

# **ST. ANDREW'S ACADEMY**

## **Second Year Course Choice Handbook**



***Come, follow Me***

**February 2017**

# INTRODUCTION

In your first two years of secondary school you have been following a Broad General Education which has allowed you to sample a wide range of subjects. However, you know that you will study a smaller number of subjects during the third year of the Broad General Education, but these will be in greater depth. You therefore have to choose which subjects you will study.

This is a very **important decision** and it has to be made **NOW!**

Some of the subjects which you have been studying are **core subjects** (English, Mathematics, Modern Languages, core PE and core RE). This means that the Government requires, by law, that you study them. You will also be given the opportunity to continue to study some of the other subjects which you have already been taught. As well as this you will be given the chance to study some subjects which are new to you.

This handbook is designed to assist you further in making a course choice which is suited to you. It provides general information on National Qualifications, describes the content of the subjects and relates school subjects to possible future careers.

## **How to Use Your Handbook:**

- Read it carefully and consider the advice given
- Allow your parents/guardians to read it so that they can discuss your options with you
- Discuss possible choices with older brothers or sisters, or any relatives/friends who have completed third or fourth year
- Spend time talking to people about what is right for you
- The more carefully you think about course choice the more likely you are to make the correct choice

Remember, though, that the final choice has to suit **YOU!**

Wanda McMillan  
Depute Head Teacher

## A MESSAGE FROM THE SCHOOL CHAPLAIN

A labourer and a scholar should say the same prayer,

**'My God, help me to live up to my vocation in life'.**

We must strive to be both a good labourer and a good scholar. Their missions in life are not as different as you might think. Everybody has to be aware of and develop their talents to achieve a sense of happiness and fulfilment in life.

Before we can begin to achieve this goal we have to be able to make decisions; decisions which will affect our lives in the future. A good decision maker is always open to advice of other people and, at this stage in your life, you have to be open to advice from your subject teachers and guidance teachers and we hope will remember to ask for God's advice too!

So we express our ability to be a good labourer or scholar by our talent of being open to other people.

Open : - to choosing the right subjects for the type of job you might like to do in the future

to choosing a wide range of subjects in case you change your mind in the years ahead

This shows that you are open to facing the challenges in the future and please God will offer you a sense of fulfilment and satisfaction.

For Baptised people there is only one thing that we cannot change our minds about - **the fact that we are Christians**. That is why Religious Education is such an important subject in the school, and why it can be different from other subjects. Hopefully, as we study Religious Education, it will help us for the future and, whatever we might do, we will do it as a Christian. If we become a teacher then we will be a Christian teacher. If we become a labourer then we will be a Christian labourer.

We should become aware that Religious Education is not just a theory subject but it is also a practical one. It is living out the values that we have learned from religious education. It is about making choices and responding to them in a Christian way - the way Christ would expect of us.

Before we can do this we also need to have self belief because, before others can believe in us, we have to believe in ourselves - believing in our gifts and talents! We have to believe that we are capable of being a scholar or labourer and we sincerely hope that Religious Education highlights the belief in our own abilities - then we can have the courage to live a Christian life.

**Lord, there is never enough time to do all the things that have to be done and there is never enough time to do all the things I would like to do. So please let there be just enough time to do all the things you want me to do.**

## MAKING YOUR CHOICES

### A Think carefully before making your choices

#### **Good reasons for choosing a subject are that:**

you are good at the subject

you like the subject

it is a subject which is necessary or useful for the kind of job or career you would like to follow when you leave school

it helps to keep your choice as wide as possible

#### **Poor reasons for choosing a subject are that:**

your friend is taking the subject

you like the teacher but not the subject.

you think the subject will be easy and there will not be much homework.

You will find that **THERE ARE NO EASY SUBJECTS.**

### B Seek help and guidance before making your choices

You will need help because the choices you make may determine what kind of job or career you will be qualified to train for when you leave school. There are certain subjects you must study if you wish to follow a particular career. This is the kind of information you must seek.

If you do not have any clear idea of what you would like to do later in life you should make your choices as wide as possible so that you do not exclude yourself from entry to a college, profession or job at a later stage.

## THE SUBJECTS AVAILABLE

Students will normally choose 8 subjects to study in their third year, with a view to progressing to National Courses in fourth year. The following page shows the **draft** option choices available for students.

All students must take English, Mathematics, Spanish, RE and PE. These subjects are described as core and do not appear in the option sheet.

Students then select one subject from each of the columns on the option sheet. No subject can be selected twice.

The majority of students will study Spanish. For a small number of students it might be more appropriate for them to undertake the ICL Course rather than Spanish, this will be discussed with their guidance teacher.

Students should indicate a second choice in each of the columns D to H. If a course has too many students applying for it then might prove necessary to re-interview students to ensure that students are placed in suitable courses.

**As indicated previously, changes might be made to the draft option form before it is issued in its final form to students and parents / guardians.**

A course might not run if an insufficient number of students opt for it.

The final **option choice form** will be issued to students after they have discussed their options with their guidance teacher. **The option form should then be returned to your Guidance Teacher no later than the 24<sup>th</sup> of February.**

## ENGLISH

### Broad General Education

#### Main Focus

- To develop the necessary core skills needed to be successful at National 4 or National 5
- To cover and reinforce all of the Literacy and English Experiences and Outcomes in preparation for National 4 and National 5

#### Course Content

A wide range of engaging units and text studies which will allow the pupils to establish and maintain the core skills required for the Nationals courses in S4:

- Imaginative Writing
- Functional Writing
- Critical Reading
- Critical Listening
- Talk – Presentations/Group Discussions
- Close Reading
- Research Skills

### The Nationals

The National English courses are designed in each school by the teachers, following national guidelines and incorporating materials produced by national and local support groups.

#### **English (National 3)**

The National 3 English course is equivalent to the previous Standard Grade English course at Foundation Level

The National 3 English course will consist of three mandatory units. Pupils must

pass **ALL** three units to gain the award at Access 3 level. These units are

#### **English: Understanding Language**

This unit will focus on the modes of listening and reading

**English: Producing Language** This unit will focus on the modes of writing and talk.

**Literacy** This unit will allow pupils to develop their language skills in more vocational contexts, with a clear focus on technical accuracy. The texts they encounter in this part of the course will be simple ones, and not necessarily literary texts. .

