



# Kilsyth Academy

## Personalising learning in S3



# Introduction

Dear Parent/Carer

In Kilsyth Academy, we are committed to providing curriculum progression and pathways that allow all pupils to personalise their curriculum, supporting them to achieve their goals and dreams.

We believe that through personalisation and choice pupils can follow a relevant and challenging, yet enjoyable curriculum that will support them to attain and achieve to their fullest potential. In S3 this means continuing with a broad general education that prepares young people with the skills, knowledge and understanding required to move into the senior phase of education.

All we ask in return is for our young people, supported by their families, to fully embrace our value of **Ambition** and fully commit to their learning. With your help we can support them to achieve within their personalised curriculum and ensure **Fairness** for all. With that in mind, this booklet is designed to give families some of the information that will help them support our young people to make the right choices.

Should you require further information or support please do not hesitate to contact your child's Pupil support teacher in the first instance.

Gregg Orrock  
Head Teacher





## Personalising your curriculum

Since arriving in Kilsyth Academy, your child has been following a broad general education that spans learning across eight curriculum areas and builds upon their prior learning in primary school. At points throughout S1 and S2 young people will have had some opportunities to personalize their learning pathways including selecting topics or types of assessment within subjects or by choosing to follow a wider achievement courses. By now, many pupils have developed special interests, most have a greater knowledge of their own strengths and some already have a career in mind. Moving into S3, it is time for pupils to further personalize their curriculum. Making choices that will help determine future learning pathways.

In S3, pupils will continue to follow a broad general education. By this we mean pupils will continue to study subjects from across eight curricular areas but with an increased focus on specific disciplines within each curricular area. Pupils will increasingly study in more depth with S3 a key transition year where learning is designed to prepare pupils for the increasing demands of the senior phase.

The eight curriculum areas are Languages (including English and Modern Languages), Mathematics, Science, Technologies, Social Subjects, Expressive Arts, Health and Wellbeing and Religious Education. In Kilsyth Academy, all pupils continue to study English and Maths in S3 but choose a further seven subjects from across the curriculum areas in addition to a number of core subjects (Physical Education, Personal and social Education and religious Education. This booklet will provide information about the subjects available, a number of which might be new or unfamiliar to pupils from their name but which they will have experienced some learning in through S1 and S2.

Later in S3, pupils have an opportunity to fine-tune their learning pathways further, reducing from nine to seven subjects as they progress into the senior phase (S4-S6). This includes continuing to study English and Maths and provides pupils with an opportunity to achieve national qualifications through a programme of study that interests them and will support them in their aspirations beyond school.



Before making these important choices, each pupil, together with their families and pupil support teachers, should consider the following questions:

- What interests me?
- What subjects am I good at?
- What would I like to do in the future?

To help pupils choose wisely, this booklet outlines the range of courses and subjects available in S3. It also explains the new qualifications that pupils will undertake in S4, and outlines the help available in school before making these important decisions.

## **The Process**

This booklet is only one of the supports to help young people and families make the right decisions about future learning pathways. In addition, pupils will work through a Choices programme in PSHE classes, be taken through a focused presentation and workshop and have access to careers information in the Library and from our School Careers Adviser – Katrina Campbell. In addition, parents will have the opportunity to attend an information evening led by senior leaders and both pupils and parents can attend our careers fair to hear directly from employers, colleges and universities. The timeline of support is as follows:

- PSHE programme – ongoing
- Careers advice – SDS Advisor, Mrs Campbell
- Options trial run – December 2019
- Options focus event –Tuesday 21<sup>st</sup> January
- Tracking reports issued 17<sup>th</sup> January
- Information evening/Careers fayre 27<sup>th</sup> January
- S2 Parents' evening –Tuesday 4<sup>th</sup> February
- Pupil support teacher/pupil interview Thursday 6<sup>th</sup> February
- Information Booklet – available online





**This booklet is divided into 2 sections:**

- **Section 1** - General advice on personalising your learning pathway
  - **Section 2** - A guide to subjects and related careers
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## **Section 1 – General advice on personalising your learning pathway**

When personalising your learning pathway for S3/4 you should give consideration to a number of factors. This involves asking yourself some questions for example: do I like the subject; am I good at the subject; are my choices too specialised; what do I want to do in the future? It is important that you make decisions for the best reasons. This will ensure you have the best possible chance to succeed as you progress through S3 and into the senior phase. Remember, to ensure you have the best chance to attain and achieve going forward it is important that you continue to study subjects you are familiar with in more depth as you progress through S4 and 5. Choosing subjects you plan to stick with is important. By S6, you will have the opportunity to vary your learning pathways more, returning to subjects you may have left behind in S3 and S4 if you wish.



