

**Personalisation & Choice**

 **in**

 **the**

 **Broad General Education**

****

**A Guide for S2 pupils, parents & carers**

 **2020/2021**

**THE CURRICULUM**

**Rationale and design of the curriculum**

In designing our curriculum we have kept at the core of the development a commitment to the four capacities embedded within Curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

The curriculum in Linwood High School embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

* Ethos and life of the school as a community
* Curriculum areas and subjects
* Interdisciplinary Learning
* Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

|  |  |  |  |
| --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| * Challenge and enjoyment
* Breadth
* Progression
* Depth
 | * Personalisation and choice
* Coherence and
* Relevance

  |

 |  |

Our starting point for discussion and self-evaluation exercises is taken from “Building the Curriculum

3” advice from Scottish Government.

**The Broad General Education: S1 – S3**

Within the Broad General Education (S1 to S3) our curriculum is built around the Experiences and Outcomes. Literacy, Numeracy and Health and well-being are planned within learning across the curriculum. Where appropriate, departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition the school has developed a system for recognising and recording the many and various wider achievements of our young people.

In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning.



The Broad General Education in Linwood High School will begin at the start of S1, building on strong pastoral and curricular links with associated primary schools and continue through to the end of S3. Well planned transition arrangements are in place and are being developed further within the context of Curriculum for Excellence.

Courses and programmes are carefully matched to the outcomes and experiences as set out in the national advice on implementation of Curriculum for excellence and are underpinned by the principles and practice guidance contained within the curricular framework. Experiences and outcomes across subject areas are planned on a whole school basis to ensure our young people’s entitlement to a broad general education up to and including the third level is met. Increasingly in S3 there will be a focus on Experiences and Outcomes for young people within the fourth level. This will enhance the transition from Broad General Education in S3 to the Senior Phase in S4 where young people will work towards National Qualifications throughout S4 and continue this work as they progress through S5 and S6.

At the end of S2 young people have the opportunity to personalise their curriculum by making a number of choices across the key curricular areas as well as additional elective options from all the curricular areas. This model is dependent upon young people experiencing the outcomes and experiences across the curriculum up to level 3 during the course of S1 and S2. In all, pupils will continue with areas of study – five of which will be compulsory and six which young people choose following advice and support by teachers and pastoral care staff. Courses will be matched against Experiences and Outcomes at third and fourth level. At the Same time these courses will serve as a foundation year for study in S4 when young people undertake National Qualification courses at various levels.

**Overview of Curriculum for Excellence in Linwood High School**

The following table provides an overview of the progression in Linwood High School from the Broad

General Education (S1 – S3) through the Senior Phase (S4 – S6)

|  |  |  |
| --- | --- | --- |
| **Year**  |  | **Course**  |
|  | **Broad General Education**  |  |
| **S1**  | **>**  | **S1 CfE Curriculum**  |
| **S2**  | **>**  | **S2 CfE Curriculum**  |
| **S3**  | **>**  | **S3 CfE Curriculum with element of choice**  |
|  | **Senior Phase**  |  |
| **S4**  | **>**  | **National 3, National 4****& National 5** |
| **S5**  | **>**  | **National 4, National 5 & Higher**  |
| **S6**  | **>**  | **National 5, Higher & Advanced Higher**  |

**Other aspects of the curriculum**

**Literacy and Numeracy**

Across the school all teachers take responsibility for developing literacy and numeracy skills of young people. Where appropriate Experiences and Outcomes which focus on developing literacy are built in to learning and teaching activities.

**Health and well-being**

Health and well-being experiences and outcomes are explicitly built in to the delivery of subjects such as Physical Education, Home Economics and Personal and Social Education. Across the school all teachers take responsibility for developing this aspect of young people’s development and build this area into learning and teaching activities as appropriate.

**Careers Education**

Careers Education forms an important part of the Personal & Social Education programme. Pupils are introduced to the role of the Careers Adviser and to several online resources, which provide access to an enormous amount of careers information.

**Personal and Social Development**

Pupils are encouraged to assess their own developing skills and aptitudes, and to think through the various situations, which can arise, in personal relationships in the work place or in private life.

**Developing the Young Workforce**

Throughout the course of S3 all pupils will be given opportunities to reflect on their learning across subjects within the context of future career pathways. At some point during the Senior Phase all pupils will undertake a meaningful work place experience. There will also be an opportunity to discuss future pathways with a range of partners such as colleges, employers and Skills Development Scotland.

**Homework**

In the Third Year, by and large, pupils can expect an increase in the amount of homework which each pupil is expected to do. The actual amount will vary. Courses at the fourth level which are likely to progress to National 5 in the Senior Phase tend to involve more homework than third level courses which progress to National 4. Some subjects require more than others.

In the course outlines which follow Principal Teacher have indicated the homework expectations for S3 courses

**In every case homework forms an important part of every pupil's learning.**

Homework falls into two kinds. Both are equally important.

Firstly, work set by the teacher - to be read or written or learnt - which will be specifically checked up on.

Secondly - work which pupils without specific instruction, should undertake, such as

* Consistent use of diary planner
* Learning of basic information
* Keeping and tidying up notes
* Preparing for tests or other assignments
* Reading of notes, booklets, and books

This kind of homework should be done every week, and not left to a desperate rush a couple of days before tests or exams.

Throughout the course of S3 and S4 all pupils will be asked to complete extended homework tasks in the form of assignments, projects, extended essays and presentations. It is essential that adequate time is set aside to complete tasks.

In addition at different points in the year learning will be measured through summative assessments. Young people will be given plenty of notice of such assessments and again it is essential that adequate time is spent revising.

**Show My Homework** will be our online homework tool designed to help our young people manage their homework tasks efficiently starting in session 2019/2020. Personal log in details will be issued to every pupil in Linwood High School to allow access to tasks set by August 2019.

Parents will also be issued with personal log in details to allow them to help their child with learning at home.

**Attendance**

Courses in S3/S4 involve a considerable workload for all pupils involved in studying them. The depth of learning continues to increase at this stage and the learning will become more challenging.

**It is essential that pupils achieve as full an attendance as possible.**

Of course, health comes first. But all the evidence suggests that absence from class is a major obstacle to attainment and achievement at the highest level possible.

**PERSONALISATION AND CHOICE**

**Making Choices**

This information which follows has been produced to help pupils and parents select the subjects they wish to take forward into National Qualifications.