The school will assess the three units internally. SQA will ensure standards through a programme of moderation.

National 3 is an ungraded course. In other words pupils pass it, or fail it. There is no grading system as there is in National 5.

#### **English (National 4)**

The National 4 English course is equivalent to the previous Standard Grade English course at General Level

The National 4 English course will consist of four mandatory units. Pupils must pass **ALL** four units to gain the award at National 4 level. These units are:

**English: Analysis and Evaluation.** This unit will focus on the modes of listening and reading

**English: Creation and Production.** This

unit will focus on the modes of writing and talk.

**Added Value Unit.** This unit will assess the four modes of listening, talk, writing and reading in the context of an assignment.

**Literacy** This unit will allow pupils to develop their language skills in more vocational contexts, with a clear focus on technical accuracy. The texts they encounter in this part of the course will be straightforward ones, and not necessarily literary texts. .

The school will assess the four units internally. SQA will ensure standards through a programme of moderation.

National 4 is an ungraded course. In other words pupils pass it, or fail it. There is no grading system as there is in National 5.

### **English (National 5)**

The National 5 English course is equivalent to the previous Standard Grade English course at Credit Level

The National 5 English course will consist of two mandatory units and a course assessment/exam. Pupils must pass the

two units and the course assessment/exam to achieve the award at National 5. These units are

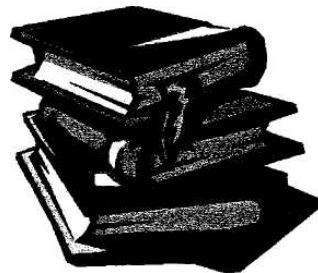
**English: Analysis and Evaluation.** This unit will focus on the modes of listening and reading

**English: Creation and Production.** This unit will focus on the modes of writing and talk

The course assessment will consist of an examination featuring a test of close reading, and two assignments under exam conditions based on literary texts

In addition pupils will be asked to submit a folio of two writing assignments.

The final award will be graded from A to D



# MATHEMATICS

Pupils are encouraged to see mathematics as arising from the need to solve problems in the real world. We aim to prepare pupils for the future demands of adult life, equipping them for life long learning, employment, further study and training.

The third year of the Mathematics course continues to follow the Broad General Education established in S1 and S2.

Throughout the first two years, pupils have been exposed to the experiences and outcomes set out in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> levels of Curriculum for Excellence Mathematics and Numeracy.

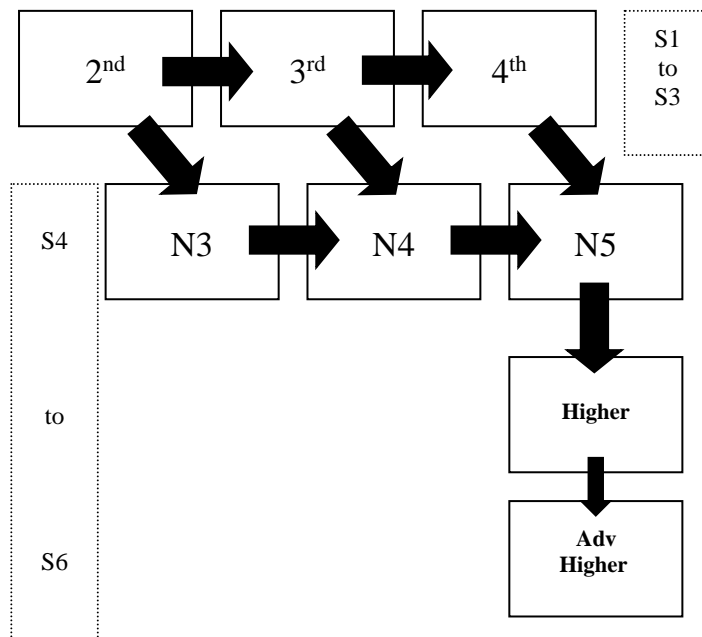
The continuation of the courses in third year builds upon previous knowledge and skills acquired, whilst fostering the principles of the Curriculum for Excellence of breadth, depth and challenge.

All courses in S3 continue to focus on: Numeracy,  
Algebra,  
Relationships,  
Statistics.

All Mathematics courses require a high level of commitment to ensure learning and exam success.

Progression throughout the third year will continue to determine the course which is most suitable in the Senior Phase. All new National courses build upon the foundation of skills and knowledge acquired from S1 to S3.

The diagram below indicates possible pathways for progression.



John Napier  
(1550 – 1617)



## Courses of the Senior Phase

### National 3 Lifeskills

The National 3 Mathematics Course consists of 3 mandatory units.

To be successful at this Course, learners must pass all of the required Units:

Mathematics in Everyday Contexts  
Personal Mathematics  
Numeracy

*Assessment of this course is entirely internal and is graded Pass or Fail.*

### Mathematics National 4

The Course has four mandatory units.

To achieve this Course, learners must pass all of the required Units, including the Added Value Unit:

Expressions and Formulae  
Relationships  
Numeracy

Added Value Unit

Assessment of this unit consists of 2 papers, one non-calculator paper of 20 minutes and one 40 minute paper in which calculators may be used.

*National 4 Courses are internally assessed and graded Pass or Fail.*

### Mathematics National 5

This is a demanding course that deals with challenging mathematical concepts. Pupils are required to demonstrate their mathematical skills and understanding in their written responses to problems.

The Course includes three mandatory Units and an external examination.

To achieve the Course award, the learner must pass all the Units as well as the Course assessment:

Expressions and Formulae  
Relationships  
Applications

External Assessment

This consists of 2 Papers, one calculator and one non-calculator. Each will consist of short and extended response questions covering algebra, geometry, trigonometry and statistics.

*The Course assessment is graded A–D*

## SPANISH

The S3 Spanish course offers pupils the opportunity to build on the skills and knowledge they have gained in S1/2.

Throughout the course, pupils learn:

- How to listen, speak, read and write in Spanish.
- How to communicate in Spanish by exploring a variety of situations which they might experience in a Spanish speaking country.
- About the culture of Spain and of other Spanish speaking countries.

### ASSESSMENT

Listening and Talking

The ability to speak Spanish is assessed continuously throughout the course by the pupil's own teacher. The pupil listens to short pieces of spoken Spanish and demonstrates understanding.