## Please consider the following points carefully:

- In the main, we would recommend that you continue to choose a broad range of subjects from across all curricular areas.
  - What does this mean?
    1. Unless you are very clear on your planned career pathway, where possible, you should try to choose subjects which are needed for a large number of careers and courses.
    2. You should try not to do too many specialist subjects as this can narrow your options in the future.
    3. Don't do subjects aimed at one job/career only without discussing this carefully with others. Who knows, you might change your mind or there may not be any job vacancies when you leave school.
    4. There are no boys' or girls' subjects. For example, Technology or Science subjects are just as important for girls as boys. There are plenty of men who work in the hospitality sector therefore Hospitality courses can lead to careers for boys.
    5. There is also the opportunity, in S3, to take subjects which you simply enjoy, even if you do not intend using them as a career pathway.
- Choose subjects that you enjoy and think you can do well in. If you enjoy it and are good at it you are much more likely to work hard and engage with the course.
- Use the support that is available to you to help you make the right choices. Speak to your teachers, your pupil support teacher, family, friends and our careers advisor Mrs Campbell.
- Consider carefully your possible interests for life after school. Investigate careers and speak to employers, colleges and universities at our careers fayre.

**Careers Advice** is available in a number of different ways. Your Pupil Support teacher can help with most questions, as can Katrina Campbell our Careers Adviser. The Careers Library has lots of information about careers. This takes the form of books, pamphlets, prospectuses, DVD's and computer-based information. The school website provides links to careers websites and to information linked to Further and Higher Education including subject requirements for particular courses.



**It is crucial you make the right choices for the right reasons. The following points should NOT influence your learning choices:**

- Do not pick a subject just because you like or don't like the teacher. Firstly you may need that subject going forward if it is important to your future plans and secondly, you might not get that teacher next session anyway.
- Do not pick a subject just because your friend is. Crucially, you need to pick the subjects you enjoy and are good at not your friend. The subject might be relevant to your friend's future but maybe not your future and importantly, you might both pick the subject but not be in the same class anyway!
- Unless it is essential for your future, think carefully about picking a subject you don't particularly like or find very difficult. Sometime we have to but in normally if you don't like something or find it very hard you won't perform as well as you are less likely to engage with the work.

### **Making your Choices**

When it comes to finally deciding on your curriculum options for S3 every pupil will be given a choice form sheet and have a one-to-one interview with their Pupil Support teacher to agree the right path moving forward. We hope to give all pupils the widest possible choice but, sometimes there are restrictions that could include:

- The advice from teachers regarding appropriate progression within individual subject areas. In some cases a young person may not be well-suited to continue the study of particular subjects, for example, a young person who fails to participate in P.E. regularly would not be recommended to increase their time in P.E. as success is predominantly determined by participation in practical activities. Reports may have comments to this effect and there is an opportunity to discuss this with teachers at Parents' Evening
- Occasionally, courses are offered that are subsequently withdrawn due to a lack of pupil interest and uptake. We can only run courses where the uptake is viable within the resources we have and where we withdraw a course we will work closely with pupils and families to provide a suitable alternative wherever possible.
- As stated, all pupils will continue to follow a Broad General Education (BGE) in S3, therefore we have to ensure that course choices are broad and balanced. Pupils will have the opportunity to study 9 courses in S3 in total.
- All pupils will study Mathematics, English, and at least one subject from each of the curricular areas of:
  - Languages (Modern Languages)
  - Science
  - Social Subjects
  - Technologies
  - Expressive Arts



- Pupils also continue to study Health and Wellbeing through core periods of Physical Education and Personal and Social Education and also Religious Education.

When pupils progress to S4, they will reduce their curriculum further to (normally) 7 subjects/courses which include English and Mathematics for everyone. To ensure pupils progress appropriately and have the best possible chance to attain and achieve it is important that they continue to study in more depth 7 courses from their 9 choices in S3. **It will NOT be possible to pick up a new course/subject at the start of S4. Unless in exceptional circumstances and only in agreement with parents and the school.**

Again, in S4, pupils will continue to study some core subjects in Health and Wellbeing and Religious Education as follows:

- Physical Education (2 periods per week)
- Personal, Social and Health Education - PSHE (1 period per week)
- Religious and Moral Education - RME (1 period per week)

### Notes

- 1 It is the policy of North Lanarkshire Council to provide equal opportunities to boys and girls.
- 2 We have tried to offer courses that will suit as many pupils as possible. If there is an unexpected demand for particular subjects, we shall try to allocate pupils to subjects as fairly as possible.





## Section 2 - A Guide to Subjects and Related Courses

The following pages will outline the range of courses available for young people moving into S3 and beyond, providing a brief description of each course and some of the careers each are linked to. You can get further information about any of our courses by talking directly to your teacher.



