



## **S2 into S3 Options Booklet**

**2022/2023**



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

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# 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 ensure 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

## Developing skills for learning, life and work

*“Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.”*

(Building the Curriculum 3: A Framework for Learning and Teaching)

S1-S3 students experience a programme of learning development and study skills through PSHE and through the work completed in individual subjects, as teachers prepare them for the challenges of the Senior Phase. We want all students to be confident in identifying their strengths and abilities, as well as able to identify those areas which remain challenging, and to look at strategies for improvement. Through inter-disciplinary projects, learning conferences and other events throughout the session, we provide the opportunity to put learning into a practical context and support all students in developing skills which they will use throughout their life and work.

In addition to the significant aspects of learning from each curriculum area there will also be a focus on developing the core skills for learning, life and work which are important to make successful transition into the Senior Phase of the curriculum.

Skills for Learning	Skills for Work
<ul style="list-style-type: none"><li>• Analysis</li><li>• Application</li><li>• Evaluation</li><li>• Synthesis</li></ul>	<ul style="list-style-type: none"><li>• Communicating</li><li>• Planning and Organising</li><li>• Problem Solving</li><li>• Working with Others</li><li>• Thinking Critically and Creatively</li></ul>

# PERSONALISATION AND CHOICE

## Making Choices

The information which follows has been produced to help pupils and parents select subjects they wish to take forward to 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?

Following an extensive consultation with pupils, parents/carers and staff, At the end of S2 pupils will select **five subjects**, along with English and Mathematics. Pupil choice will be heavily based on progress and achievement through S2, interest and career aspirations.

In addition, pupils will study the Core subjects: PSHE, PE, RE and a Modern Language. Please note the core Modern Language is only to the end of S3, therefore if a pupils wishes to obtain a National Qualification in either/both French or Spanish they must pick either or both as one of their five choices.

## 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 through assemblies, from the school careers advisor, pastoral care staff and subject teachers.

## Timeline

Date	Event
December 2022	Careers Presentation during PSHE classes Mock options in PSHE classes
December 2022	S2 Reports issued to parents
January 2023	S2 Parents' Evening S2 Options information evening S2 Options meeting with pastoral staff
March 2023	Confirmation of S3 options

## Some Dos 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.

## Curricular Areas

The options form has been designed to try and give you as broad a coverage of as many curricular areas as possible. It is important to refer to the list below as a guide to ensure the subjects you are selecting are from a wide range:

- Creative Arts:** Art and Design, Music: Performing, Music: Creative Industries,
- Health and Wellbeing:** Physical Education, Practical Cookery
- Modern Language:** French, Spanish, Modern Languages for Life and Work
- Science:** Biology, Chemistry, Physics, Science
- Social Subjects:** Geography, History, Modern Studies, Religious, Moral, & Philosophical Studies
- Technologies:** Business Management, Computing, Administration and IT, Graphical Communication, Practical Wood Working



# LINWOOD HIGH SCHOOL

## SAMPLE

### S2 Option Choice Form



<i>Name</i>											<i>Class</i>	
<i>All pupils must study English, Maths, Modern Languages*, PE &amp; RE as CORE subjects in S3 *to the end of S3</i>												
<b>Make 5 additional choices for study in S3&amp;S4, picking <u>1</u> from each column C – G</b>												
A	B	C	✓	D	✓	E	✓	F	✓	G	✓	
<b>English</b>	<b>Maths</b>	Biology		French		Geography		Administration & IT		Art & Design		
		Chemistry		Creative Industries		History		Computing Science		Biology		
		Physics		Music		Modern Studies		Creative Industries		Practical Cookery		
		Science		Practical Cookery		RMPS		Practical Woodworking		Physical Education		
						Physical Education				Music		Spanish
								Graphic Communication				
<i>Classes will only run if there is sufficient demand. If a class is oversubscribed, pupils will be asked to make another choice.</i>												
<b>IMPORTANT: If you picked RMPS in column E, please state a 2<sup>nd</sup> choice, from <u>column E</u>:</b>												
2 <sup>nd</sup> choice: _____												