Reading:

Pupils read short items in Spanish and are asked questions in English about what they have read.

Writing:

Pupils complete several pieces of different styles of writing in Spanish.

### Assessment

There will be continuous assessment during the S3 course in accordance with Broad General Education.

As a result of the new Curriculum for Excellence, pupils will not achieve a National Qualification in a Modern Language, unless they choose Spanish again at the end of S3, and then continue with the subject in S4.

In S4, assessment will be continuous for **National 4** and **National 5** In addition, there will be an **SQA National 5** examination.

### PROGRESSION

When S3 has been completed, pupils can choose to make further progress through National 4, National 5, Higher to Advanced Higher Spanish and study Spanish in Higher Education. There are many opportunities to study in Spain as part of degree courses in, for example, languages, law, engineering, science, and business.

## French

The S3 French course offers pupils the opportunity to study a new foreign language, in addition to Spanish. (*This course cannot be done instead of Spanish*)

Throughout the course, pupils learn:

- How to listen, speak, read and write in French
- How to communicate in French by exploring a variety of situations which they might experience in a French speaking country.
- About the culture of France and of other French speaking countries.

### ASSESSMENT

Listening and Talking

The ability to speak French is assessed continuously throughout the course by the pupil's own teacher. The pupil listens to short pieces of spoken French and demonstrates understanding.

Reading:

Pupils read short items in French and are asked questions in English about what they have read. Pupils are allowed to use a French-English dictionary.

Writing:

Pupils complete several pieces of different kinds of writing in French. Pupils are allowed to use a French-English dictionary

### Assessment

The course will be assessed at National 4 and National 5.

There will be continuous assessment during the **National 4** course and **National 5** course and there will be an **SQA National 5** examination.

### PROGRESSION

Further progress can be made through National 4, National 5, Higher to Advanced Higher French and Higher Education. There are many opportunities to study in France as part of degree courses in, for example, languages, law, engineering, science, business.

# ICL

## ***Independent Confident Learners***

I.C.L is a 1 year Personal and Social Development course offered at National 3 level. The aim of the course is to help learners become employable, contributing and independent members of society through the development of transferable life skills.

The PSD Courses encourage candidates to build a range of personal, social and vocational skills such as evaluating, planning, reviewing and managing tasks and working with others. It aims to give pupils useful knowledge and understanding about themselves, their community and the world in which they live. Through practical work and activities pupils will develop skills which will be useful in approaching and solving problems they meet in everyday life.

Pupils will work on a number of units selected from the following -

- Self and Work
- Practical Abilities
- Self in Community



### **Please Note**

Pupils who express an interest in this subject will be required to complete an application form and undertake an interview as the selection procedures are rigorous.

I.C.L encourages the development of essential skills. Pupils have the opportunity to develop skills in fundamental concepts such as:

- Organising Oneself
- Managing Change
- Economic Well being
- Taking Responsibility
- Innovation
- Perseverance
- Developing a 'Can Do' attitude

*I.C.L  
Nurture the drive to make  
things happen.....*

# Geography

Geography opens up for you the physical environment and the ways in which people interact with this environment. The purpose of Geography is to develop your understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that you can interact with your environment.

Why is Geography important?

Population growth, resource management, hazard management, multiculturalism, industrial growth, economic development and much more. If you study Geography you are learning about issues that affect us and the world on a daily basis. To appreciate its relevance, watch the news and you will realise that nearly every issue is related to Geography in some way.

What will you learn about?

Geography draws upon social subjects and sciences. Interdisciplinary learning is fundamental to geographical study and encourages links with other subjects. Here are some of the topics that you will learn about in Third and Fourth year, they are local, national, international and global.

Cities- Glasgow and Rio de Janeiro



Farming- Scotland and India

Health- Cholera

Volcanoes and Earthquakes



Glaciers and Coasts

Weather

Geography counts as science for most colleges and universities. Geographers will develop lots of skills which are transferable to other areas of study. Possible careers for Geographers may include jobs in; Earth Science, meteorology, engineering, town planning, environmental science, Government and voluntary organisations. It can also be useful for careers in tourism, such as a pilot, and for any job involving travel from Paisley to Paraguay!

Geography opens up a world of possibilities!



# HISTORY

History will give young people the opportunity to learn how the modern world has developed, both through the study of Scottish and British history and the history of the wider world.

As well as a qualification at National 3, 4 or National 5, young students of History develop a good understanding of the forces that have shaped our world and thus of the world they live in today.

Pupils who choose to study History will cover 5 topics as part of the Broad General Education and the National courses.

## **Broad General Education**

In S3 pupils will complete the Broad General Education through the study of The Civil Rights Movement in America and the Cold War.

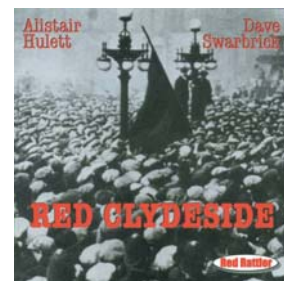
## **National Courses**

For the National 3, 4 & 5 courses there are 3 Historical Study Units with an additional 'Added Value' Unit.

The Historical Study units will cover units of work in:

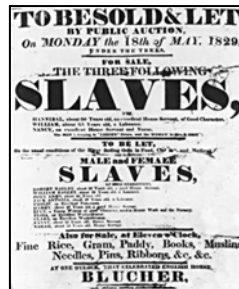
## **Scottish History – The Era of the Great War**

A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.



## British History - The Atlantic Slave Trade

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.



## European and World History - Appeasement and the Road to War

A study of Nazi foreign policy 1933–39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.



### Skills Development and Progression

These courses will help pupils develop a range of vital skills. They encourage active learning in the process of developing an understanding of people and society in the past. Learners need to acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical themes.

Young people following the History course will experience a wide variety of learning experiences including group work, using various media, discussion, and resource-based learning.

History offers a good varied academic education and is particularly useful for careers in Law, Business, Journalism, teaching, Media and Management.

# Modern Studies

**Modern studies will prepare young people for the rapidly changing world they will soon inherit from the older generation.**

Modern Studies will give young people a knowledge and understanding of their world, which they will carry with them and build upon as they pass through their teenage years to adult life. Modern Studies uses a variety of teaching techniques to prepare young people for the world of work.