# ***Curricular Area: Technologies***



**Accounting**

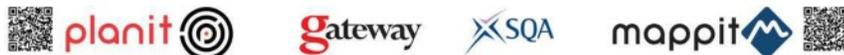
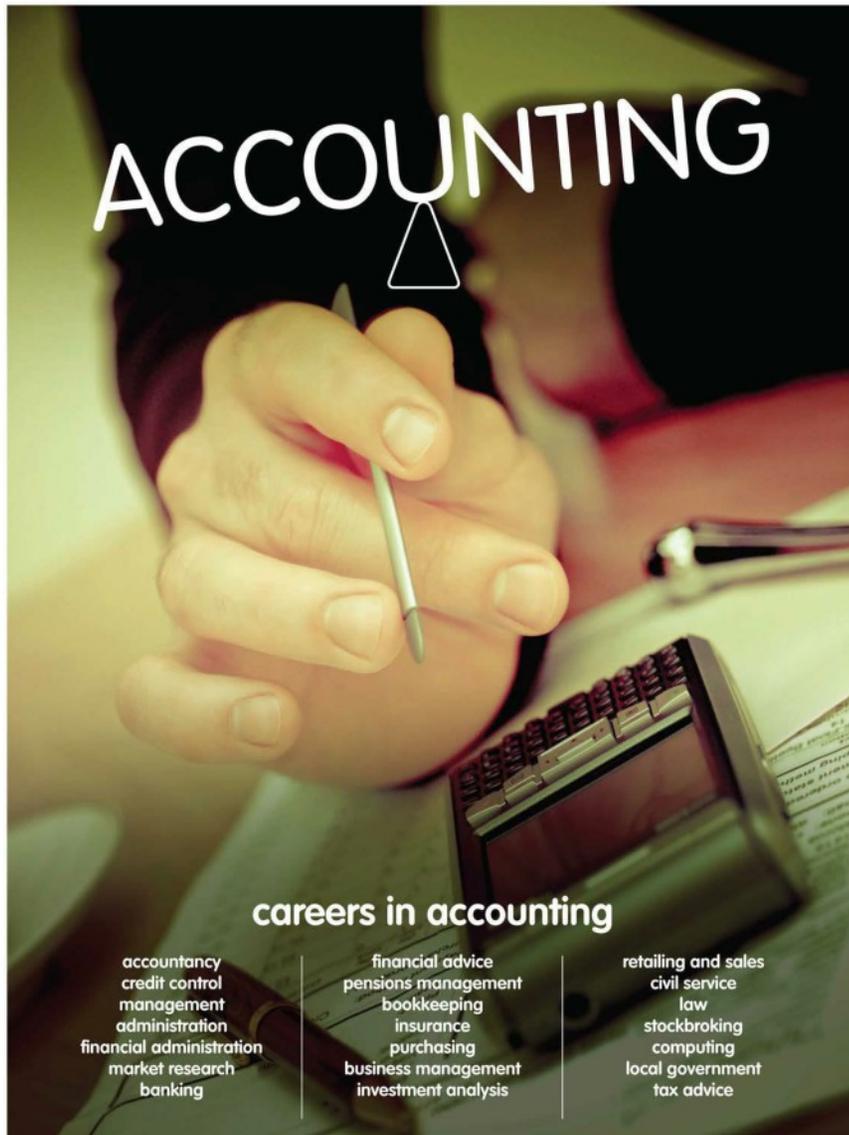
**Administration and IT**

**Hospitality: Practical Cookery**

**Graphic Communication**

**Design and Manufacture**

**Practical Woodworking**



## ACCOUNTING

This Course acts as an introduction to the world of finance. It prepares pupils for everyday life, the world of work, or further study of accounting and other business-related courses.

The Course aims to enable learners to:

- develop awareness of the importance accounting makes to industry and society, including personal contexts.
- prepare, present, interpret and analyse accounting information.
- develop and apply relevant accounting techniques to the world of business.
- develop awareness of a range of sources of finance.
- apply information technology in accounting-related tasks.

The course covers 3 units:

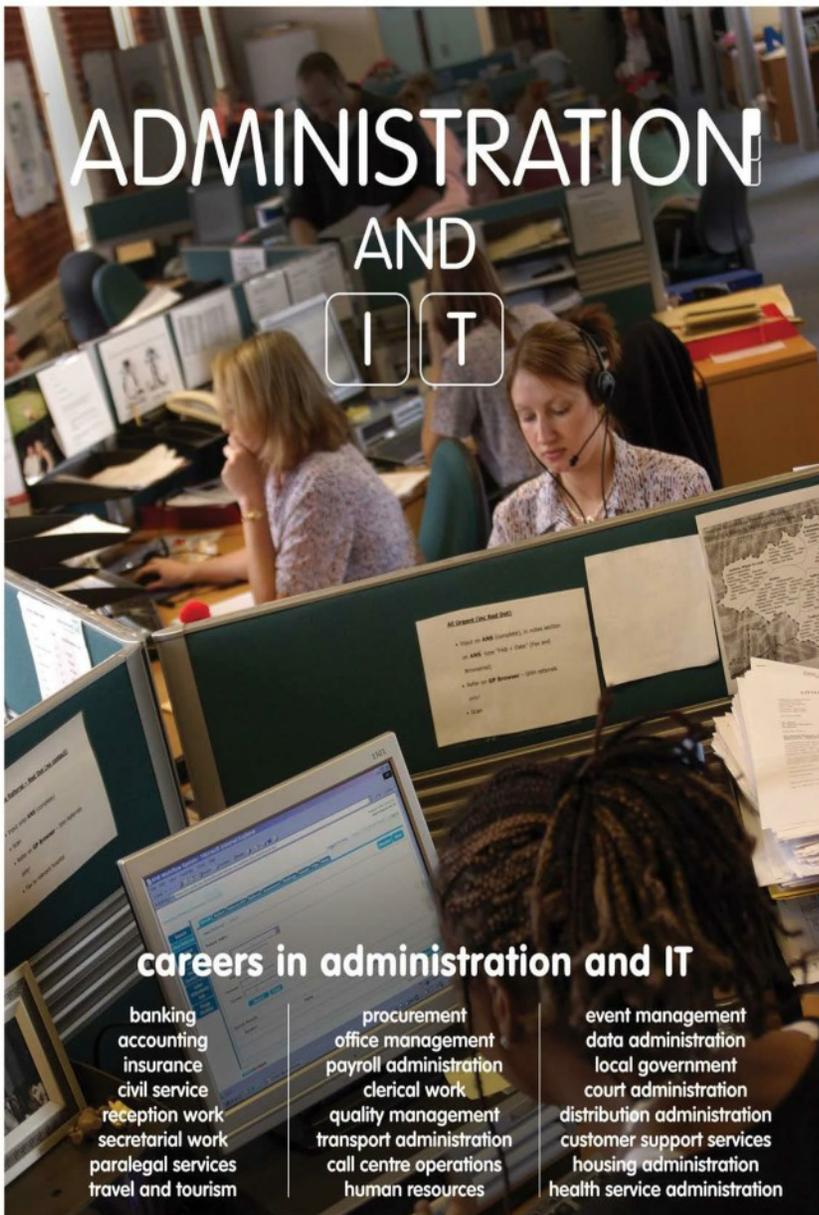
- 1 Preparing Financial Accounting Information
- 2 Preparing Management Accounting Information
- 3 Analysing Accounting Information