At Linwood we involve pupils, parents and staff as partners in the decision-making process. This process is seen as part of the young person's education itself. Our aim is to provide information, advice, recommendations and support so that the best choices are made for each individual.

**How many subjects are studied?**

At the end of S2 pupils will select five subjects, along with English, Maths and French. Pupils in S3 take forward seven of their eight subjects as they move into S4 and prepare for national qualifications with English and Maths being compulsory. Pupil choice will be heavily based on progress and achievement through S2, interest and career aspirations.

In addition, pupils will study Personal and Social Education, Physical Education and Religious Education.

**Some General Advice**

**Equal Opportunities**

Linwood High School does its best to provide equal opportunities for every individual, regardless of race, sex, cultural background, or disability.

When it comes to course planning, we try not to reinforce traditional stereotyped images of male and female-orientated subjects and/or careers or occupations.

In particular, girls are positively encouraged to consider the possibility of entering careers or occupations, which have in the past been male-dominated, such as science, engineering, and technological employment. Likewise boys are positively encouraged to consider the possibility of entering careers or occupations, which have in the past been female-dominated, such as catering, caring, and aesthetic areas.

**Preparation through PSE**

In the weeks leading up to making choices, pupils are extensively informed and advised during the weekly Personal and Social Education periods. Pupils also receive a wide range of information though assemblies, from the school careers advisor, pastoral care staff and subject teachers.

**Timeline**

|  |  |
| --- | --- |
| **Date**  | **Event**  |
|  Monday 9 December 2019   |  S2 Reports issued to parents  |
|  Monday 13 January 2020  |  S2 Parents’ Evening & S2 Information Evening  |
| From Tuesday 13 January 2020 | S2 Options interviews with parents |

**SOME DO’s AND DON’Ts**

|  |  |
| --- | --- |
| **DO**  | Listen to advice from your teachers, your parents, and careers officer.  |
| **DO**  | Remember that it may not be possible to offer every pupil her or his first choice of subjects. Of course we will do our best.  |
| **DO**  | Pay attention to S2 Parents Evening advice. Generally speaking you will probably do better to choose subjects in which you have done well.  |
| **DO**  | Consider also how much you ENJOY a subject. You will be much more motivated to work hard in subjects you enjoy.  |
| **DO**  | Remember to think about what you may wish to do in S5/6 and as a potential career pathway.  |
| **DON’T**  | Choose a subject just because your friend has chosen it.  |
| **DON’T**  | Choose a subject just because you like (or dislike!) the teacher. You may have a different teacher next session  |
| **DON’T**  | Give up a subject without thinking whether or not you may need it  |

**REMEMBER** that throughout your life you have to make decisions. Make sure that you have thought about these matters carefully. Never hesitate to ask for advice or information. We are here to help.

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**ADMINISTRATION AND IT**

**WHY STUDY ADMINISTRATION & IT?**

Administration and IT develops essential skills required in our society. Job opportunities which incorporate the skills developed within the course are increasing. All modern businesses require employees who are proficient in the use of Microsoft Office packages in all areas of the business, to make sure that they are organised and functioning properly. Studying Administration and IT will uniquely enhance a learner’s employability in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively in every aspect of Business in order to ensure success. The course focuses on using IT and Administration in Events Management.

Moreover, the course makes an important contribution to supporting the wider curriculum and a learner’s general education through developing a range of essential organisational and IT skills which will stand them in good stead regardless of the career path they ultimately choose.

Administration and IT develops the following critical skills, knowledge and understanding.

* Organisational skills (e.g. time and task management, preparing for business events)
* IT skills using spreadsheet, database, word processing and desk top publishing software in order to solve business problems.
* IT skills using technology for communication and investigation (e.g. e-mail and the internet)
* Problem solving skills
* Research skills

**COURSE ORGANISATION**

In S3 pupils studying Administration and IT will undertake level 4 experiences and outcomes from the Curriculum for Excellence Technologies section. Thereafter pupils will study the subject at the most appropriate level in **S4 - National 4 or 5 Administration and IT.**

**The National 4** – course consists of the following units:

* Administrative Practices
* IT solutions for Administrators
* Communication in Administration
* Added Value Unit

**The National 5 - course consists of the following units:**

* Administrative Practices
* IT solutions for Administrators
* Communication in Administration

**ASSESSMENT OF COURSES**

In S3 pupils studying Level 4 Experiences and Outcomes will be assessed using a variety of methods. These may include:

* Practical assessments
* Cooperative group tasks
* Peer and self-assessment
* End of unit assessments
* Web based research

**PROGRESSION - WHAT CAN PUPILS DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

At the end of fourth year, pupils who have achieved **Administration and IT (National 4)** award can progress by:

* Studying **National 5** Administration and IT
* Entering employment or apprenticeship– IT is a core skill
* Further education course

At the end of fourth year, pupils who have achieved **Administration and IT (National 5)** award can progress by:

* Studying **Higher** Administration and IT
* Entering employment – IT is a core skill that the course develops
* Studying Business Management
* Further education courses – Administration and IT is available to study up to degree level

**HOMEWORK**

Homework will be used to consolidate learning. Homework activities will take a variety of forms – written and research tasks.

**ART & DESIGN**

**WHY STUDY ART & DESIGN?**

We aim to develop imagination, creativity, independence, resourcefulness and resilience in our pupils through the teaching and learning of a wide variety of practical and academic skills in the areas of Art, Craft, Design and the history and the appreciation of Art and Design. Our pupils have access to a range of arts and media and there are unlimited opportunities to discover their potential in the subject. We aim to foster a life-long appreciation of art and visual culture through practical art making and creativity and through the study of art and design history. Pupils are encouraged to visit galleries and museums and to develop an awareness and enjoyment of the visual world around them.

### **COURSES**

Art & Design is offered at the following levels:

**National 4 and National 5**. There are three periods of Art in S3 and four periods in S4 per week.

 Courses consist of 3 units: Expressive, Design and Art and Design Studies.

 Broad General Education continues into S3, covering up to Level 4.

Further details of units and course content can be obtained from

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

### **ASSESSMENT OF COURSES**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Monitoring and tracking of pupil achievement is conducted on a monthly basis within the department.

To be awarded the national Course Certificates, pupils must demonstrate that they meet the requirements of the Course Assessment as published by Scottish Qualifications Authority (SQA).

The National 4 course will be assessed by teachers and graded as pass/fail.