In S3 pupils will study:

Global Human Rights



Terrorism, War and Conflict Resolution

## **There are three major topics of study at National 4 and 5 level**

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

Scottish Politics  
British Politics  
The media and its influence upon informing decisions



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

Crime and Law – the consequences and attempts by the government, other organisations and the individual to tackle Crime



### **International Relations**

G20 country - The USA – Social and political changes



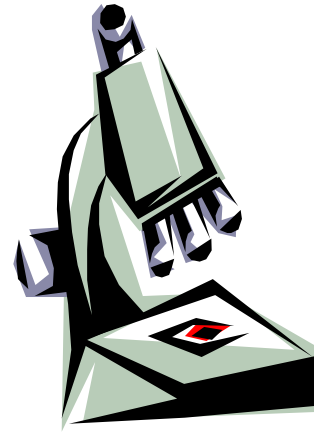
**Modern studies offers pupils a good broad based and academic education.** It is particularly useful for careers such as law, business, media, journalism and politics. Higher Modern Studies is accepted by universities as an entrance qualification.



## BIOLOGY

Biology affects everyone and aims to find solutions to many of the world's problems. Biology – the study of living organisms – plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

An experimental and investigative approach is used to develop knowledge and understanding of biology concepts. The courses develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the courses, by investigating the applications of biology. This will enable learners to become scientifically literate citizens.

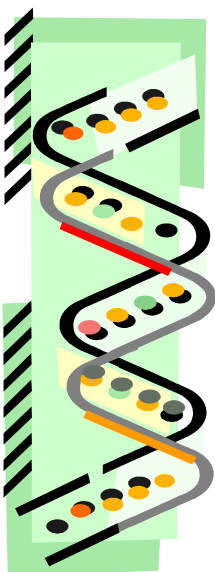


**The S3 Broad General Education (BGE) course consists of three units:**

- **CELL BIOLOGY** which includes cell structure and the various processes within cells
- **MULTICELLULAR ORGANISMS** which will include a comparative approach to the study of plants and animals
- **LIFE ON EARTH** which will include studying world ecosystems, evolution, and how organisms interact with one another

These three units are taught up to level 4 in preparation for the National exams in S4 and give pupils a foundation to work from. The three topics above are then taught in more depth in S4.

**Biology, along with chemistry and physics in S4, is then offered at two levels – National 4 and National 5.**



### ASSESSMENT IN S4

#### **NATIONAL 4**

There will be no external exam for this qualification however assessment will be ongoing throughout the course.

#### **NATIONAL 5**

Assessment will consist of a final exam with grades A – D.

There will also be an assignment which will involve applying scientific investigative and research skills to a particular task, completed under exam conditions in class.

**NB: HIGHER BIOLOGY IS NOW EXPECTED FOR ENTRY TO MEDICINE.**

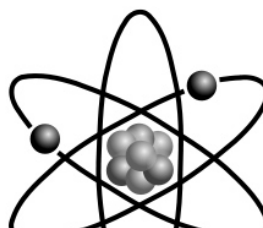
## CHEMISTRY

Chemistry, the study of matter and its interactions, has contributed to essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between subatomic particles and their forces and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products.

An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts. The course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens.

**The S3 Broad General Education (BGE) course consists of three units:**

- **Properties and uses of Substances**
- **Earth's Materials**
- **Materials and Chemical Changes**



These three units are taught up to level 4 in preparation for the National exams in S4 and give pupils a foundation to work from. The three topics above are then taught in more depth in S4.

**Chemistry, along with biology and physics in S4, is then offered at two levels - National 4 and National 5.**

### ASSESSMENT

#### National 4

There will be no external exam for this qualification however assessment will be ongoing throughout the course.

#### National 5

Assessment will consist of a final external exam with grades A to D and an assignment which will involve applying scientific investigative and research skills to a particular task completed under exam conditions in class.

1 H 1.008																	2 He 4.003														
3 Li 6.941	4 Be 9.012											5 B 10.81	6 C 12.01	7 N 14.01	8 O 16.00	9 F 18.99	10 Ne 20.18														
11 Na 22.99	12 Mg 24.31											13 Al 26.98	14 Si 28.09	15 P 30.97	16 S 32.07	17 Cl 35.45	18 Ar 39.95														
19 K 39.10	20 Ca 40.08	21 Sc 44.96	22 Ti 47.88	23 V 50.94	24 Cr 52.00	25 Mn 54.94	26 Fe 55.85	27 Co 58.93	28 Ni 58.69	29 Cu 63.55	30 Zn 65.39	31 Ga 69.72	32 Ge 72.64	33 As 74.92	34 Se 78.96	35 Br 79.90	36 Kr 83.80														
37 Rb 85.47	38 Sr 87.62	39 Y 88.91	40 Zr 91.22	41 Nb 92.91	42 Mo 95.94	43 Tc (98)	44 Ru 101.1	45 Rh 102.9	46 Pd 106.4	47 Ag 107.9	48 Cd 112.4	49 In 114.8	50 Sn 118.7	51 Sb 121.8	52 Te 127.6	53 I 126.9	54 Xe 131.3														
55 Cs 132.9	56 Ba 137.3	57 La 138.9	72 Hf 178.5	73 Ta 180.9	74 W 183.8	75 Re 186.2	76 Os 190.2	77 Ir 195.1	78 Pt 197.0	79 Au 200.6	80 Hg 200.6	81 Tl 204.4	82 Pb 207.2	83 Bi 209.0	84 Po (210)	85 At (210)	86 Rn (222)														
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																		58 Ce 140.1	59 Pr 140.9	60 Nd 144.2	61 Pm (147)	62 Sm 150.4	63 Eu 152.0	64 Gd 157.3	65 Tb 158.9	66 Dy 162.5	67 Ho 164.9	68 Er 167.3	69 Tm 168.9	70 Yb 173.0	71 Lu 175.0
																		90 Th 232.0	91 Pa (231)	92 U (238)	93 Np (237)	94 Pu (242)	95 Am (243)	96 Cm (247)	97 Bk (247)	98 Cf (248)	99 Es (254)	100 Fm (253)	101 Md (256)	102 No (254)	103 Lr (257)

## PHYSICS

With some understanding of physics, pupils should find the day-to-day world around them delightful and fascinating. Physics is the basic science, involved in one way or another with everything around us, living and non-living. Physics is a constantly exciting, developing, challenging subject at the heart of all science, engineering and technology.