Across all 3 units, pupils will learn how to prepare a variety of accounts and accounting information. Examples of these include-

- recording transactions in a firm's ledger
- calculating a firm's profit and loss
- preparing the final accounts of a sole trader
- preparing business documents, e.g. invoices
- break even
- budgeting

**PLEASE NOTE – this course is only at National 5 level in S4.**





## Administration and IT

The course aims to enable pupils to:

- develop IT skills and use them to perform straightforward administrative tasks.
- develop organisational skills.
- develop a basic understanding of administration in the workplace and the key legislation affecting employees.
- develop an appreciation of good customer care.

The course covers 3 units:

- 1 **Administrative Practices** - a basic introduction to administration in various organisations, e.g. businesses, schools, hospitals, leisure, etc.
- 2 **IT Solutions for Administrators** - basic skills in IT and organising and processing information. Pupils will develop their skills in using software packages such as Microsoft Word (word processing), Microsoft Excel (spreadsheets) and Microsoft Access (databases) to create, edit and update simple business documents.
- 3 **Communication in Administration** - pupils will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information from the Internet and the Intranet. They will also become able to communicate simple information using Desk-top publishing packages and Powerpoint presentations.



# HEALTH AND FOOD

careers in health and food

<ul style="list-style-type: none"> <li>catering</li> <li>food science</li> <li>food technology</li> <li>consumer services</li> <li>soft drink production</li> <li>brewing and distilling</li> <li>health and social care</li> </ul>	<ul style="list-style-type: none"> <li>food service</li> <li>food processing</li> <li>quality assurance</li> <li>food preparation</li> <li>sports nutrition</li> <li>food manufacturing</li> <li>environmental health</li> </ul>	<ul style="list-style-type: none"> <li>teaching</li> <li>hospitality</li> <li>health promotion</li> <li>home economics</li> <li>product development</li> <li>dietetics and nutrition</li> <li>baking and confectionary</li> </ul>
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## Hospitality

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it, may wish to use their cookery knowledge and skills at home, in the wider community or, ultimately in employment. Practical food

The course focuses on 3 main units:

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



# GRAPHIC COMMUNICATION

**careers in graphic communication**

advertising desktop publishing marketing animation digital design multimedia design	architecture engineering print design computer aided design graphic design product design	construction illustration surveying civil engineering exhibition design web design
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## GRAPHIC COMMUNICATION

The Graphic Communication course focuses on the use of preliminary, production and promotional graphics in real-life situations. Through the use of 3D CAD software, desktop publishing programs, sketching and rendering learners create, develop and communicate ideas and solutions. Learners use a range of equipment and software to meet the diverse and varied methods of communicating graphic proposals.

The aims of the course are to enable learners to:

- Exercise imagination, creativity and logical thinking.
- Developing spatial awareness and digital literacy through graphic experiences.
- Understand the impact of graphic communication technologies on our environment and society.
- Develop skills essential for learning, life and the world of work.

The Course consists of two units:

### 2D Graphics

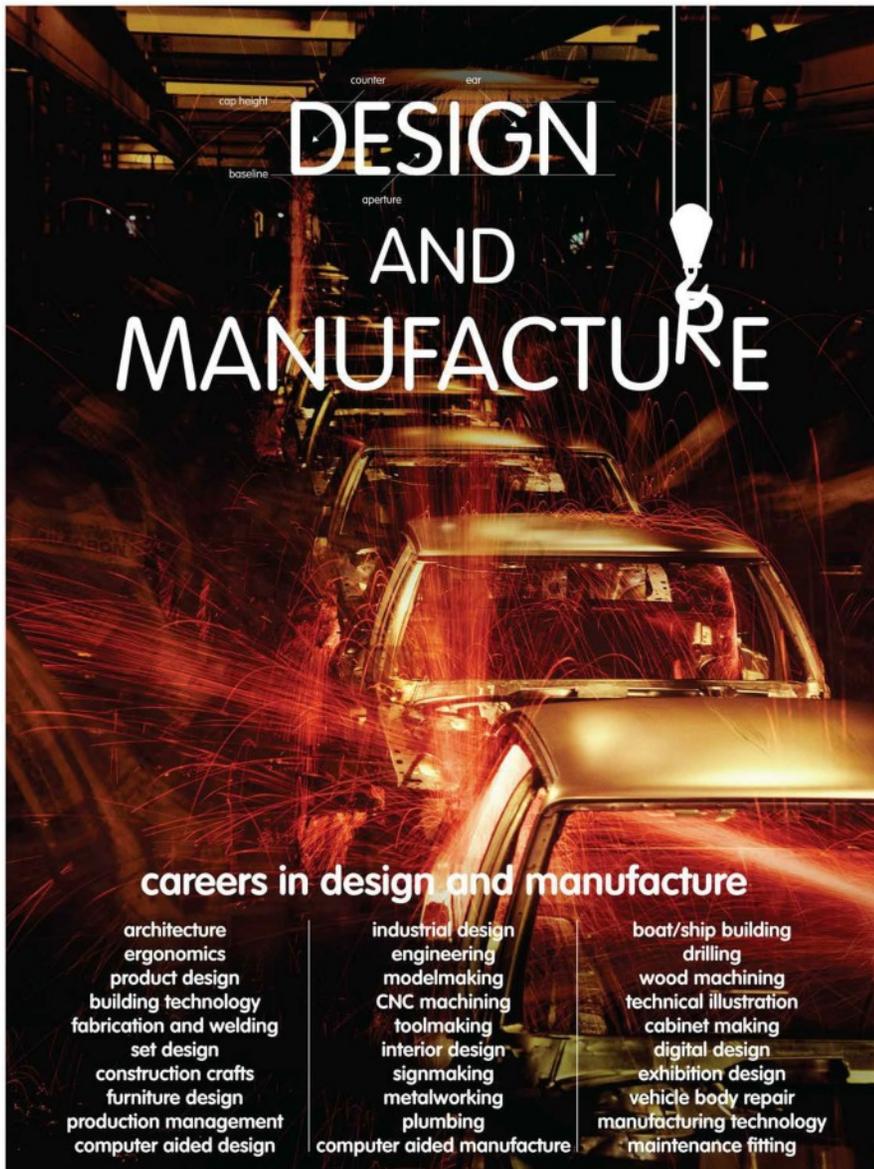
Learners develop creativity and skills within a 2D graphic communication context based on a series of creative and unique tasks. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts.

### 3D Graphics

Learners are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language. Through use of advance computer software learners will develop the skills required to create realistic computer models and illustrations.

This Course will also give learners the opportunity to develop numeracy, literacy, employability, enterprise and citizenship skills and apply these to real-world solutions.





## DESIGN AND MANUFACTURE

Design and Manufacture introduces learners to the multi-faceted world of product designing and the manufacturing industry. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic. The course combines scientific, mathematical and technological rigour with design and manufacturing creativity and innovation and learners are encouraged to exercise imagination, creativity and logical thinking providing a broad scope for personalisation and choice.

The aims of the Course are to enable learners to:

- Engage in creative thinking and innovation.
- Make use of the design process to create, explore, refine and test prototypes.
- Develop knowledge and understanding of materials and manufacturing processes. Apply manufacturing knowledge to create practical, innovative solutions.
- Understand the impact of design and manufacturing technologies on our environment and society.

The Course consists of two units:

### Design

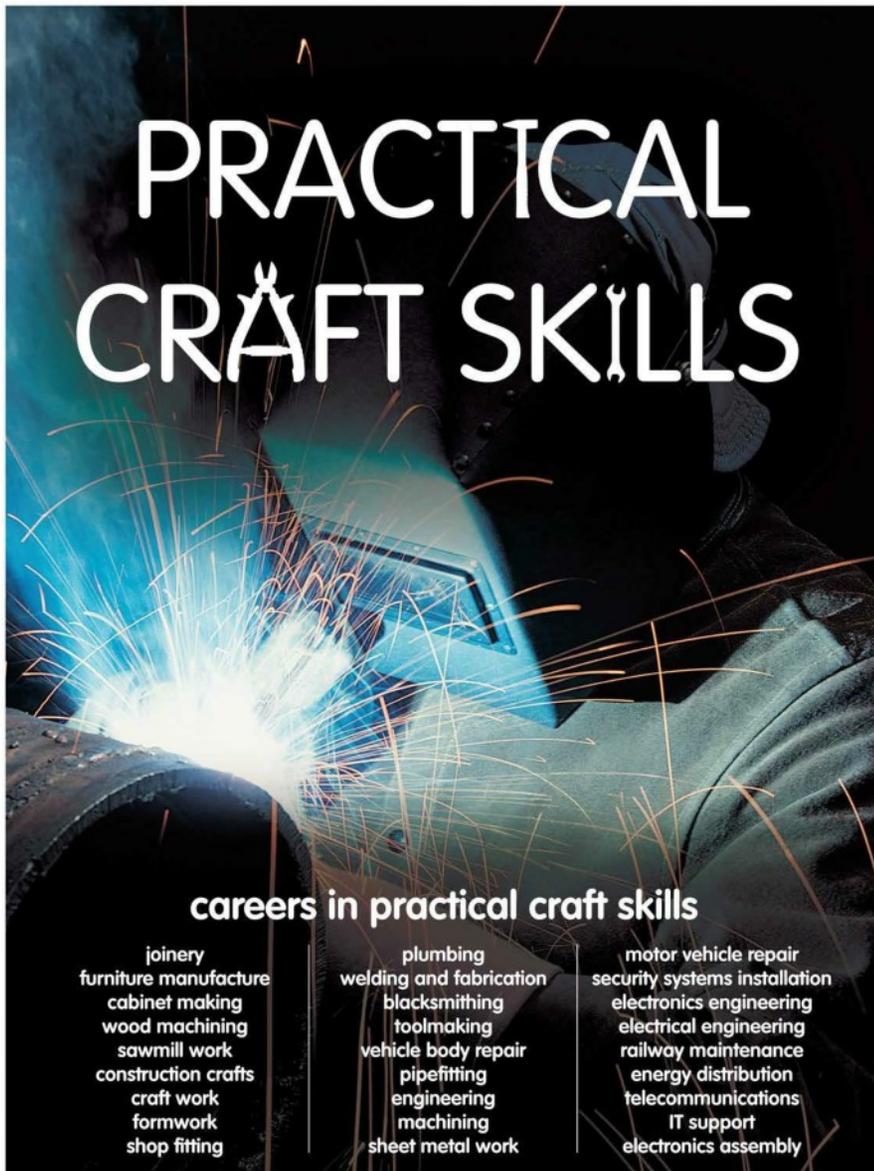
Learners study the design process from brief to design proposal. This helps to develop skills in initiating, developing, articulating, and communicating design proposals.