<b>Future plans</b>				
<i>Leaving LHS</i>	<i>✓</i>	<i>Career plans</i>	<i>✓</i>	<i>Career idea</i>
End of S4	.	Employment	.	
End of S5	.	Modern Apprenticeship	.	
Christmas of S5	.	College	.	
End of S6	.	University	.	
<i>Are there any subjects that you wish to take but were not able to?</i>				
<i>Pupil signature:</i>		<i>Date:</i>		
<i>Parent/carer signature:</i>		<i>Date:</i>		
<i>Pastoral Care Teacher signature:</i>		<i>Date:</i>		



# ART AND DESIGN

## Course Aims

Pupils will develop knowledge and understanding of art and design practice. As well as plan, develop, produce and present creative art and design work. In addition, they will develop understanding of social and cultural influences on artists and designers and their work and develop problem solving, critical thinking and reflective practice skills.

## Course Description

### Expressive Activity

Pupils will select their study and practice from either Figurative or Still Life sources. Pupils use their knowledge and understanding of artists and movements to produce observational drawings and studies developing those ideas through a range of visual concepts and using a variety of media in 2D and/or 3D formats. Pupils will also produce a written evaluation based on process and solution.

### Design Activity

Pupils will work from a design brief to investigate and develop a piece of work in either 2D or 3D. Learners will develop their creativity and problem solving skills as they consider the design opportunities, issues and constraints of the brief. They will also develop their understanding of designers' working practices and the factors that inspire and influence their work while continuing to develop media handling skills. Pupils will also produce a written evaluation based on process and solution.

### Added Value Unit (Folio)

Pupils must produce a folio comprising finished pieces for both expressive and design work. Nat5 pupils must also provide evidence of development.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - Learners must pass all of the units to achieve a course award. The Practical Folio elements are externally assessed and knowledge and understanding of artists and movements (Critical Activity) in an externally assessed question paper.

## Career Pathways

3D Design □ Product Design □ Graphic Design □ Digital Design  
Fashion Design □ Architecture Interior □ Interior Designer □ Jewellery Design □ Art Director □ Multimedia Designer □ Animator □ Digital illustrator □ Special effects □ Photographer □ Film maker □ Sculptor □ Artist □ Set Designer



# MUSIC: PERFORMING

## Course Aims

These courses aim to support students in developing skills in creating, understanding and performing music across two instruments or one instrument and voice. Emphasis is placed on practical activities and there is considerable scope for personalisation and choice.

## Course Description

### Performing Music

Throughout this unit, students will develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. They will be expected to rehearse and perform a timed programme of appropriately challenging music with sufficient accuracy whilst maintaining the musical flow and accurately portraying the mood and character of the pieces.

### Composing Skills

Students will develop their understanding of compositional techniques and concepts before using and developing these concepts to create their own original piece. In addition, pupils will be expected to reflect on this creative process.

### Understanding Music

Students will develop their understanding of musical concepts and literacy by studying music from different time periods, analysing scores and gaining an understanding of the social and cultural impact of music. Through this, students will develop the listening skills to allow them identify these concepts in context.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - This course has a final exam during the SQA diet consisting of a performance exam and an understanding written paper. In addition, students must submit a composition assignment to the SQA.

## Career Pathways

Music Teaching □ Music Performance □ Music Publishing □ Music Management  
Music Therapy □ Composition □ Music Administration □ Arts Officer  
Community Arts □ Music production

# MUSIC CREATIVE INDUSTRIES

## Course Aims

The Creative Industries course aims to raise learners' awareness of the creative industries in the UK and the opportunities within sectors in terms of job roles and career options. In addition, they will develop skills and attitudes which will enhance learners' employability within a sector.

## Course Description

### Unit 1 - Creative Industries: An Introduction (National 5)

The unit introduces learners to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. The unit will raise awareness of the employability skills and qualifications required by the industry. The unit allows learners to work on practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the creative industries.

### Unit 2 - Creative Industries: Skills Development (National 5)

The focus of this unit is on practical activity. It is designed to allow learners the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries. The learner will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative working environment. There will be a focus on the music industry but flexibility to choose music technology/production/management.

### Unit 3 - Creative Industries: The Creative Process (National 5)

The focus of this unit is creative thinking and collaborative working. The unit will provide learners with an awareness of the key stages of a creative process. Learners will be given a brief to interpret and they will contribute their own creative ideas to an overall team response.

