harmony skills, aural awareness, general musicianship skills and most importantly their confidence.

S4 / S5 / S6 NATIONAL 5 Music

Purpose & Aims

The purpose of the National 5 Music course is to provide candidates with a broad practical experience of performing, creating and understanding music. The course enables candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning. The course aims to enable candidates to: broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols, create original music using compositional methods, perform music.

Who is This Course For?

This course is suitable for learners with an interest in developing their skills in music and general understanding of music. The course allows learners to consolidate and reinforce prior skills in music, and knowledge and understanding of music developed through other qualifications or experience. It can also provide a pathway for those who want to progress to higher levels of study. The course takes account of the needs of different learners and can be contextualised to suit a diverse range of learner needs, interests and aspirations. There is considerable scope for personalisation and choice through the activities of performing, creating and listening to music, and through opportunities for using music technology to create music.

Qualification Structure

The standard of performance required is Grade 3 and is a natural progression from Level 4 in S3.

Performance Exam: 50% of your overall award will be from a live performance exam in front of an examiner, where you will play an 8-minute program using both your specialist instruments

Understanding Music Exam: 35% of your overall award will be from a listening exam in May

Composition Folio: 15% of your overall award will be from your submission of an original composition you have created and accompanying review.

- ❖ All woodwind and brass learners are strongly encouraged to play in the wind band to develop their literacy skills, aural awareness, general musicianship skills and most importantly their confidence.
- ❖ Senior Phase singers are strongly encouraged to audition for 'Schola Cantorum' to develop their vocal warm up techniques, harmony skills, aural awareness, general musicianship skills and most importantly their confidence

S5 / S6 Higher Music

- Crash Higher will be on an audition basis
- Learners who are competent performers will have the opportunity to dual qualify with an SCQF National Progression Award in Music Performance, which is the equivalent of a Higher C

Purpose & Aims

The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning. The course aims to enable candidates to: broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols, create original music using compositional methods, perform music

Who is This Course For?

The course is suitable for candidates with an interest in developing their understanding and skills in music. It allows them to consolidate and reinforce prior skills, knowledge and understanding of music developed through other qualifications or experience. It also provides a pathway for those who want to progress to higher levels of study. The course takes account of the needs of different candidates and can be contextualised to suit a diverse range of needs, interests and aspirations. There is considerable scope for personalisation and choice through the activities of performing, creating and listening to music, and through opportunities for using music technology to create music.

Qualification Structure

The standard of performance required is Grade 4 and is a natural progression from National 5, which was Grade 3.

Performance: 50% of your overall award will be from a live performance exam in front of an examiner, where you will play a 12-minute program using both your specialist instruments

Understanding Music: 35% of your overall award will be from a listening exam in May

Composition: 15% of your overall award will be from your submission of an original composition you have written and review to go with it.

- ❖ All woodwind and brass learners are strongly encouraged to play in the wind band to develop their literacy skills, aural awareness, general musicianship skills and most importantly their confidence.
- ❖ Senior Phase singers are strongly encouraged to audition for 'Schola Cantorum' to develop their vocal warm up techniques, harmony skills, aural awareness, general musicianship skills and most importantly their confidence.



S6 AH Music (Crash Advanced Higher will be on an audition basis)

Purpose & Aims

The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning. The course aims to enable candidates to: broaden their knowledge and understanding

of music and music literacy by listening to music, analysing and identifying music concepts, signs and symbols, create original music or arrange existing music, using compositional methods, perform music



Who is This Course For?

The course is suitable for candidates with an interest in developing their understanding and skills in music. It allows them to consolidate and reinforce skills, knowledge and understanding of music developed through other qualifications or experience. It provides a pathway for those who want to progress to more specialised training, further and higher education, or entry into a diverse range of occupations and careers. The course takes account of the needs of different candidates and can be contextualised to suit a diverse range of needs, interests and aspirations. There is considerable scope for personalisation and choice through the activities of performing, creating, listening to and analysing music, and through opportunities for using music technology to create or arrange music.

Qualification Structure

The standard of performance required is Grade 5 and is a natural progression from Higher, which was Grade 4.

Performance: 50% of your overall award will be from a live performance exam in front of an examiner, where you will play a 15-minute program using both your specialist instruments

Understanding Music: 35% of your overall award will be from a listening exam in May

Assignment: 15% of your overall award will be from composing, reviewing the creative process and analysing a chosen piece of music

- ❖ All woodwind and brass learners are strongly encouraged to play in the wind band to develop their literacy skills, aural awareness, general musicianship skills and most importantly their confidence.
- ❖ Senior Phase singers are strongly encouraged to audition for 'Schola Cantorum' to develop their vocal warm up techniques, harmony skills, aural awareness, general musicianship skills and most importantly their confidence.