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of power we use to the exploration of space. It covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts. The course develops learners' interest and enthusiasm for physics in a range of contexts. Skills are developed through the course by investigating the applications of physics.

**The S3 Broad General Education (BGE) course consists of three units:**

The **Electricity and Energy** unit includes conservation of energy, practical electricity and electronic circuits, electrical power and heat energy.

The **Waves and Radiation** unit includes wave behaviour, sound, electromagnetic spectrum (including types of radiation and their uses), light and refraction, nuclear radiation and its applications in Medicine.

The **Dynamics and Space** unit includes applications of Newton's laws and space exploration.

**Physics, along with biology and chemistry in S4, is then offered at two levels – National 4 and National 5**

### ASSESSMENT:

#### NATIONAL 4

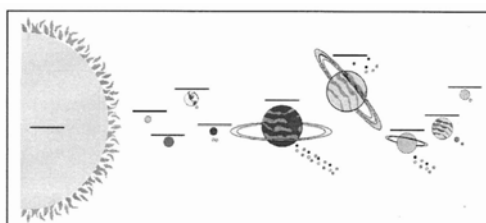
There will be no external exam for this qualification however assessment will be ongoing throughout the course.

#### NATIONAL 5

Assessment will consist of a final exam with grades A – D.

There will also be an assignment which will involve applying scientific investigative and research skills to a particular task, completed under exam conditions in class.

Physics qualifications are highly valued by all employers due to the emphasis on analytical skills, problem solving and logical thinking. Career opportunities exist, among others, in engineering, technology, accountancy, insurance and medicine.



# Computing Science



## Course Outline

Computing Science is vital to everyday life: it shapes the world in which we live and its future. Our society needs our young people to be able to understand and use computers and information systems and have an informed view of the IT industry and its contribution to the economy.

It is designed for learners who want to learn more about the technological world around them and become skilled in building digital solutions and using a variety of software packages.

In S3 pupils will develop basic knowledge, understanding and practical problem solving skills related to the design and development of Information Systems. The course provides an introduction to the role of Technology in society, and focuses on the development of a range of skills required for using technology in everyday life.

## Progression

Pupils will progress to National 4/5 Computing Science where they will continue to develop and build on their skills from S3.

Pupils study and are involved in

## Software Design and Development

Acquiring knowledge and understanding of the basic principles of software development and software development environments

Solving problems using a range of features of software development environments including

- Android programming – developing applications or ‘apps’ that can be used on mobile phones
- Animation – using software to create animated sequences
- Using an Integrated Development Environment to solve real world problems

## Information Systems Design and Development

Designing and developing information systems including

- Database systems
- Web based information systems
- Multimedia information systems

Develop an understanding of basic computer hardware, software, connectivity and security issues

Pupils who reach the National 5 standard can then progress to National 6 in S5/6.

## Assessment

<b>National 3</b>	Unit Assessments	Internal Assessment	
<b>National 4</b>	Unit Assessments	Internal Assessment	Added Value Unit
<b>National 5</b>	Unit Assessments	External Exam	Assignment

# Business Management



## Course Outline

Business plays an important role in society. We all rely on business to create wealth and well-being, jobs and choices. Business Management aims to develop skills and knowledge in students which will allow them to access, understand and contribute to the dynamic and complex business and information environment. The course will provide opportunities for students to acquire skills and confidence in the use of information technology to handle present and interpret data in realistic business contexts.

In S3 pupils will be introduced to the concepts of Business and will learn common business terms, different types of business, how they operate, where & how they source their finance and how they satisfy consumer wants in ever changing economic environments.

## Progression

Pupils will progress to National 4/5 Business Management in S4 to further their knowledge gained in S3 and explore the 4 thematic areas of study in more detail (Management of People & Finance and Management of Marketing & Operations). Pupils use various software applications to consolidate their learning through individual & group work as well as unit assessments.

Pupils study and are involved in

## Understanding Business

Understanding the activities that businesses and other organisations in industrial and economic sectors carry out and the internal and external factors that impact on business activity.

## Management of People and Finance

Understanding how the management of people and finance contributes to organisational success.

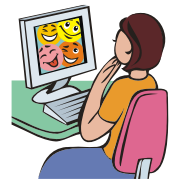
## Management of Marketing and Operations

Understanding how marketing and the management of organisations contributes to organisational success.

Pupils who reach the National 5 standard can then progress to National 6 in S5/6.

## Assessment

<b>National 3</b>	Unit Assessments	Internal Assessment	
<b>National 4</b>	Unit Assessments	Internal Assessment	Added Value Unit
<b>National 5</b>	Unit Assessments	External Exam	Assignment



# Administration and IT

## Course Outline

Administration and IT gives you the opportunity to further develop the IT skills which you have gained in S1 and S2. It enables learners to understand the nature of administration and to embrace and use IT in administration-related contexts. Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. The key purpose of this course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative contexts. Administration and IT lays foundations for lifelong learning and a successful working life.

In S3 pupils will develop an understanding of administrative practices and develop their IT skills. At the end of S3 they will undertake a practical project which will consolidate their learning.

## Progression

Pupils will progress to National 4/5 Administration & IT. The emphasis will be on continuing to develop computer skills and using electronic means of communication.

Pupils study and are involved in

## Administrative Practices

The role of Administration

- The duties, skills and qualities of an administrative assistant, customer care, key personnel and organisational responsibilities, planning and organising events

## IT solutions for Administrators

Databases

- creating, editing, sorting, interrogating, presenting

Spreadsheets

- creating, editing, simple/complex formulae, charts and graphs

Word Processing

- relevant house styles, creating and editing business documents, mail merge

## Communication in Administration

Using Technology to gather and communicate information

- searching and extracting relevant information
- using multimedia applications to create and present information
- describing different methods of communicating information

Pupils who reach the National 5 standard can then progress to National 6 in S5/6.