### Unit 4 - Creative Industries: Creative Project (National 5)

The focus of this unit is primarily on practical activity carried out in a creative context. Learners will work as part of a team throughout the planning and implementation of a creative project to a given brief. Learners will contribute to, and participate in all stages of the implementation of a creative project and evaluate the completed project and their contribution to it. The creative project can be a music show/production of a music CD/sound production for film/gaming and various others.

## Assessment

This will take the form of a folio that the learner will gather in open-book conditions at appropriate points throughout the unit.

**There is no final exam for this course, outcomes are based on unit evidence alone.**

## Career Pathways

Sound production □ Music Business/Performance/Dance □ Television □ Radio □ Film/Acting/Theatre □ Set Design □ Lighting Design



# PHYSICAL EDUCATION

## Course Aims

The purpose of the course is to enable candidates to demonstrate and develop performance skills in physical activities. The course encourages candidates to develop a positive attitude towards a healthy lifestyle, and aims to enable candidates to:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

## Course Description

The course consists of two compulsory units and the course assessment unit.

### Performance

This aims to develop candidates' ability to perform in physical activities by developing a wide range of movement and performance skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. Within reason, the course offers opportunities for personalisation and choice in the selection of physical activities.

### Factors Impacting on Performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance.

## Assessment

### National 4

Candidates will be assessed on a Pass/Fail basis internally by PE staff.

### Performance Skills

Candidates must meet 6 assessment different assessment criteria in 2 physical activities.

### Factors Impacting on Performance

The learner will be required to demonstrate knowledge of factors that impact on performance in physical activities.

### National 5

Candidates are assessed both internally by PE staff (subject to SQA verification), and externally by SQA.

### Performance (60 marks)

Performance assesses the candidate's ability to effectively perform in physical activities. This is a single event per activity in a challenging context.

### Portfolio (60 marks)

The portfolio assesses the candidate's knowledge and understanding of the performance development process and the candidate's ability to integrate skills and apply knowledge and understanding. It is completed in school and sent to SQA for marking.

## Career Pathways

PE courses are ideal for anyone interested in a career in sport, sports coaching, or the sport and recreation industry.

# PRACTICAL COOKERY

## Course Aims

Practical Cookery courses aim to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context.

The course aims to enable candidates to:

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

## Course Description

The course, which is practical in nature supported by related theory work, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes. Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes. Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of always following safe and hygienic practices in a practical context.

## Assessment

### National 4

The course is assessed internally on a Pass/Fail basis by Home Economics staff (subject to SQA verification). The 3 units are assessed throughout the year on an ongoing basis, although some class tests may be required to gather the required evidence. The 3 units are as follows,

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

### National 5

The course is assessed through a question paper as part of the SQA exam diet, an assignment sent to SQA for marking, and a practical activity marked internally by Home Economics staff (subject to SQA verification).

Question Paper - worth 30 marks which equates to 25% of the overall mark.