The National 5 course will be externally assessed by SQA.

The course assessment for National 5 consists of an Expressive Folio, a Design Folio and a written Art and Design Studies exam and graded A – D.

**PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

* A pupil achieving National 4 may choose to progress to National 5
* A pupil achieving National 5 may choose to progress to Higher

#### **HOMEWORK**

Pupils will be issued with homework tasks at regular periods throughout the year. The tasks will range from observational drawing to research and development work for both practical and critical (written) activities. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work.

 **EQUIPMENT**

Pupils are encouraged to come to class with their own basic drawing materials i.e. pencil, rubber, and writing pen. Any specialised materials required for the course will be supplied by the centre

**BIOLOGY**

 **WHY STUDY BIOLOGY?**

Biology plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology affects everyone and aims to find solutions to many of the world’s problems. It explores the use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases, and developing new sources of food. The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology.

The S3 course delivers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. By completing this course, learners will develop important and relevant skills, attitudes and attributes related to biology, including scientific and analytical thinking skills and an understanding of relevant applications of biology in society. Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy. In the words of our pupils, learning biology at Linwood High School is **fun**, **interesting**, **challenging** and **active**!

**COURSES**

In S3 pupils’ learning will be guided by the Benchmarks from Level 4. Where appropriate, they will also begin some work from National 4 and 5.

In S4, Biology will be offered at the following levels:

**National 3, National 4 and National 5.**

National 4 and National 5 Courses will be 160 hours.

All three courses consist of three units: Cell Biology, Multicellular Organisms and Life on Earth. Further details of units and course content can be obtained from:

<http://www.sqa.org.uk/sqa/45723.html>

**ASSESSMENT OF COURSES**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Units for **National 3 and 4** levels will be assessed by teachers and be graded as pass/fail. This will consist of 3 unit tests set by the SQA and for National 4, an added value research project

There are now no unit assessments for National 5 level. The course assessment for **National 5** will be externally administered by the SQA and graded A – D. National 5 pupils will also complete an assignment taking the form of an extended research project. This will also be externally marked by the SQA and contributes 20% towards the final grade.

 **PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

* a pupil achieving National 3 may choose to progress to National 4;
* a pupil achieving National 4 may choose to progress to National 5;
* a pupil achieving National 5 may choose to progress to Higher Biology.

Please note that a C pass at National 5 is strongly advised to progress to Higher level.

**HOMEWORK**

It is expected that pupils will devote at least 1 hour per week in S3 and 1.5 hours per week in S4 to homework. This homework can take the form of homework exercises, research of information, project work and learning the factual content of the course for class assessments.

**EQUIPMENT**

Pupils are expected to bring all their current Biology materials to every lesson including any homework issued, pens/pencils, etc. necessary to enable them to participate fully in the lesson. Pupils are provided with a full set of summary notes and learning outcomes to help them study at home

**BUSINESS MANAGEMENT**

**WHY STUDY BUSINESS MANAGEMENT?**

Business affects every aspect of our lives and is an important part of the economy. No matter which occupation a learner will eventually have, he/she will work in a business of some description. This course will help learners to understand how business works. Businesses need to be managed properly if they are to successfully provide the jobs and products that modern society depends upon. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute to the success of these vital businesses as employees, managers or self-employed people.

Business Management does this by developing the following critical skills, knowledge and understanding:

* Ethical decision making skills
* Communication skills
* Research skills
* Entrepreneurial attributes
* Understanding of how to interpret and evaluate financial management data
* Decision making skills
* Employability skills
* Team building skills

### **COURSE ORGANISATION**

In S3 pupils studying Business Management will undertake the majority of their level 4 experiences and outcomes from the Curriculum for Excellence Social Studies section. In addition their learning will be enhanced by completing a level 4 outcomes and experiences in Technologies. Thereafter pupils will study the subject at the most appropriate level in S4 –

* National 4 Business
* National 5 Business Management

**The National 4 Business course** consists of the following units:-

Business in Action

Influences on Business

**The National 5 Business Management course** consists of the following units:-

Understanding Business

Management of Marketing

Management of Operations

Management of People

Management of Finance

### **ASSESSMENT OF COURSES**

In S3 pupils studying Level 4 Experiences and Outcomes/Benchmarks will be assessed using a variety of methods. These may include:

* Written tasks
* Cooperative group discussions
* Case studies
* Observation of group/individual presentations
* Peer and self-assessment
* End of unit assessments

Assessments may include a combination of practical work, case studies, examinations and projects.

**PROGRESSION - WHAT CAN PUPILS DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

At the end of fourth year, pupils who have achieved a Business Management (National 4) award can progress by:

* Studying Business (National 5)
* Entering employment – employability is a core skill that the course develops

At the end of fourth year, pupils who have achieved a Business Management (National 5) award can progress by:

* Studying Business Management (Higher)
* Entering employment – employability is a core skill that the course develops
* Studying Accounting (Higher)
* Further education – Business Management can be studied to Master’s Degree Level

### **HOMEWORK**

Homework will be used to consolidate learning. Regular setting of homework is an essential component of the Business and Information department’s programme of work. Homework activities will take a variety of forms – written and research tasks.

**CHEMISTRY**

**WHY STUDY CHEMISTRY?**

What in the world is not chemistry? We live in a world of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development. By studying chemistry, you will find out why chemistry is vital to everyday life- remember not all chemists wear white coats! It will help you to understand how society’s needs are met and how you could shape the world in which we live in- now there is an exciting challenge!

Chemistry is an important subject in many careers, and here are just a few examples:

 *Medicine Dentistry Vet Medicine*

 *Material Science Environmental Science Drug development*

 *Cosmetics Forensics Food industry*

The courses offered all have a central core of key knowledge, skills and practical work. You will develop scientific understanding of issues relating to chemistry, and as a result will become scientifically literate which is a key skill in today’s society. Successful chemists think creatively, analyse and solve problems by working individually and collaboratively- does this sound like you?

 **COURSES**

In S3 you will build on your knowledge of chemistry from S1/S2 by looking more closely at elements and the structure of the atom, how atoms bond and the properties of these compounds. From that point you will go on to discover the impact of these compounds on society and start to evaluate the consequences of some decisions made by chemists.