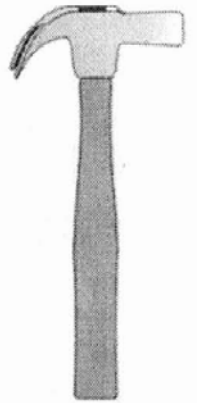
## Assessment

<b>National 3</b>	Unit Assessments	
<b>National 4</b>	Unit Assessments	Added Value Unit
<b>National 5</b>	Unit Assessments	Project

## DESIGN AND MANUFACTURE

In the third year of the Broad General Education pupils extend and deepen their experience within technologies. They explore the impact of technological change in Scotland and beyond, including impact on the economy and the environment.

Within the areas of craft, design, and graphics pupils further develop their skills in problem solving. They extend their experience of using more specialised material and tools to manufacture items. They look more closely at the factors which influence how items are designed and evaluate how successful these items are from the point of view of the user. Students move with greater confidence from sketches of everyday objects to third angle projection and 2D and 3D images using appropriate software. Within all areas of the technologies there are links to pupil experiences in Science, ICT and Mathematics



The new and Design and Manufacture Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice

### National 4

The Course consists of three mandatory Units including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5. At national 4 all units are internally assessed.

### National 5

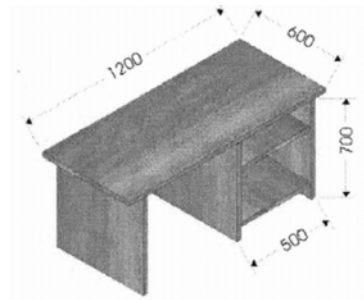
Will consist of two components, one the assignment, and two a question paper.

#### Component 1 —Design assignment

The Design Assignment will assess two areas:

##### Design Skills (50% of Design Assignment marks)

Candidates will produce a folio



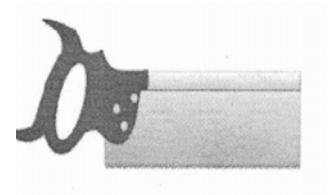
##### Practical Skills (50% of Design Assignment marks)

Candidates will produce a prototype in order to evaluate their solution to the Design Assignment task.

#### Component 2 — question paper

The purpose of the question paper is to assess the candidate's ability to retain and integrate knowledge and understanding from across the Course content.

This question paper will be set and marked by SQA.



## GRAPHIC COMMUNICATION

In the third year of the Broad General Education pupils extend and deepen their experience within technologies. They explore the impact of technological change in Scotland and beyond, including impact on the economy and the environment. Within the areas of craft, design, and graphics pupils further develop their skills in problem solving. They extend their experience of using more specialised material and tools to manufacture items. They look more closely at the factors which influence how items are designed and evaluate how successful these items are from the point of view of the user. Students move with greater confidence from sketches of everyday objects to third angle projection and 2D and 3D images using appropriate software.

Within all areas of the technologies there are links to pupil experiences in Science, ICT and Mathematics. Developments in technology have dramatically increased the range and sophistication of visual communication techniques used in entertainment, business and industry. The graphic communication course seeks to develop your ability in the making and understanding of graphics in a wide range of areas that include product design, construction, publishing, and engineering.

The Courses are 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.

Both Courses have three mandatory units.

### **2D Graphic Communication (National 4 and 5)**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 2D spatial awareness.

### **3D and Pictorial Graphic Communication (National 4 and 5)**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D spatial awareness.

### **Added Value Unit: Graphic Communication Project (National 4 and 5)**

Learners will be able to extend and apply their knowledge and skills through the project. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the project. The project brief will be sufficiently open and flexible to allow for personalisation and choice.

### **Assessment**

At national 4 all units are internally assessed, at national 5 the added value unit is externally examined.





## PRACTICAL WOODWORKING

In the third year of the Broad General Education pupils extend and deepen their experience within technologies. They explore the impact of technological change in Scotland and beyond, including impact on the economy and the environment. Within the areas of craft, design, and graphics pupils further develop their skills in problem solving. They extend their experience of using more specialised material and tools to manufacture items. They look more closely at the factors which influence how items are designed and evaluate how successful these items are from the point of view of the user. Students move with greater confidence from sketches of everyday objects to third angle projection and 2D and 3D images using appropriate software. Within all areas of the technologies there are links to pupil experiences in Science, ICT and Mathematics

The aims of the Courses are to enable learners to develop:

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

The Courses comprises three mandatory Units that are assessed internally at both levels

### **Practical Woodworking: Flat-frame Construction (National 4 and 5)**

This Unit helps learners develop skills in setting out and making basic woodworking joints commonly used in flat-frame joinery. Learners will read and use simple woodworking drawings or diagrams.

### **Practical Woodworking: Carcase Construction (National 4 and 5)**

This Unit helps learners develop skills in setting out and making basic woodworking joints commonly used in carcase joinery. This may include working with manufactured board or with frame and panels. The Unit includes use of simple working drawings or diagrams.

### **Practical Woodworking: Machining and Finishing (National 4 and 5)**

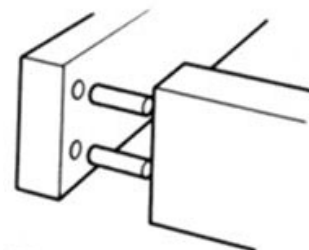
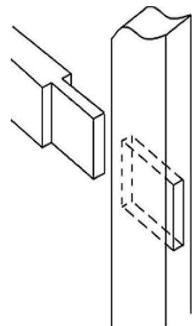
This Unit helps learners develop skills in setting up and using common machines and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

### **The added value unit (National 4)**

This Unit requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall response to the project task. At national 4 all units are internal assessed

### **The added value unit (National 5)**

At national 5 the added value unit will be externally assessed.



## HEALTH AND FOOD TECHNOLOGY

In the third year of the Broad General Education pupils extend and deepen their experience within technologies. They explore the impact of technological change in Scotland and beyond, including impact on the economy and the environment. Within the area of food and textiles they gain confidence in applying preparation techniques and using specialist equipment or software to make items. They explore the function of ingredients and establish their suitability for a specific task at home or in the world of work. They extend their creativity in planning and producing more complex food or textile items. Within all areas of the technologies there are links to pupil experiences in Science, ICT and Mathematics.

The purpose of this Course is to allow learners to develop practical and technological skills and make informed food, lifestyle and consumer choices which will have a positive effect on their own health and that of others.