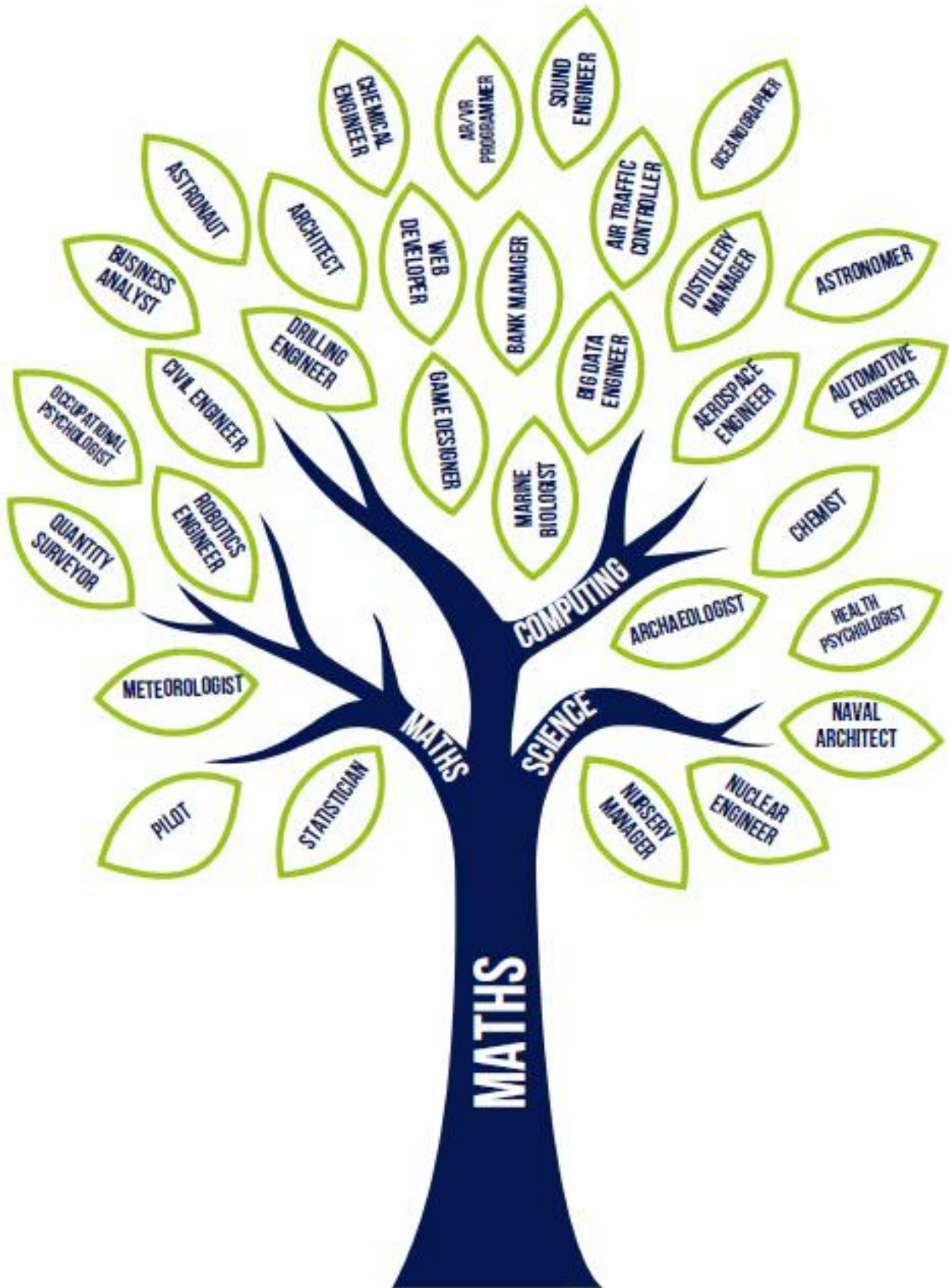
Assignment - worth 18 marks

Practical Activity - worth 82 marks

The assignment and practical activity combined equates to 75% of the overall mark.

## Career Pathways

Practical Cookery is an ideal course for anyone who wishes to pursue a career in the culinary side of the Hospitality industry.



# APPLICATIONS OF MATHAMATICS

## Course Aims

This course aims to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

Pupils will experience contexts from budgeting and personal finance to interpreting graphs and decision making based on probability.

## Course Description

### National 4 and National 5

#### **Geometry and Measures**

This unit looks at developing geometric and measurement skills. Pupils will investigate situations using perimeter, area and volume, construct scale diagrams and plan basic navigation courses.

#### **Managing Finance and Statistics**

This unit looks at developing an understanding of personal finance and comparing statistical data. Students will look at budgeting for events or personal use, interpreting and constructing graphs and charts.

#### **Numeracy**

This unit develops numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper.

## Career Pathways

Many careers require good numeracy and problem solving skills.

Careers using applications of mathematics include: administration □ event management □ customer service support □ nursing □ travel and tourism □ social work □ psychology □ transport and logistics and construction.

# MATHEMATICS

## Course Aims

This course enables learners to acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

## Course Description

### National 4 and National 5

The National 4 and National 5 Mathematics courses build on the prior knowledge gained at either National 4 or Level 4, or Level 3 respectively. Students will use a range of mathematical concepts and relationships, applying skills in algebra, geometry, trigonometry and statistics within mathematical contexts. They will select and apply skills in numeracy and use reasoning skills to extract and interpret information. The courses are designed as a more algebraic alternative to the Applications of Mathematics courses.