### Manufacture

Learners study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques.

The Course provides learners with skills that allow them to learn, live and work more effectively in our advancing technological society. It allows them to become not just effective contributors but informed and discerning consumers.





## PRACTICAL WOODWORKING

Practical Woodworking introduces learners to the manufacture of various timber models using a number of craft skills. The Course is distinct in value in that it allows learners to develop practical skills (manual dexterity and control) in a universally popular practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly.

The aims of the Course are to enable learners to:

- Understand safe working practices and procedure within a workshop environment.
- Understand sustainability issues, and good practice in recycling within a workshop environment.
- Develop skills and associated knowledge in measuring, marking out, cutting and jointing techniques on timber sections and sheet materials.
- Develop knowledge and understanding of materials and manufacturing properties and processes.

The Course consists of three units:

### Flat-frame construction

Learners develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery.

### Carcase construction

Learners develop skills, knowledge and understanding in the use of woodworking tools and in making models involving carcase construction joints.

### Machining and finishing

Learners develop skills, knowledge and understanding in using various different machine and power tools.



# Curricular Area: Languages

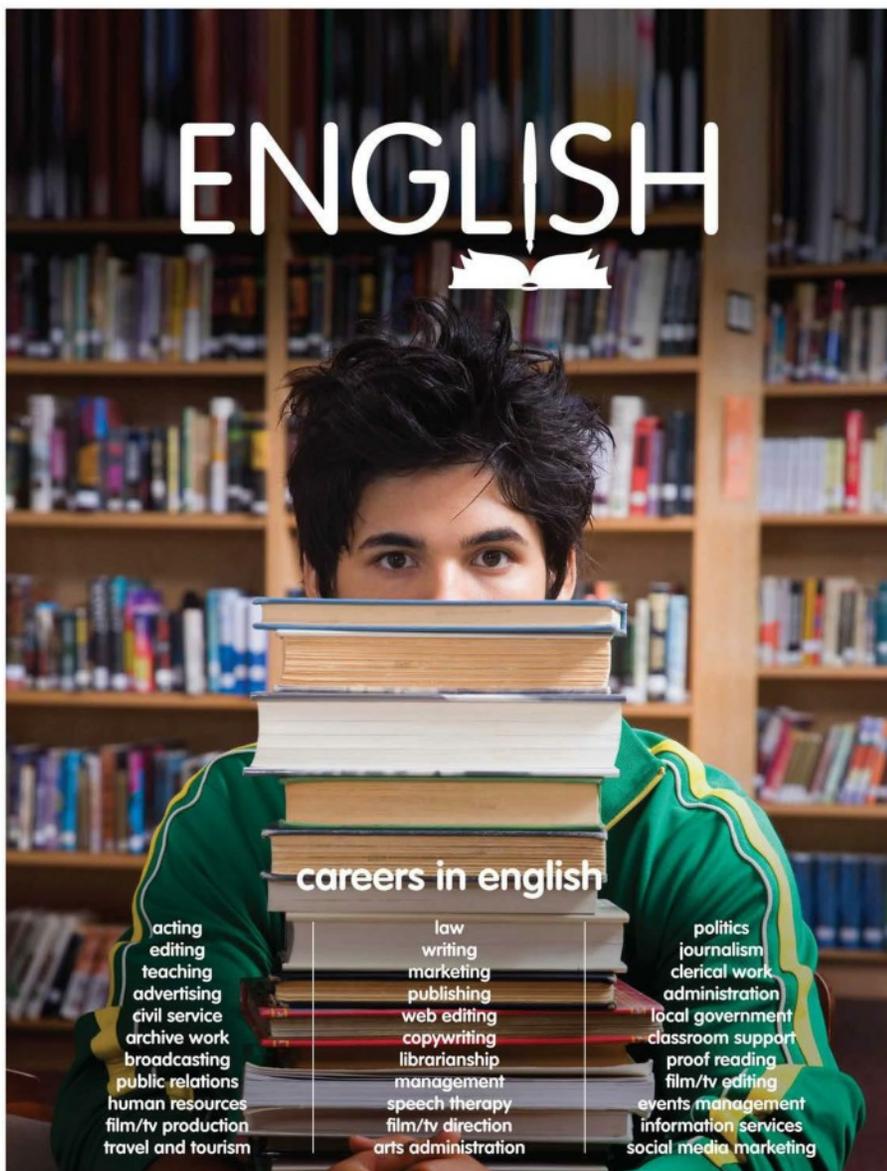


English & Literacy

French

Spanish





## ENGLISH

The English and Literacy course focuses on the core skills of reading, writing, talking and listening. Through study of a broad range of literary genres: drama, poetry, prose, newspaper articles and films, learners will develop critical and creative thinking skills.

### Aims of the course

- To develop the ability to listen, talk, read and write.
- To develop the ability to understand, analyse and evaluate texts.
- To develop the ability to plan and research, to integrate and apply language
- to develop the use of all these aims as appropriate to purpose, audience and context.

**Reading:** Learners will develop the ability to deconstruct texts and analyse how writers create various effects and influence readers. Interpreting the subtle meanings of texts is an essential skill in such a media-rich age.

**Writing:** There are various types of writing in this course – personal, creative, persuasive and critical. An understanding of the key differences of the various styles will be developed and will enhance learners’ awareness of how to write effectively.

**Talking and Listening:** Throughout the course, learners will refine communication skills through discussion and presentation. They will become confident and articulate in expressing their ideas and opinions and in listening to, and responding to others’ ideas and opinions.



# MODERN LANGUAGES

careers in modern languages

- hospitality
- retailing
- interpreting
- finance
- local government
- journalism
- customs and immigration

- translating law
- civil service
- airline cabin crew
- publishing
- transport and distribution
- broadcasting

- travel and tourism
- teaching
- diplomatic service
- catering
- importing/exporting
- call centre work
- marketing and sales