After S3, you will then move onto studying chemistry at the most appropriate level, National 3, National 4 or National 5:

**National 3 Chemistry**

There are 3 mandatory units of study at this level

Chemical Changes &Structure

Nature’s Chemistry

Chemistry in Society

All 3 units will be assessed internally and moderated at pass or fail. In addition pupils will also undertake a practical assessment and write up

**The National 3 course is not graded.**

**National 4 Chemistry**

There are 3 mandatory units of study at this level

Chemical Changes &Structure

Nature’s Chemistry

Chemistry in Society

All 3 units will be assessed internally and moderated at pass or fail. In addition there will also be:

a practical assessment and write up

an Added Value Unit: Chemistry Assignment

**The National 4 course is not graded.**

**National 5 Chemistry**

There are 3 mandatory units of study at this level

Chemical Changes &Structure

Nature’s Chemistry

Chemistry in Society

At the end of the National 5 course pupils will sit an externally assessed exam (worth 100 marks).

In addition there will also be an externally assessed Chemistry Assignment (worth 20 marks).

The National 5 course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <http://www.sqa.org.uk/sqa/45720.html>

**PROGRESSION: WHAT CAN PUPILS DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances. Possible progression routes at the end of S4 may be as follows:

Pupils who achieve a pass at National 3 may progress to National 4

Pupils who achieve a pass at National 4 may progress to National 5

Pupils who achieve a pass at National 5 may progress to Higher

**HOMEWORK**

Chemistry is very much a knowledge based subject and this knowledge has to be learned before it can be applied in a skills situation. Homework will take place in many forms from basic learning of facts, answering questions, forming opinions based on evidence and carrying out research. There will be a range of traditional, paper based homework and modern digital and interactive homework. The more the pupil puts into this, the more they will get out of it!

**COMPUTING SCIENCE**

**WHY STUDY COMPUTING SCIENCE?**

Computing Science is vital for everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields that include science, communications, entertainment, education, business and industry. Our society needs more Computer Scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

Computing Science develops the following skills:-

* Knowledge and understanding – key facts and ideas in Computing
* Computational thinking
* Analysing, designing and modelling to a range of problems
* Designing, implementing and testing digital solutions to problems
* Investigating a range of real-life and relevant information systems, problems and solutions

**COURSE ORGANISATION**

In S3 pupils, studying Computing Science will undertake level 4 experiences and outcomes from the Curriculum for Excellence Technologies section. Thereafter pupils will study the subject at the most appropriate level in S4 - National 4 or 5 Computing Science.

National 4 Computing Science includes the following units:-

* Computer Systems
* Software Design and Development
* Database Design and Development
* Web Design and Development
* Added Value Unit - an investigation to find a solution to a computing problem and the production of a short report.

National 5 and Higher Computing Science includes the following units:-

* Computer Systems
* Software Design and Development
* Database Design and Development
* Web Design and Development

Database Design and Development

This unit allows pupils to develop knowledge and an understanding of the analysis, design, implementation, testing and evaluation stages of creating a database. Pupils will study linked database tables and the terms used to describe its components.

Web Design and Development

This unit allows pupils to develop knowledge and an understanding of the analysis, design, implementation, testing and evaluation stages of creating a website. Pupils will study the types of media files used for web pages and why compression is needed. Pupils will create their own web pages using the programming languages HTML and JavaScript.

Software Design and Development

This unit allows pupils to develop knowledge and an understanding of the analysis, design, implementation, testing and evaluation stages of creating effective programs. Pupils will create their own code using a programming language called Visual Basic.

Computer Systems

This unit allows pupils to develop knowledge and an understanding of how a computer works.

**ASSESSMENT OF COURSES**

All courses are assessed throughout the session. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work and written work.

To gain a course award, pupils must demonstrate that they meet the requirements of the Units and a Course assessment.

National 4 courses will be assessed by teachers and graded as pass/fail. The Course assignment and final assessment for National 5 graded externally by the SQA. The external examination will be graded A-D.

* Computing Science is offered at National 4, National 5 and Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.
* At all levels, the courses are challenging and enjoyable. You will get lots of “hands on” experience of a wide variety the most up-to-date software, and will use their creative skills throughout to produce a range of digital solutions.
* Remember! Computing Science skills are essential for the future!

**HOMEWORK**

Homework will be set on a regular basis for all courses. The quantity will be appropriate to the level of course each pupil is following.

## **ENGLISH**

**WHY STUDY ENGLISH?**

English develops skills in reading, writing, talking and listening. It improves our ability to communicate and to understand. This enables us to engage with the world and lead a full and productive life. The skills that you learn in English will serve you well for the rest of your life and will touch every single area of your life. For all of the texts you will create, for all of the texts you will want to understand and respond to, English is important. You create and engage with texts that are written, seen or heard on a daily basis. English enables you to develop your own variety of expression and vocabulary. It helps you to collaborate with others and build relationships. English will help you to become a more effective communicator and better able to analyse what you read, watch or listen to, as well as articulating what you think and feel. It will enable you to develop skills for learning, life and work.

**COURSES**

In S3, pupils’ learning is guided by the Experiences and Outcomes at Level 4.

In S4, English will be offered at National 3, National 4 and National 5.

These three courses are made up of two units:

* Creation and Production – writing and talking
* Analysis and Evaluation – reading and listening

Over S3 and S4, pupils will:

* Read and analyse poetry, prose, drama and media
* Write personal, creative and discursive pieces
* Take part in group discussions and give solo presentations
* Research issues and topics
* Analyse previously unseen texts
* Listen and respond to texts

**ASSESSMENT**

In S3 pupils will be assessed on an ongoing basis. This assessment evidence will be used to inform the course pupils follow in S4. In S4, all pupils will sit unit assessments which cover the four skills of reading, writing, talking and listening. These are assessed by teachers as pass / fail. Pupils will have the opportunity to re-sit a failed assessment. In addition to this, pupils sitting National 5 have a folio to submit and an external exam.

**PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?**

Progression routes at the end of fourth year may be as follows:

* a pupil achieving National 3 may choose to progress to National 4
* a pupil achieving National 4 may choose to progress to National 5
* a pupil achieving National 5 may choose to progress to Higher

 **HOMEWORK**

Pupils will be expected to complete a variety of homework tasks throughout S3 and S4. These will include reading tasks, writing tasks, researching tasks and preparation for talks. Pupils are also expected to continue to read a range of texts as part of a programme of personal reading.