### Numeracy

This unit develops numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

### Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper.

### Career Pathways

Many careers require good numeracy and problem solving skills.

Careers using mathematics include: actuary □ chartered accountant □ banking □ finance □ engineering □ research □ statistics.





# ENGLISH

## Course Aims

This course offers the opportunity to develop and extend a wide range of skills including: communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

Pupils will experience: reading and critically analysing an array of texts, focusing on purpose and theme as well as the language used; writing extensively in a variety of genres as well as critically evaluating texts; and talking and listening opportunities in various contexts.

## Course Description

### National 4

#### **Analysis and Evaluation**

The purpose of this Unit is to provide learners with the opportunity to develop **listening** and **reading** skills in the contexts of literature, language and media.

#### **Creation and Production**

The purpose of this Unit is to provide learners with the opportunity to develop **talking** and **writing** skills in familiar contexts

#### **Added Value Unit**

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate and report on a chosen topic.

### National 5

This course allows learners to develop their abilities in reading, writing and talking and listening.

The course is made up of three parts:

- **Reading for Understanding, Analysis and Evaluation**
- **Critical Reading (Scottish Text and Critical Essay writing)**
- **Portfolio of Writing**

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - This course has a final exam during the SQA diet consisting of two papers: RUAE and Critical Reading (Scottish Text and Critical Essay). There is an additional Portfolio which consists of two essays in two different genres to be worked on throughout the year and externally assessed at the end of the course.

## Career Pathways

Every career requires the individual to possess a level of competency when it comes to reading, writing and communicating effectively. Examples include: journalism □ broadcasting □ media □ communications □ public relations □ teaching □ customer service etc.

# MODERN LANGUAGES

## Course Aims

This course offers you the opportunity to develop detailed language skills in meaningful contexts of culture, society, learning and employability. You will read, listen, talk and write in the modern language, and reflect how this relates to English. You will also learn to understand how language works and how to get across information and ideas. You will study a wide range of different types of texts in different media. You will also learn to think critically, creatively and develop cultural awareness through understanding the customs and way of life of the French/Spanish speaking people.

## Course Description

### National 4 and National 5

The course has two compulsory units: Understanding Language and Using Language.

You will develop your knowledge of French/Spanish in the contexts of society, learning, employability and culture. You will show understanding of language through reading and listening skills and using language through talking and writing skills.

## Assessment

**National 4** - This is continually assessed in class. Each unit must be passed to obtain a full course award. You will be assessed in reading, listening, writing and talking by your teacher.

**National 5** - This course has a final exam during the SQA diet consisting of a reading, writing and listening. There is also an SQA talking exam diet around March which consists of a presentation and conversation with your class teacher.

## Career Pathways

Many careers require the skills used to learn a language and many employers value someone with a qualification in a foreign language as it shows determination as well as desirable skills such as, problem solving, creativity, communication and organisation.

Careers using Modern Languages include: Languages Teacher □ Interpreter □ Political risk analyst □ Translator □ Tutor □ Law □ Engineering Science □ Business □ Academic researcher □ Marketing □ Journalist □ Tour Guide □ Resort Staff □ Flight Attendant □ Hospitality.

# MODERN LANGUAGES FOR LIFE AND WORK

## Course Aims

The Modern Languages for Life and Work award provides learners with the opportunity to develop language skills in combination with leadership skills while also being able to follow their own interests in a cultural context. Learners will develop language skills in one or two modern languages which they can apply in life and work. Learners gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens. Learners will cover areas such as communication, self-awareness, confidence, leadership and independent learning.

## Course Description

This course aims to help you develop your reading, listening, talking and writing skills in French and/or Spanish, in a variety of contexts. You will encounter a wide range of different types of texts in different media.

In addition, the course also provides you with knowledge of the French and/or Spanish speaking world and their customs and way of life.

## Assessment

You can achieve a qualification at Level 5 by completing assessments throughout the year.

Like the National 5 and Higher courses, the assessments assess your skills in reading, listening, talking and writing in the Modern Language.

This can be done alongside National 4, and National 5 courses or as an individual course. We have had success in the past with pupils achieving Level 5 Modern Languages for Life and Work in both French and Spanish over the course of an academic year.