The Course has five broad and inter-related aims:

- to allow learners to develop basic knowledge of the relationships between health, nutrition and the functional properties of food
- to enable learners to make informed food, lifestyle and consumer choices
- to allow learners to develop the skills to apply their knowledge in practical contexts
- to allow learners to develop safe and hygienic practices in practical food preparation
- to develop learners' organisational and technological skills to contribute to their own and others' health and nutritional needs

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge, understanding and practical skills. The Course uses real life situations taking account of local, cultural and media influences and technological innovations.

Both National 4 and 5 courses must complete three mandatory units which are internally assessed.

- **Health and Food Technology: Food for Health**
- **Health and Food Technology: Food Product Development**
- **Health and Food Technology: Lifestyle and Consumer Choices**

For the award of national 4 students must complete the added value unit, which is a practical assessment internally assessed.

At national 5 the added value unit is externally assessed, and also included a written exam.

## HOSPITALITY

In the third year of the Broad General Education pupils extend and deepen their experience within technologies. They explore the impact of technological change in Scotland and beyond, including impact on the economy and the environment. Within the area of food and textiles they gain confidence in applying preparation techniques and using specialist equipment or software to make items. They explore the function of ingredients and establish their suitability for a specific task at home or in the world of work. They extend their creativity in planning and producing more complex food or textile items. Within all areas of the technologies there are links to pupil experiences in Science, ICT and Mathematics.



The Courses aims to enable learners to:

- become familiar with a range of cookery skills, food preparation techniques and cookery processes
- understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability
- understand the impact of the choice of ingredients on health and wellbeing
- follow recipes to produce dishes
- plan and produce meals and present them appropriately
- develop understanding of the importance of food safety and hygiene and to work safely and hygienically

Both National 4 and 5 courses must complete three mandatory units which are internally assessed.

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

For the award of national 4 students must complete the added value unit, which is a practical assessment internally assessed.

At national 5 the added value unit is externally assessed.

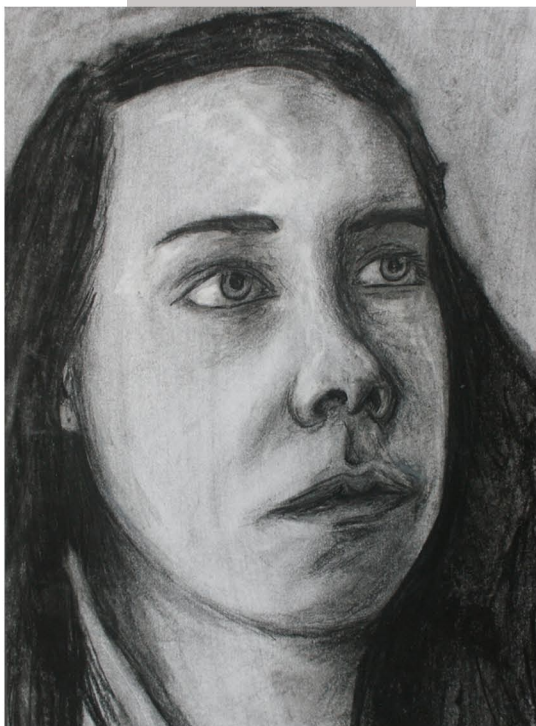
# ART & DESIGN



S3 will continue to cover a broad general education and will reflect the Curriculum for Excellence values, purposes and principles. The curriculum will offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

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

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers.



This Course encourages learners to be creative and to express themselves in different ways. Learning through art and design helps learners to develop an appreciation of aesthetic and cultural values, identities and ideas.

Learners will develop important skills, attitudes and attributes. Learning in the Course will include active involvement in creative activities and the creative use of media, materials, techniques and/or technologies.



Regardless of stage and ability, pupils will follow a common course where projects will be sufficiently open and flexible, encouraging pupils to specialise in areas of personal interest.

#### Progression

In S4 pupils will move onto National 4 or 5. These courses are made up of units that are achievable individually or together to form the complete course. The areas of study are Expressive with critical and Design with critical and allow for a smoother transition onto the new Higher course.

#### Assessment

All Units are internally assessed against the requirements shown in the Unit Specification. They will be assessed pass/fail within the school. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.



In a world hungry for designers and creative thinkers Art & Design offers an excellent starting point for future careers



## MUSIC

In S3, pupils will continue to develop their skills on **two instruments** which can include drum kit and voice through discussion with the pupil and class teacher. **Pupils do not need to have private tuition to continue with the Broad general education course in S3, nor in S4 to follow National courses.**



They will continue to build on their knowledge and understanding of music through exploration of various topics – including Rock and Pop, Blues and Jazz and Scottish.

They will develop their musical literacy skills through improvisation and composition relating to the topics studied.

Pupils will be required to have the **motivation and self-discipline** to practise regularly in order to improve their skills in all areas. This will involve some lunchtime practice in school if they cannot practise at home.

### **Assessment**

Assessment in S3 is ongoing, with no formal written exam but unit tests will take place throughout the year.

In S4 there will be no external exam for **National 3 and National 4** qualifications but assessment will be ongoing throughout the course. Pupils will be assessed internally and externally at **National 5**.

### **Why study music?**

- ✓ Musicians are high achievers across the curriculum.
- ✓ Music enriches the life of a child and makes them a happier person.
- ✓ Musicians develop unique transferable skills.
- ✓ Musicians develop positive self-esteem.
- ✓ Music is a sociable subject providing a platform for developing relationships.
- ✓ Musicians remain musicians for the rest of their lives .....





## Physical Education

In S3 all pupils will have 3 compulsory periods of PE. Those pupils selecting the Sports Development course will have an additional 3 periods per week giving a total of 6 periods per week. 1 of the Sports Development periods will be a theory lesson in the classroom.  
In S4 pupils in the National 4/5 courses will have 4 periods of PE. A minimum of 1 lesson will be classroom based. There will only be 2 periods of compulsory PE at this stage.  
There will be formal written examinations in both S3 and S4 to gather evidence for submission to the SQA and completion of internally assessed units.

### Sports Development Course (S3)

Continues to deliver the experiences and outcomes within CfE (level4) and contributes to the broad general education.

Develops core knowledge of the sports covered.

Pupils will develop their practical performance in all 4 sports covered.

Pupils will organise and deliver a tournament for their class.

### National 4 (S4)

#### Practical performance

All pupils will perform in the 4 activities with 2 contributing to the overall grade.