### **EQUIPMENT**

Pupils should bring the following items to class every day:

* Class work jotter & English materials provided

**FRENCH**

**WHY STUDY FRENCH?**

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world’s population speak English as a first language. 75% of the world’s population don’t speak any English at all. French is the largest donor of foreign words in English. In addition, French is an official working language in dozens of international organizations, including the United Nations. 77% of businesses state a need for foreign language skills amongst their employees. (CBI/ Pearson Education & Skills survey 2015) Therefore, studying a language increases your employability chances.

Learning a language is also useful for many other reasons. Research proves that the benefits of learning a language include:

* Better understanding of different cultures
* Improved self confidence
* Enhanced ability to build new relationships
* Improved literacy and reading skills
* Enhanced problem solving, interpersonal and communication skills
* Increased employability
* Improved memory skills

**COURSES**

In S3 pupils’ learning will be guided by the Experiences and Outcomes from Level 4. Where appropriate, they will also begin some work from National 4.

In S4 French will be offered at National 3, National 4 and National 5.

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to: use creative and critical thinking to synthesise ideas and arguments; enhance their enjoyment and understanding of their own and other cultures; and explore the interconnected nature of languages.

Over S3 and S4 pupils will study the following contexts and topics:

* Society – family and friends, lifestyle, media, global languages, citizenship
* Learning – learning in context, education
* Employability – jobs, work and CVs
* Culture – planning a trip, other countries, celebrating special events, film and TV

 **ASSESSMENT**

In S3 pupils will be assessed on an ongoing basis throughout the session. There will be no external assessment at the end of the year, but the ongoing assessment will be used to make a judgment as to what level of course pupils will follow in S4.

In addition to this, pupils sitting National 5 in S4 will have an external exam which will be graded A – D. In addition, they will complete a written assignment and a talking assessment with their teacher during S4.

**PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

* a pupil achieving National 3 may choose to progress to National 4
* a pupil achieving National 4 may choose to progress to National 5
* a pupil achieving National 5 may choose to progress to Higher

#### **HOMEWORK**

Pupils will be given a variety of homework tasks throughout S3 and S4. These will include reading exercises, listening exercises, preparation for writing or speaking activities, grammar exercises, etc. In addition, learning vocabulary and grammatical structures will make up a significant part of the homework set in S3 and S4. Teachers will provide pupils with a list of websites which can be used to further consolidate their knowledge.

#### **EQUIPMENT**

Pupils should bring the following items to class every day:

* Class work jotter
* Vocabulary jotter
* Worksheets / booklets provided
* Pencil / pen
* Homework diary

Pupils will need a bilingual dictionary (preferably Collins or Oxford) at home to use when completing homework tasks, or can access an online dictionary at [www.wordreference.com](http://www.wordreference.com)

**GEOGRAPHY**

**WHY STUDY GEOGRAPHY?**

Geography creates new experiences for learners to explore the physical environment around them and to study the ways in which people interact with this environment. The purpose of Geography is to develop the learner’s understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged so that learners can interact with their environment.

The contexts for study focus on local, national and global examples. Geography draws upon the social and natural sciences; interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will equip learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

**What we study:**

 **HUMAN PHYSICAL GLOBAL ISSUES**

 **·** Urban areas **·** Coasts **·** Climate Change

 **·** Population **·** Glaciation **·** Development & Health

 **·** Rural areas **·** Land use conflicts

**GEOGRAPHERS ARE GREAT!**

 Geographers are: Geographers can:

Good communicators  Make a concise report

Spatially aware  Handle data

Socially and environmentally aware  Ask questions and find the answers

Well rounded, flexible thinkers  Make decisions about an issue

Problem solvers  Analyse material

Good team players  Manage themselves

Computer literate  Solve problems

 Independent thinkers

**COURSES**

During the course of S3, pupils will cover a range of topical issues relating to benchmarks at level 4. By the end of S3 pupils will then progress onto the National Qualification at the most appropriate level. Geography will be offered at the following levels: National 3, National 4 and National 5.

Further details of units and course content can be obtained from:

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)  and [www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

**HISTORY**

**WHY STUDY HISTORY**

The purpose of History at Linwood is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Learners will have the opportunity to engage with key themes relevant to understanding the past and their own times such as: international relations, conflict, peace, race, state building and poverty.

**COURSES**

**S3 History**

* **The Origins of the First World War**

This short course takes place at the start of S3 and provides pupils with knowledge on the main reasons why the First World War began. Pupils study the naval arms race between Britain and Germany and the rising tensions between European countries over their empires. In addition, pupils study the rise of nationalism in central Europe and the role of the alliance system in bringing about the First World War.

* **Scotland in the Era of the Great War, 1900-1928**

In S3 the main topic covered is the First World War, its impact on Scots and 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.

**S4 History**

* **Hitler and Nazi Germany, 1919-1939**

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the rise of Hitler and the Nazi party. The course also analyses how Hitler and the Nazi party were able to stay in power from 1933-39.

* **The Making of Modern Britain, 1880-1951**

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.

**HOMEWORK**

Homework will mainly finishing off pieces of work and knowledge and source questions which have been explained in class. Homework increases in frequency as S3 progresses and into S4 and its timely completion is expected. The completion of homework is a key part of the History course at Linwood High School.

**ASSESSMENT**

In S3 pupils will be assessed throughout the year in several ways but most commonly through the completion of questions (in class and for homework) which require pupils to describe and explain in relevant detail. Pupils will also be assessed on their abilities to place information from a historical source in context, to compare sources of information and to evaluate the usefulness of a historical source. S4 pupils continue to develop their knowledge and source handling skills in preparation for the National 4 Added Value Unit, National 5 Assignment and the May exams.

**PROGRESSION**

 After S4 pupils will have the opportunity to progress to National 4, National 5 or Higher History.

**HOSPITALITY – Practical Cookery**

**COURSE AIMS**

Hospitality offers a practical element to learning about food and cookery that pupils enjoy. The S3 Hospitality course offers pupils a vital life skill to be able to prepare food for themselves and for others. The course also sets the foundations for pupils wishing to study Hospitality in S4 and S5/6 with more advanced practical and organisational skills. The course not only provides a taste of working in one of Scotland’s largest industries but also plays an important role in developing pupils’ own physical health and wellbeing through food. Pupils learn how to make and adapt recipes, to enable them to make healthier choices around food, so that they are able to look after their own physical health now and in the future.