## Career Pathways

Many careers require the skills used to learn a language and many employers value someone with a qualification in a foreign language as it shows determination as well as desirable skills such as, problem solving, creativity, communication and organisation.

Careers using Modern Languages include: Languages Teacher □ Interpreter □ Political risk analyst □ Translator □ Tutor □ Law □ Engineering Science □ Business □ Academic researcher □ Marketing □ Journalist □ Tour Guide □ Resort Staff □ Flight Attendant □ Hospitality.



# BIOLOGY

## Course Aims

The Course develops interest and enthusiasm for biology. Scientific inquiry and investigation skills are developed through a range of topics from molecular through to whole organism and beyond.

## Course Description

### National 4 and National 5

#### Cell Biology

This unit involves investigating the key processes carried out in all living cells. Students study cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration.

#### Multicellular Organisms

This unit studies the whole organism comparing animals and plants. Students study producing new cells; control and communication; reproduction; variation and inheritance; transport systems – plants; transport systems – animals; absorption of materials.

#### Life on Earth

This unit allows students to explore plant earth and the delicate interactions between organisms and their environments. The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

## Assessment

**National 4** - This is continually assessed in class. These units are rigorously internally assessed and are verified by the SQA. At National 4 there is an added value unit (research activity) and an assessed practical with report write up. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - This is continually assessed in class with set topic and unit tests as well as a final exam set by the SQA. In addition students are required to complete an assignment that involves practical aspects, research and analysis.

## Career Pathways

Careers using biology: any medical professions for example nursing □ midwifery □ dentistry □ veterinary medicine □ physiotherapy. Any laboratory base Scientist for example; microbiologist □ immunologist □ pharmacologist □ zoologist

# CHEMISTRY

## Course Aims

The main aims of this course are for learners to:

- develop and apply knowledge and understanding of chemistry and its role in society
- develop scientific inquiry and investigative skills, and analytical thinking skills, including scientific evaluation, in a chemistry context
- develop practical skills in the use of technology, apparatus and chemicals safely

## Course Description

### National 4 and National 5

The course comprises of 3 main Units: Learners will develop knowledge and skills by studying: -

#### **Chemical Changes and Structure:**

rates of reaction, atomic structure, bonding related to properties of materials, formulae and reaction quantities, acids and bases and neutralisation reactions.

#### **Nature's Chemistry:**

carbon chemistry, fuels and everyday consumer products such as alcohols and carboxylic acids

#### **Chemistry in Society:**

metals, properties of plastics and smart materials, nuclear chemistry, fertilisers and chemical analysis

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5 and Higher** - These courses have a final exam during the SQA diet consisting of a multiple-choice paper 1 and a written paper 2 including 2 open questions. The Assignment completed in class makes up a percentage of the final mark.

## Career Pathways

**Industries:** Brewing Cosmetics □ Textiles □ Photography □ Colour and Dyes □ Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

**Commerce:** - one of the largest employers of Chemistry graduates because of the strong problem-solving skills developed by chemistry students.

A Chemistry degree can open opportunities in banking, accountancy, law and publishing.

# PHYSICS

## Course Aims

This course aims to develop candidates' interest and enthusiasm for physics in a range of contexts. Physics gives candidates an insight into the underlying nature of our world and its place in the universe. From the sources of the energy 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.

## Course Description

### National 4 and National 5

#### **Dynamics and Space**

This unit covers vectors and scalars; velocity-time graphs; acceleration; Newton's laws; energy; projectile motion, space exploration and cosmology.

#### **Electricity**

This unit covers electrical charge carriers; potential difference (voltage); Ohm's law; practical electrical, electronic circuits; electrical power specific heat capacity; specific latent heat; gas laws and the kinetic model,

#### **Waves and Radiation**

This unit covers wave parameters and behaviours; electromagnetic spectrum; refraction of light and nuclear radiation.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - This course has a final exam during the SQA diet consisting of question paper (2hrs 30mins) and an assignment totalling 8 hours of work.

## Career Pathways

Many careers require ability to think analytically, creatively and independently, and to make reasoned evaluations.

Careers using physics include: engineer □ research scientist □ radiation protection practitioner □ nanotechnologist □ lecturer □ teacher □ astronomer □ geophysicist □ scientist □ meteorologist □ metallurgist.