Candidates will be encouraged to perform at a very special, annual Advanced Higher Music Recital in Taylor High School.

S6 National Progression Award: Music Performance

Purpose & Aims

The principal aims of the NPA in Music Performing at SCQF level 6 are to:

- ✓ allow candidates opportunities to gain an appropriate learning experience in Music Performing at a non-advanced level

- ✓ develop a range of appropriate practical skills, knowledge and understanding relevant for music practice
- ✓ encourage candidates to take charge of their own learning and development
- ✓ provide a range of learning and assessment styles to motivate candidates to achieve their full potential provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance
- ✓ provide opportunities for the individual development of skills and aptitudes which will improve career development within the music sector
- ✓ develop music performing skills on one or more instruments

The standard of performance required is Grade 4 and is a natural progression from National 5 and / or Higher.

This course is internally assessed, therefore does not have a final exam. This course would be suitable for a candidate that wants to focus on the performance element of Music. It requires a 20minute recital using 2 instruments.

An NPA is an SCQF Level 6, which is the equivalent of a Higher C pass.

Qualification Structure

NPA Music Performance comprises of 3 internally assessed units:

1. Music: Live Performance
2. Performing Music on One Instrument or Voice (F3F4 11)

And our choice of the following unit:

- ★ Performing Music on One Instrument or Voice (F3F4 12)
- ❖ All woodwind and brass learners are strongly encouraged to play in the wind band to develop their literacy skills, aural awareness, general musicianship skills and most importantly their confidence.
- ❖ Senior Phase singers are strongly encouraged to audition for 'Schola Cantorum' to develop their vocal warm up techniques, harmony skills, aural awareness, general musicianship skills and most importantly their confidence.



S3 Music Technology

Our S3 course prepares our young people for their National 5 qualification in S4. Learners will develop the skills and knowledge to capture and manipulate audio through a variety of projects such as a Radio Broadcast, Multi Track or Live Recording of a performance, Sound Design and Foley for a film or Sound Design for a video game or audiobook, using Garageband, Audacity, Microphones, and audio interfaces. Understanding Music will be focused on Music of the 20th and 21st Century. Learners have opportunities for personalisation and choice and the ultimate goal is to facilitate the personal development of Music Technology in order that this enjoyment continues beyond the school walls and stays with them for life.



S5 / S6 NATIONAL 5 Music Technology

Purpose & Aims

The purpose of the National 5 Music Technology course is to enable candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry. The course aims to enable candidates to:

- develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in a range of contexts
- critically reflect on their own work and that of others

Who is This Course For?

This course is suitable for candidates with a broad interest in music and for candidates with a specific interest in music technology and 20th and 21st century music. It also provides a pathway for those who want to progress to higher levels of study. The course is practical and experiential in nature and there is considerable scope for personalisation and choice through the contexts for learning. It can be contextualised to suit a diverse range of candidate needs, interests and aspirations.

Qualification Structure

- **Understanding Music:** 30% of your overall award will be from listening exam in May about Music from the 20th and 21st Century
- **Assignment:** 70% of your overall award will be from your submission of two projects, which could be a Radio Broadcast, Multi Track or Live Recording of a performance, Sound Design and Foley for a film or Sound Design for a video game or audiobook.

S6 Scottish Baccalaureate in Expressive Arts

The Scottish Baccalaureate in Expressive Arts has been designed to provide a challenging and rewarding experience for candidates in fifth and sixth year of secondary education who are able to cope with the demands of study at Higher and Advanced Higher level.

With a strong focus on skills development, including higher cognitive skills, the Scottish Baccalaureate in Expressive Arts is designed to respond to the aims of A Skills Strategy for Scotland. A key purpose for introducing the Baccalaureate is to encourage more young people to study Expressive Arts and to increase the number of highly qualified people in these subject areas who will help to create a more successful Scotland and contribute to Scotland's sustainable economic growth.