 **PROGRESSION**

The S3 Hospitality Course allows learners to work towards National 4 and National 5 level in S4 (Hospitality: Practical Cookery) and National 5 level in S5/6 (Hospitality: Practical Cake Craft)

Topics covered in S3 include:

* Food hygiene for safe food handling
* Cookery processes, skills and techniques
* Developing organisational skills
* Understanding ingredients to make healthier choices
* Understanding the benefits of local and seasonal foods

S3 Hospitality consists of two lessons per week (one single period for theory/ written work and one double period for practical cookery) More time is available in S3 to develop pupils’ practical skills. Pupils cook every week and make a range of dishes including starters, main dishes and desserts. Pupils develop their practical and organisational skills to allow them to progress from making one dish per lesson to two dishes per lesson. S4 Hospitality consists of 4 lessons per week, a double cookery and 2 single written periods which are essential to pass the course.

**COST**

A contribution towards the cost of food each week is required. This cost is £2 per week.

**HOMEWORK**

Pupils are encouraged to practice basic practical food preparation skills at home to develop their skills learned in class and gain confidence in their ability. Pupils are able to enjoy taking recipes home from class to make the dish again for their family. Prior to assessments, pupils are required to revise class work at home.

**ASSESSMENT**

A combination of written and practical tests take place throughout the year and are marked to SQA national standards.

Pupils complete a project (in class in time) and awarded a mark.

There is a practice written exam at the end of the year (in preparation for the SQA national exams in S4).National 5 Hospitality involves a combination of both practical cookery and related written assessment, both to SQA national standards. Written assessments are completed during class and sent to SQA for external marking.

**MATHEMATICS**

**WHY (DO WE ALL) STUDY MATHS**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make decisions.

Mathematics has applications in many subject areas and skills developed in this course could support progression in other curriculum areas.

Every pupil will study maths in S3

**COURSES**

In S3 pupils will undertake level 4 experiences and outcomes from the Curriculum for Excellence. Where it is possible we shall extend our learning to include topics from National 5.

In S4 course are offered at National 3, 4 or 5.

**Nat 3 Applications of Maths**

**National 4 Maths**

**National 5 Maths**

The course aims to:

* Motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
* Develop confidence in the subject and a positive attitude towards further study in mathematics
* Develop skills in manipulation of abstract terms to generalise and to solve problems
* Allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
* Develop candidates’ skills in using mathematical language and in exploring mathematical ideas
* Develop skills relevant to learning, life and work in an engaging and enjoyable way

**PROGRESSION: WHAT CAN PUPILS DO AFTER S4**

On successful completion of any of the above it is possible to progress to the next of these courses at a higher level. Pupils returning for fifth year will be presented for the course which provides them with the most suitable level of challenge.

**HOMEWORK**

Pupils are expected to do regular homework. This is viewed as forming a vital component in the learning journey in the maths department. It is one of the most effective ways for us to provide regular feedback to the pupils and helps us monitor their progress.

It should be noted that parts of the course cannot be done without a calculator, which should be brought every day.

## **MODERN STUDIES**

**WHY STUDY MODERN STUDIES?**

In Modern Studies you will study and examine contemporary society and the world around you. Modern Studies allows you to make sense of the complex 21st century world, your place in it and how it impacts upon you and others. You will be expected to draw on your own experiences and observations and apply them to complement your learning.

Through Modern Studies you will be equipped with a wide range of transferable skills and abilities including:

* Data handling skills.
* Investigating skills- planning, selecting, gathering & presenting information.
* Skills to detect bias, exaggeration & selectiveness in the use of facts.
* Skills to be able to make and justify decisions.
* The ability to put forward and support OR criticise points of views
* The ability to collect evidence from a range of complex sources.
* The ability to use a variety of research methods.
* Skills in organising information.
* The ability to present your work in a variety of formats

Modern Studies is a highly relevant subject that also provides many opportunities to actively participate in learning. As a department we complement the classroom environment class with various external learning experiences. Examples include:

* Visits to the Scottish & UK Parliaments
* Visits to Paisley Sheriff Court.
* Outside speakers including , MPs, MSPs, Scottish Law Society, and Police Scotland

Students who study Modern Studies can go on to be work in many different fields including:

|  |  |  |  |
| --- | --- | --- | --- |
| Law  | Journalism  | Civil Service  | Politics  |
| Teaching  | Marketing  | Social Work  | Economics  |
| Broadcast Media  | Policing  | Criminology  | Banking  |
| Public Relations  | Advertising  |   |   |

### **COURSES**

In S3 students will follow a broad general education to complete Level 4 Experiences & Outcomes and will progress on to National 3, National 4 or National 5 level. Courses consist of the following topics:

* **Political Issues**: Democracy in the UK & Scotland.

* **Social Issues**: Crime & the Law.

* **International Issues**: The USA.

### **ASSESSMENT OF COURSES**

We use both formative and summative assessment in Modern Studies to measure the progress of our students.

For students working at National 4 level, there are internally assessed pieces of work including an added value unit, based on researching a topic (subject related) of their own choosing.

For National 5 level, there is an assignment based task as well as an exam, both externally assessed by the SQA.

**PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?**

The Modern Studies department offers a range of progression pathways appropriate to learners’ needs. If, at the end of fourth year, pupils wish to continue to study Modern Studies:

* a pupil achieving National 3 may choose to progress to National 4
* a pupil achieving National 4 may choose to progress to National 5
* a pupil achieving National 5 may choose to progress to Higher

### **HOMEWORK**

Homework in Modern Studies is issued to:

* Broaden and deepen knowledge of the topics studied
* Develop research and evaluating skills to instil the capacity in students for independent learning android imbue skills for life and work
* Assess learning and understanding and to inform next steps for pupil improvement

Homework will be issued as and when appropriate and may involve undertaking:

* Research tasks
* Planning and organising presentations
* Answering questions

**MUSIC PERFORMING**

**Performing Skills**

Students will further develop their specialist skills on **two instruments** of their choice and will work towards learning a programme of music at an appropriate level of Associated Board Grade or equivalent:

N 4 Grade 2, N5 Grade 3, Higher Grade 4, Adv. Higher Grade 5

**The classroom instruments we offer are as follows**:

Keyboard Guitar Voice

Tuned Percussion Bass Guitar Ukulele

Drum Kit Any Instrument for which a pupil receives tuition.

**Understanding Skills**

Students will develop the ability to recognise and distinguish between a range of level-specific music concepts and styles of music.