# SCIENCE

## Course Aims

The Course provides opportunities for learners to recognise the impact science makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others. The Science Course should encourage resilience, which leads to becoming a confident individual. Successful learners in science think creatively and analyse and solve problems. Science can produce responsible citizens through studying areas such as health, environment and sustainability.

## Course Description

### National 4 Science

#### **Science: Human Health**

In this Unit, learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

#### **Applications of Science**

In this Unit, learners explore science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

#### **Fragile Earth**

In this Unit there are opportunities for personalisation and choice. Learners will focus on two choices from the following four:

energy  
metals  
water  
food

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

#### **Added Value Unit: Science Assignment**

In this Unit, learners will draw on and extend the skills they have learned from across the other Units and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

## Assessment

**National 4** - This is continually assessed in class. They will be assessed on a pass/fail basis.

Each unit and the AVU must be passed to obtain a full course award.

## Career Pathways

Careers science include: engineering □ renewable energies □ medical and clinical roles □ material development and the environment and sustainability.



# GEOGRAPHY

## Course Aims

The study of geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

## Course Description

### National 4 & 5

**Physical environments;** Candidates develop geographical skills and techniques in the context of physical environments, together with a detailed knowledge and understanding of the processes and interactions at work within physical environments. In Linwood we study **coasts, glaciation and weather**

**Human environments;** Candidates develop geographical skills and techniques in the context of human environments, together with a detailed knowledge and understanding of the interactions at work within human environments. In Linwood we study **social, economic and physical factors affecting rural and urban environments.**

**Global issues;** Candidates develop skills in using numerical information in the context of global issues, together with a detailed knowledge and understanding of significant global geographical issues. In Linwood we study **climate change and health.**

## Assessment

**National 4** **National 4** - This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

**National 5** - This course is examined through a single paper during the SQA diet. There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA.

**Higher** - This course is examined through two papers during the SQA diet. There is also the option of completing National 6 units, which are assessed internally with assessments verified by the SQA.

## Career Pathways

Geography can lead to a wide variety of career options including Cartographer  
□ Climate Change Analyst □ Climatologist □ Emergency Management Specialist  
□ Geomorphologist □ Geospatial analyst □ GIS specialist □ Hydrologist □ Teacher

# HISTORY

## Course Aims

The main aims of the course are to develop: a conceptual understanding of the past; a range of skills including the ability to apply historical perspective in a range of contexts.

The skills of analysing various interpretations of historical sources and critically evaluating a variety of views.

An understanding of the factors contributing to, and the impact of, historical events; skills for investigating historical events and drawing straightforward conclusions.

## Course Description

### National 4 and National 5

Historical Study: Scottish; Scotland in the Era of the Great War, 1900-1928. This topic covers the era of the First World War and its impact on Scots and life in Scotland.

Historical Study: British; 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.

Historical Study: European and World; 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.

## Assessment

**National 4** **National 4** - This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

**National 5** - This course is examined through a single paper during the SQA diet. There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA.

## Career Pathways

There are a varied and wide-ranging number of career paths that success in History can lead to including: Heritage Manager □ Historic Buildings Inspector □ Conservation Officer □ Museum Education Officer □ Museum or Gallery Curator □ Museum or Gallery Exhibitions Officer □ Secondary School Teacher □ Academic Librarian □ Archaeologist □ Archivist □ Broadcast Journalist □ Civil Service Administrator □ Editorial Assistant □ Information Officer □ Solicitor.

# MODERN STUDIES

## Course Aims

Modern Studies is the study of social, political, and economic elements of living in an ever-complex modern society.

Students will have the opportunity to engage in discussions and debates, as well as in analysis and evaluation. The skills of conclusions, decision making and identifying bias are essential to success in Modern Studies.

Students will leave the course possessing an excellent awareness of issues surrounding causes and consequences crime in the UK, the political system of Scotland and the UK as well as the political structure, international influence, and socio-economic issues in the USA.

## Course Description

### National 4 and National 5

Democracy in Scotland and the UK, which examines the structure of the UK's political system, the different levels at which citizens are represented and how citizens can participate in politics.