#### Written

Pupils must pass the activity tests and demonstrate a basic knowledge in physical, skill related and mental fitness, skill acquisition and other content areas.

### National 5 (S4)

#### Practical performance

All pupils will perform in the 4 activities with 3 contributing to the overall grade.

#### Written

Pupil must complete a portfolio based upon the preparation and performance in an activity.

#### Course Breakdown

Practical	-	60%
Portfolio	-	40%

The activities that will be covered will be the same in both the sports development and National 4 / 5 courses. The sports covered will be hockey, volleyball, gymnastics and basketball. Sports are compulsory for all pupils undertaking the course. All sports must be played to a satisfactory standard.

The level that any pupil will sit during S4 will be dependant upon their ability to achieve the experiences and outcomes in S3 at level 4 and also upon their practical performance in the activities covered.



## **RELIGIOUS EDUCATION IN S3**

In S3 and S4 pupils follow a programme of Religious Education as part the Broad General Education and preparation for National Qualifications within the school that requires them to attend class for three periods each week, one of which is designated as having a Stewardship/Citizenship focus.

The RE syllabus for S3 and S4 is currently under reconstruction in light of 'This Is Our Faith', the document produced by the Bishops Conference of Scotland and giving national guidance with regard to the appropriate content of an RE syllabus in a Catholic school. A number of new units and resources are currently being produced that seek to build upon prior learning from S1 and S2 and it is expected to have all of these in place for the start of the new session.

### **S3 SYLLABUS**

#### **Unit 1: 'Living in Love'**

The starting point for S3 is the 'Living in Love' resource, a part of the 'Called to Love' support materials designed to facilitate the effective teaching of Relationships and Moral Education in line with Catholic Social Teaching, as promoted by the Catholic Bishops for use in all Catholic secondary schools across Scotland.

#### **Unit 2: Credo**

The development of the Nicene Creed: Why was it written? What does it mean for us today? And how does this influence the things that Catholic Christians should do in their lives in bearing witness to belief in the Holy Trinity of Father, Son and Holy Spirit.

#### **Unit 3: Mary**

A discussion on the important place given to Mary within Catholic tradition, as Mother of God and as a role model for us to follow in our daily living. This unit is also used as preparation for the Season of Advent.

#### **Unit 4: Advent**

The Season of Advent and setting the scene for the Kingdom of God . . . preparation for both the celebration of the Birth of Christ and the Second Coming of Christ, as foretold in the New Testament.

#### **Unit 5: Hinduism**

An introduction to some of the basic tenets and beliefs held by those who follow the Hindu religion.

#### **Unit 6: Suffering Servant**

Jesus as the fulfillment of Old Testament prophecy. The Suffering and Death of Jesus.

#### **Unit 7: Church History**

Resurrection, Pentecost and the Birth of the Church. The development of the Church from New Testament times through to present, including the Reformation and Vatican Councils.

#### **Unit 8: Just War**

By way of introducing the theme of Morality at S4, a study of war, its reasons and its consequences from a moral perspective.



# CAREERS

There are many possible careers you can choose, some requiring specific qualifications, others few if any. So wide are these areas of choice and so varied are their requirements that it would be impossible to list them all in this handbook.

You have already investigated some career possibilities and learned about '**JOB FAMILIES**' in the series of lessons you undertook this session. This, however, is only a beginning. You must choose subjects which are best suited to your future career. To help you do this, you will be interviewed by your Guidance Teacher who will discuss your progress with you and keep you right about specific job or college requirements. Be prepared to listen to advice in a constructive way when you discuss course choice. Your choice should be made in a spirit of negotiation between yourself, your parents and your Guidance Teacher.

It is essential that you do not exclude a subject **NOW** that you will need **LATER**.

Don't be misled into thinking that certain subjects and careers are only suitable for girls, and other for boys. These ideas can prevent students being open minded when making subject and career choices, restricting the career opportunities of both sexes.

Careers and lifestyles of both men and women are changing. Employers nowadays have to be more concerned about getting the right person for the job, regardless of sex, background or disability. Your choice of subjects and career should be based on your abilities, interests, personality and health.

Remember your ideas will probably change as you go through the school. This is perfectly natural and for this reason you must try **to KEEP YOUR OPTIONS AS OPEN AS POSSIBLE**.

Read very carefully all the information you can find about course choice and careers and explore all possibilities. This is a very important time for you and deserves all your attention. There are many people who can help you - make sure you talk to them.

**'GO FOR IT'**. Find out what is best for your abilities, interest and personality.

## LOOKING AHEAD

The teachers are eager to help you learn, the facilities and equipment are excellent, so all that is needed is a great deal of hard work from **YOU**.

Once you have embarked on your course you will be expected to apply yourself diligently to your school work. This means:

- Coming regularly and punctually to school
- Always bringing your textbooks and equipment
- Doing your homework
- Using your diary appropriately
- Working hard in all classes

**Good luck!**



<u>LITERACY</u>	<u>NUMERACY</u>	<u>HWB</u>	<u>LANGS</u>	<u>SOC STUD</u>	<u>SCIENCE</u>	<u>TECH</u>	<u>EXP ARTS</u>	<u>CHOICE</u>
English	Maths	RE	Spanish	Geography	Biology	Computing Science	Art & Design	Graphic Communication
		PE		History	Chemistry	Graphic Communication	Music	Music
				Modern Studies	Physics	Health & Food Technology	Physical Education	Chemistry
						Administration & IT		French
						Business Management		Computing Science
						Design & Manufacture		Hospitality
								Art and Design
								Bus. Management
								History
								Administration & IT
								Practical Woodworking

school recommendation →

My First Choice

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My Second Choice

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- 1 Pupils will choose one subject in each column with the exception of HWB ( Health and Wellbeing ). These subjects, RE and PE, will be studied by all pupils.
2. Enter your chosen subject in the appropriate box.
3. A course will not run if there is insufficient demand. Some courses may have a limited number of places (ie. 2nd choice given or renegotiation).
4. Please Note : It is very difficult to change courses after the beginning of S3.
5. Your Guidance Teacher will ensure that you are covering all the required curricular areas.

Name \_\_\_\_\_ Class \_\_\_\_\_ Parental Signature \_\_\_\_\_

Please return to your Guidance Teacher by the 24th February at the latest.