They will develop the ability to recognise and understand level-specific music signs and symbols.

They will develop an understanding of the effect of social and cultural influences on music.

**Composing Skills**

Students will learn to write music using various compositional techniques and with access to industry standard modern software (Sibelius and Protools).

**Why Music?**

* Music can improve your attainment in other subjects.
* Develops discipline for practise and study.
* Helps to build confidence.
* Improves memory as it engages both sides of the brain.
* Music fosters creativity.
* Music can improve your social and leadership skills.

**Progression**

National 3, National 4, National 5, Higher, Advanced Higher

**MUSIC TECHNOLOGY**

All music technology courses will equip students with the skills required to work in a modern recording studio setting.

**Music Technology Skills**

Using the latest industry standard software, you will be given the opportunity to work creatively in a number of different settings. Whether you are working with other musicians to record a song or creating sound effects for the latest feature film, you will have the opportunity to design your own project and learn skills that will be used in radio, television, music, live performance and gaming to name but a few.

You will also learn how to capture audio and edit and mix sound effectively to create professional finished products.

**Understanding Music of the 20th/21st Century**

Students will follow a course covering the various styles and genres in 20th/21st musical history, learning concepts pertaining to these styles and growing in confidence in recognising these when listening to music.

They will also learn how to recognise specific effects and processes used in mixing and editing as well as discovering how intellectual property works and why it is important.

**Why Music Technology?**

* Builds Improved listening skills
* Links with IT and the Sciences.
* Music Technology fosters creativity.
* Builds skills in reflection and analysis
* Improves problem solving skills
* Music Technology allows access to music without the requirement of instrumental skills.

**Progression**

National 3, National 4, National 5, Higher

**PHYSICAL EDUCATION**

The S3 and S4 PE courses will enable learners to develop the skills, knowledge and understanding to perform effectively in a range of physical activities and will enhance their physical wellbeing. Learners will work both independently and with others to develop interpersonal skills.

PE provides learners with opportunities to develop skills for work including problem solving, decision making, teamwork and leading and supporting others. This makes Physical Education an ideal platform for developing confidence, resilience and responsibility and for working with others.

**COURSES**

If pupils pick Physical Education, they will follow a course in S3 that will be guided by the Experiences and Outcomes from Level 4. They will also work towards gaining a National 4 award in preparation for National 5.

In S4, learners will be presented for an award based on their attainment in S3 and the professional judgement of PE Staff.

**ASSESSMENT OF COURSES**

In S3 and S4 learners will be assessed on an ongoing basis throughout the session and to National standards.

In S4, assessment will be dependent on what level of course learners are presented for.

National 3 and National 4 will be assessed on a Pass/Fail basis and all assessment will be carried out by the teacher, to National Standards.

National 5 will have an external assessment where learners will complete a portfolio of their best work which will be sent away and marked by the SQA. The National 5 course will be graded A-D and will be a combination of pupils two best practical performances and their portfolio.

**PROGRESSION – WHAT CAN A PUPIL DO AFTER S4?**

Learners will be presented for a course at the end of S4. There is clear progression from National 3 – National 4 – National 5 – Higher. Some pupils may progress at different speeds, so there will be no set structure for what year a learner sits a course in.

Some learners may do Higher PE in S5, while some pupils do National 5 in S5. Learners being presented for a course which reflects their ability, will be the most important and deciding factor.

Learners may have the opportunity to follow more vocational based courses, such as Junior Sports Leader Award & Dance Leaders Award.

**EQUIPMENT**

It is essential that learners always bring PE kit to school. This is the expectation of all at Linwood High School. Participation is essential to pass the course, therefore both learners and their parents/carers are expected to support the department in maintaining high standards.

**ACTIVITIES**

Activities are dependent on the timetable and are negotiated with learners in S4.

**HOMEWORK**

Homework is at the discretion of the class teacher and is necessary to support coursework. It is expected that all homework is done to the best of each learners’ ability. Learners will be issued with a homework planner.

**PHYSICS**

**WHY STUDY PHYSICS?**

Learners will acquire knowledge of concepts in physics, relevant to this level of the course and be able to apply their understanding to practical situations. They will develop skills in making informed decisions and be prepared to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

By completing this course, learners will develop important and relevant skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; an understanding of the role of physics in scientific issues; the ability to apply knowledge and understanding of concepts in physics and an understanding of relevant applications of physics in society. Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

**COURSES**

In S3 pupils’ learning will be guided by the Experiences and Outcomes from Level 4. Where appropriate, they will also begin some work from National 4.

In S4, Physics will be offered at the following levels:

National 3, National 4 and National 5.

National 4 and National 5 Courses will be 160 hours. National 3 is equivalent to Access 3 or Standard Grade Foundation level. National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

Courses consist of units. Further details of units and course content can be obtained from

[www.sqa.org.uk/curriculumforexcellence.](http://www.sqa.org.uk/curriculumforexcellence)

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

**ASSESSMENT OF COURSES**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5). Units for all levels will be assessed by teachers and be graded as pass/fail. National 3 and National 4 courses will be assessed by teachers and graded as pass/fail. The National 5 course will also have units assessed as pass/fail. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

**PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

 Progression routes at the end of fourth year are detailed as:

* a pupil achieving National 3 (equivalent to Standard Grade Foundation level) may choose to progress to National 4
* a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
* a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2.) may choose to progress to Higher

**HOMEWORK**

 Homework will be issued regularly and is a crucial part of the course.

**RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (RMPS)**

**Why is RMPS such an important subject for schools?**

RMPS allows you to develop your thinking ability in order to engage, in a meaningful way, with the wider-world.  The world has become a complicated place to be; we face a variety of challenges every day and we should be equipped to engage with the issues. We have, quite proudly, described ourselves as a thought based subject.  Our aim is to develop independent thinking skills as well as the important work/life skills of analysis and evaluation in a relevant, interesting, and challenging way.

**Religious, Moral and Philosophical Studies in S3**

Pupils who choose to study RMPS as part of their S3 pathway will further develop their knowledge and skills at Level 4, and explore topics within the new National 4 and National 5 courses. This will provide a good platform for those who wish to continue their studies in RMPS in S4.

RMPS provides an excellent opportunity for individuals to explore their own beliefs and values, and to develop an appreciation of the beliefs and values of others.

Pupils will develop analytical and evaluative skills which are of relevance in a wide range of subject areas. All candidates will also be in an ideal position to develop as mature members of society who can contribute from a position of understanding, tolerance and respect for others.