## MODERN LANGUAGES (French and/or Spanish)

### Course Content

Courses focus on using language in real-life situation, allowing pupils to take advantage of the opportunities which exist in the real world of trade and business. We study topics which include – self/family/home, school and future plans, town/home area, travel, leisure/sport/hobbies. Our courses develop the four skills of reading/listening/talking/writing.

### Assessment

The skill of speaking is assessed internally through role-play, presentation and discussion. Reading, Listening and Writing will also be assessed.

### Careers

A language other than English is needed for entry to some university courses, usually ones which directly involve language, but also for some other subjects. Many universities offer courses which combine subjects such as Languages and Law, Languages and Engineering, Languages and Technology and International Business with a Modern Language.

Learning a language promotes good communication skills which are required in all careers. The skills you learn in Modern Languages are useful in many different jobs such as; Air Cabin Crew, Hospitality, Teaching, Travel and Tourism, The Diplomatic Service, Interpreting and Translating, Engineering, Journalism and Law.



# *Curricular Area: Expressive Arts*



**Art and Design**

**Drama**

**Music**

**Music Technology**



## ART & DESIGN

The Course consists of three units. Learners will develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will also be encouraged to use technologies creatively when developing their ideas and their finished art and design work.

**Expressive with Critical Activity:** Learners will develop an understanding and appreciation of artists' working practices and social and cultural influences on art work. Learners will also be encouraged to experiment with materials expressively in 2D and/or 3D handling skills. They will also be encouraged to explore technologies creatively.

**Design with Critical Activity:** This Unit helps learners to plan, research and develop creative design proposals. They will develop an understanding and appreciation of designers' working practices. They will experiment with and develop 2D and/or 3D media handling skills. They will also be encouraged to explore technologies when researching and developing their ideas.

**Additional Unit – Practical Activity:** Learners will draw on and extend their knowledge, and apply their practical skills when producing finished art and design work.



# DRAMA

**careers in drama**

<ul style="list-style-type: none"> <li>acting</li> <li>event management</li> <li>directing</li> <li>sound technology</li> <li>public relations</li> <li>tv and radio presenting</li> <li>broadcasting</li> <li>drama therapy</li> </ul>	<ul style="list-style-type: none"> <li>stunt work</li> <li>lighting technology</li> <li>drama coaching</li> <li>writing</li> <li>drama facilitation</li> <li>film and tv production</li> <li>studio management</li> <li>entertainment</li> </ul>	<ul style="list-style-type: none"> <li>stage management</li> <li>theatre production</li> <li>arts administration</li> <li>teaching</li> <li>set design</li> <li>community arts work</li> <li>radio production</li> <li>casting agency work</li> </ul>
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## DRAMA

The Course consists of 3 Units and has an integrated approach to learning, with a mix of practical learning and knowledge and understanding. As learners develop their performing skills, they will also learn how theatre practitioners use dramatic techniques to inform and influence their creative thinking and performance. They will experiment with straightforward acting, directing and theatre production skills and learn how to apply them in performance.