Crime and the Law, examines the broad context of crime and the law, including types of crime, causes of crime, the impact of crime, government efforts to tackle crime, laws, court procedures and the verdicts, sentencing and the Scottish juvenile justice system.

USA, This unit examines political, social and economic issues in the USA. Pupils will also develop their enquiry skills by working with sources to detect bias and exaggeration, reach conclusions and to make decisions based on evidence.

## Assessment

**National 4** **National 4** - This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

**National 5** - This course is examined through a single paper during the SQA diet. There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA.

## Career Pathways

Modern Studies is important in many career areas such as law □ police □ journalism □ banking □ social work □ local government □ the civil service and teaching.

## RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

### Course Aims

This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour.

### Course Description

#### **National 4 and 5**

**World Religion;** Candidates study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.

**Morality and Belief;** Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

**Religious and Philosophical Questions;** Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

### Assessment

**National 4** - This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

**National 5** - This course is examined through a single paper during the SQA diet. There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA.

### Career Pathways

R.M.P.S offers a broad range of possible pathways including work in the Information sector in Culture and Heritage □ Law □ Social, Caring and Advisory Services □ Education □ Police



# ADMINISTRATION & IT

## Course Aims

Administration is a growing sector which cuts across the entire economy. Every area of work needs people who can carry out administrative tasks and have good IT skills. This course will develop your skills.

## Course Description

### National 4 and National 5

There are three compulsory units, plus an added value unit that assesses your practical skills.

### **Administrative Practices**

Administrative tasks needed to organise and support small-scale events - key legislation affecting employees - good customer care.

### **IT Solutions for Administrators**

Use word processing, spreadsheets and databases to create and edit business documents organise and process information in administrative situations.

### **Communication in Administration**

Collect and share information from the internet and intranet - prepare information using multimedia and desktop publishing.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - SQA Assignment and Examination Paper

## Career Pathways

Event Management □ Travel and Tourism □ Civil Service □ Clerical □ Receptionist  
□ Human Resources □ Insurance □ Paralegal Services □ Customer Services □  
Procurements □ Banking □ Office Management □ Financial Services □ Call Centre  
Operations



# COMPUTING SCIENCE

## Course Aims

- introduce and develop aspects of computational thinking across a range of contemporary contexts
- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society

## Course Description

### National 4

- The course has two mandatory Units including an added value unit:
- *Information Systems Design and Development*
- Software Design and Development
- *Computing Science Assignment*

### National 5

- Software Design and Development (40%)
- *Computer Systems* (10%)
- Database Design and Development (25%)
- Web Design and Development (25%)

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** -. These courses have a final exam during the SQA diet and an *Assignment worth 31% of the final mark.*

## Career Pathways

□ Employment in Computing & ICT □ Science & Mathematics □ Transport & Distribution □ Graphic Design □ Games Design and other computer-based Arts.

# GRAPHIC COMMUNICATION

## Course Aim

On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.

## Course Description

### National 4 and National 5

#### **2D Graphic Communication**

This unit helps learners develop their creativity and skills within a 2D graphic communication context. Learners develop 2D graphic spatial awareness.

#### **3D and Pictorial Graphic Communication**

This unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

#### **Added Value Unit: National 4 Graphic Communication Assignment**

Learners will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the units in order to produce an effective overall response to the assignment.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** - . At National 5 the Assignment and Final Exam must be passed to achieve an award.

## Career Pathways

There are a varied and wide-ranging number of career paths that success in Graphic Communication can lead to including - Architecture □ Engineering □ Built Environment □ Product Design □ Graphic Design □ Web Design □ Games Design □ Marketing.

# PRACTICAL WOODWORK

## Course Aims

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.

## Course Description

### National 4 and National 5

The National 5 Practical Woodwork course is assessed in two main areas:

External written exam paper - 1 hour, 60 marks (scaled to 30 marks)

Internal practical model - 70 marks

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes, and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

Through this, they develop skills, knowledge and understanding of:

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

As part of the practical activity, pupils are also expected to produce a logbook, detailing how they carried out the tasks.

## Assessment

**National 4** - This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

**National 5** -. To complete the course pupils must complete an assignment and written paper.

## Career Pathways

Joinery □ Construction □ Set building/design □ Furniture and Cabinet Making □ Musical Instrument Technology □ Shop fitting □ Glazing □ Ship Building