The topics covered will include:

* A World Religion: Buddhism
* Morality and Belief; Morality and Justice
* Religious and Philosophical Questions; The Existence of God

In the World Religions unit pupils study the ancient philosophy of Buddhism, will consider how Buddhism views the world, what Buddhists consider to be the point of life, and how Buddhists believe people should live. They will investigate the diversity of beliefs within Buddhism and the relevance of such a world view to the modern world.

In the Morality and Belief unit pupils will develop their skills in considering religious and non-religious attitudes to crime, its causes and the strategies for dealing with both the causes and those who commit offences. They will look in depth and purposes of punishment and reflect on the morality of Capital Punishment

In the Religious and Philosophical Questions God unit pupils study and challenge philosophical arguments for the existence of God. Pupils will develop skills in analysing a philosophical argument and will consider the respective claims of science and religion as reasonable explanations for all that exists.

**The RMPS Course aims to allow candidates to:**

* begin to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today
* develop knowledge and understanding of the main beliefs and values of one world religion and understand the way in which religious beliefs and values affect the lives of believers
* examine their own beliefs and those of others
* understand the reasons for ideas, arguments and religious and non-religious viewpoints which may conflict with their own
* express opinions about religious, moral and philosophical issues and present these in a reasoned manner
* engage personally with a range of important questions and issues in order to inform their own beliefs and values in a way which contributes to personal and social development.

**GRAPHIC COMMUNICATION**

**WHY STUDY GRAPHIC COMMUNICATION?**

The course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication.

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, and related disciplines.

 The aims of the course are to enable learners to:

* develop skills in graphic communication techniques, including the use of equipment, materials and software
* extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
* develop an understanding of the impact of graphic communication technologies on our environment and society

**COURSES**

Graphic Communication will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

Pupils in S3 will undertake the Curriculum for Excellence broad experiences and outcomes at level 4 but may cover some of the work of National 4. As pupils progress into S4 they will study the subject at the level appropriate to them; either National 4 or National 5.

National 4 is equivalent to Standard Grade General level/Intermediate 1. National 5 is equivalent to Standard Grade Credit level/Intermediate 2.

The courses consist of two units:

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

 Further details of units and course content can be obtained from

[www.sqa.org.uk/curriculumforexcellence.](http://www.sqa.org.uk/curriculumforexcellence)

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

**ASSESSMENT OF COURSES**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and an added value unit (National 4). Units will be assessed by teachers and be graded as pass/fail.

The course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment will consist of an assignment and a question paper; the assignment is worth 33% of the overall award and its purpose is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. This assignment will be externally marked by the SQA. The question paper is worth 67% of the overall award.

**PROGRESSION - WHAT CAN A PUPIL DO AFTER S4?**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

 Progression routes at the end of fourth year are detailed as:

* a pupil achieving National 4 (equivalent to Standard Grade General level / Intermediate 1) may choose to progress to National 5
* a pupil achieving National 5 (equivalent to Standard Grade Credit level / Intermediate 2) may choose to progress to Higher

**HOMEWORK**

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

**EQUIPMENT**

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment (e.g. drawing equipment or CAD software etc.) class teachers can provide advice.

**PRACTICAL METALWORK**

 **WHY STUDY PRACTICAL METALWORK?**

Practical Metalwork is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping, joining and finishing metal. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

The Course provides opportunities for learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in metal.

This Course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical metalworking and those wanting to progress to higher levels of study, apprenticeship or a related career.

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

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

**COURSES**

Practical metalwork will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

Courses consist of the following models:

* Bench skills
* Machine processes
* Fabrication and Thermal joining

Further details of units and course content can be obtained from the SQA or any Technical teacher.

**ASSESSMENT OF COURSES**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments will include a combination of practical work and knowledge assessments

To be awarded the National 4 course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (project).

To be awarded the National 5 course, Pupils must pass a Course assessment (project) and external written exam.

The National 4 course will also be assessed by teachers and graded as pass/fail.

The National 5 course assessment final practical project will be internally marked and externally verified by the SQA. The course assignment is worth 55% of the overall award. There is a final written exam in practical woodwork worth 45% of the overall award. The final grade (A-D) is determined by the adding of the course assignment and exam paper marks together.

**PROGRESSION**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners’ needs and local circumstances.

**HOMEWORK**

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

 **EQUIPMENT**

 All necessary equipment will be provided within schools

**PRACTICAL WOODWORK**

**WHY STUDY PRACTICAL WOODWORK?**

Practical Woodwork is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing wood. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

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

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

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

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

**COURSES**

Practical Woodwork will be offered at the following levels:

National 4 and National 5.

National 4 and National 5 Courses will be 160 hours.

Courses consist of the following models:

* Flat Frame Construction
* Carcase Construction
* Machining and Finishing

Further details of units and course content can be obtained from the SQA website or any Technical teacher.

**ASSESSMENT OF COURSES**

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments will include a combination of practical work and knowledge assessments

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**STAGE TWO: Option Choice**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Name*** |  | ***Class*** |  |
| All pupils must study English, Maths, French, PE & RE as CORE subjects in S3 |
| ***Now make 5 additional choices for study in S3*** |
| **Science** | **✓** | **Creative Arts** | **✓** | **Social Subjects** | **✓** | **Technologies** | **✓** | **Additional choice** | **✓** |
| Biology |  | Art  |  | Geography |  | Admin |  | Art  |  |
| Chemistry |  | Music |  | History |  | Computing |  | Biology |  |
| Physics |  | PE |  | Modern Studies |  | Graphic Communication  |  | History |  |
|  |  |  |  | RE |  | Hospitality |  | Hospitality |  |
|  |  |  |  | Scottish Studies |  | Practical Craft Skills |  | Music Tech |  |
|  |  |  |  | Business Management |  |  |  |  |  |
| ***Future* plans** |
| ***Leaving LHS*** | **✓** | ***Career plans*** | **✓** | ***Career idea*** |
| End of S4 |  | Training Scheme |  |  |
| End of S5 |  | Modern Apprenticeship |  |
| End of S6 |  | College |  |
|  |  | University |  |
| ***Comments:*** |
| ***Options adviser*** |  | ***Date*** |  |
| ***Parent signature*** |  | ***Date*** |  |

 S2 🡺 S3

DRAFT