The Scottish Baccalaureate in Expressive Arts is firmly grounded in The Scottish Government's Economic Strategy (2007) which identifies Creative Industries (including digital content and technologies) as one of the priority sectors that will generate the greatest impact on the Scottish economy and strengthen Scotland's areas of international advantage. A Baccalaureate which incorporates the imaginative based subject areas of Creative Industries and the technological based subjects will stimulate innovation and equip learners for further study and/or provide employment opportunities. The Scottish Baccalaureate will provide support to learners by encouraging and facilitating partnership working with a range of education establishments, businesses and organisations to provide project opportunities which connect the worlds of expressive arts, education and business innovation.

The Baccalaureate is based on a coherent group of subjects at Higher and Advanced Higher level. This coherence allows candidates to build a significant body of knowledge, skills and qualifications in expressive arts which will enhance progression opportunities in related disciplines to further and higher education and to employment.

In addition, the Baccalaureate offers added breadth and value through an interdisciplinary project which is intended to broaden the candidate experience, extend their subject knowledge and help to equip the candidate with the generic skills, attitudes and confidence necessary to make the transition into further and higher education and/or employment.

The project also provides a good opportunity for candidates to develop and meet the aspirations identified for every young person in Curriculum for Excellence (Scottish Executive 2004) that they should become successful learners, confident individuals, responsible citizens and effective contributors.

Purpose & Aims

The aims of the Scottish Baccalaureate in Expressive Arts are to:

- ★ promote Expressive Arts as a valued and important area for study and employment.
- ★ raise the status and value of S6 and motivate candidates in their last year of school.
- ★ provide qualifications which are valued for entry to higher education.
- ★ provide a bridge between school and higher education/employment.
- ★ encourage collaboration between schools and further/higher education institutions.
- ★ encourage greater coherence in study in fifth and sixth years.
- ★ allow candidates to relate and apply learning to realistic contexts.
- ★ enable candidates to compete in the international job market.
- ★ develop the generic skills needed for learning, employment and life.

Who is This Course For and Qualification Structure

The Scottish Baccalaureate in Expressive Arts requires three, different eligible Courses, two of which must be at Advanced Higher level and one at Higher level. One of these Courses must be English/ESOL/ Gàidhlig or Mathematics/Applied Mathematics at Higher or Advanced Higher level.

The mandatory components of the Scottish Baccalaureate in Expressive Arts are:

1. Interdisciplinary Project Unit Advanced Higher SCQF level 7 (16 SCQF points)
2. Two Courses Advanced Higher SCQF level 7 (64 SCQF points)
3. One Course Higher SCQF level 6 (24 SCQF points)

The Interdisciplinary Project Unit will be graded A, B or C.

The Interdisciplinary Project

- ★ The defining feature of the Scottish Baccalaureate in Expressive Arts is the interdisciplinary project and the added value it brings to the Baccalaureate as a whole. The project will therefore be:
 - ★ motivating in its own right for candidates.
 - ★ focused on generic skills which help prepare the candidate for further study/employment.
 - ★ capable of extending knowledge and development of cognitive skills.
 - ★ responsive to individual needs, combining breadth across Expressive Arts and broad themes with opportunities for greater depth of understanding within a specialist discipline.
 - ★ designed to encourage the candidate to draw on many areas of learning and to recognise the interdependence of subjects in terms of skills.
 - ★ designed to help prepare Scotland's young people for a globalised and interdependent world, encouraging awareness of international themes of common interest.

Religious Education

Throughout their time at Taylor High School all pupils S1-S6 will study Religious Education for two periods per week. These courses reflect the Church's liturgical year and focus on learning about the Catholic faith and other world religions as well as developing our personal relationship with God. The S3 timeline also includes liturgical services during Advent and Lent and the opportunity to receive the Sacrament of Confession.



S3 National 4 Religious Moral and Philosophical Studies

All S3 pupils will work on the first two units of National 4 Religious, Moral and Philosophical Studies over the course of this year. These units will cover the areas of World Religion: Prayer and Religious and Philosophical Questions: What Happens When We Die?

The final two units of the National 4 course, Morality and the Added Value Unit, will be completed by pupils in S4. A National 3 assessment is also available for those young people working at this level.

Opportunities for Service

S3 pupils are also provided with a range of opportunities which allow them to serve others in our school, local community and in the wider world. These opportunities allow them to put their learning into practice by following the example of Jesus.



Opportunities for service for S3 pupils include supporting our annual Advent appeal by collecting food donations for those in need within our local community and as well as taking part in our Lenten fundraising activities for SCIAF. Last year S3 pupils also supported the Community Café at St John Bosco Parish in partnership with St Patrick's Primary, an opportunity we plan to be involved in again in the new year.