### Drama Skills

This Unit helps learners explore and develop dramatic techniques and ways of communicating ideas to an audience. They will learn how to respond to text, stimulus and context. They will also learn how to interpret role and character.

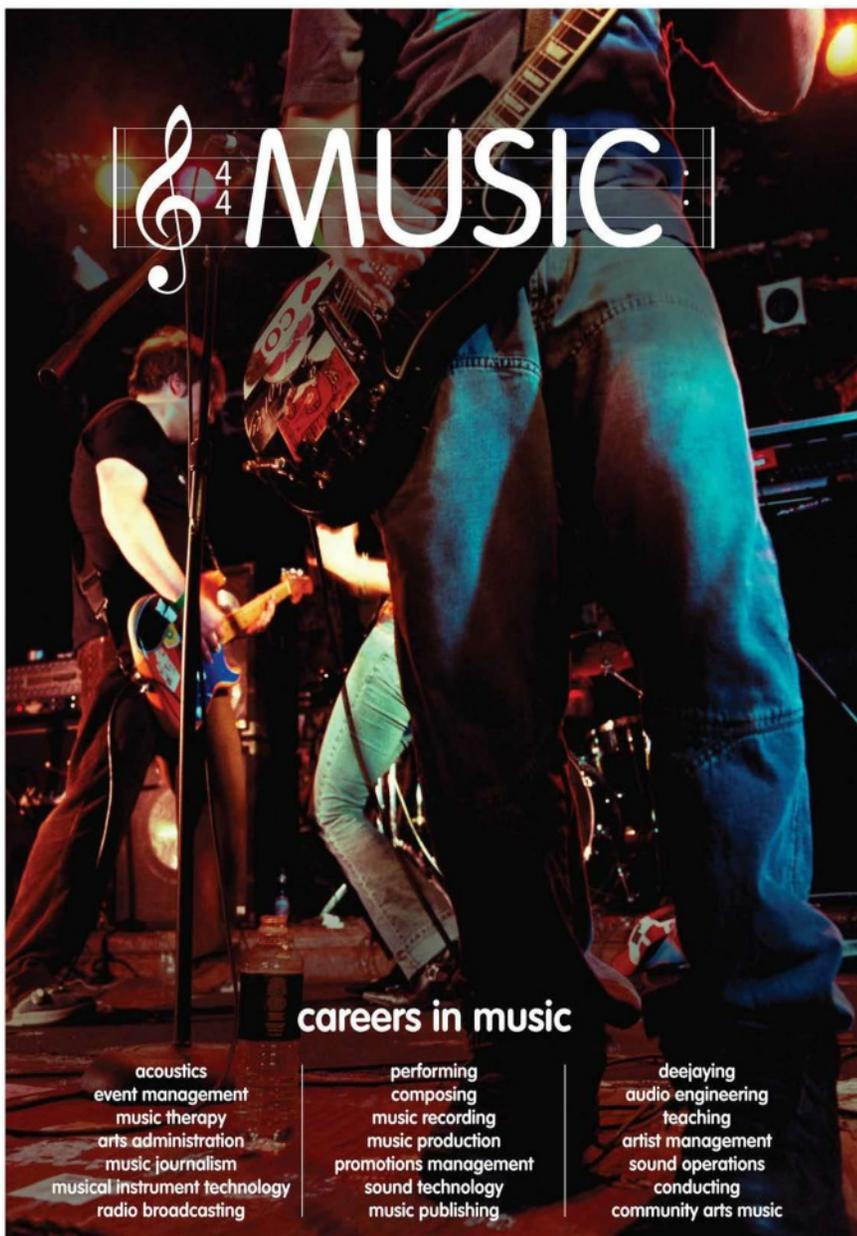
### Theatre Production

This Unit helps learners to investigate theatre arts, production and technologies and how to apply problem solving skills to create and design basic production concepts. They will create and present drama using simple theatre arts, production skills and technologies. They will learn how to appreciate stage and performance styles, approaches and conventions, and will consider the social and cultural influences on drama.

### Additional Unit: Drama: Practical Activity

This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge and apply their practical skills in creating a drama. The practical activity will be sufficiently open and flexible to allow for personalisation and choice. These features help make the Course adaptable, with the flexibility to meet the needs and aspirations of a diverse range of learners.





# MUSIC

## careers in music

acoustics  
 event management  
 music therapy  
 arts administration  
 music journalism  
 musical instrument technology  
 radio broadcasting

performing  
 composing  
 music recording  
 music production  
 promotions management  
 sound technology  
 music publishing

deejaying  
 audio engineering  
 teaching  
 artist management  
 sound operations  
 conducting  
 community arts music



## MUSIC

The Course provides opportunities for learners to perform a variety of music in solo and/or group settings using their voice or their selected instrument(s). Through music, learners will develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating. In the Course, learners will develop their understanding of music concepts and musical literacy. They will develop their ability to recognise and distinguish level-specific music signs, symbols and concepts as they perform, create and listen to music.

The Course consists of three mandatory units and one optional unit from a choice of two.

### Units of Work:

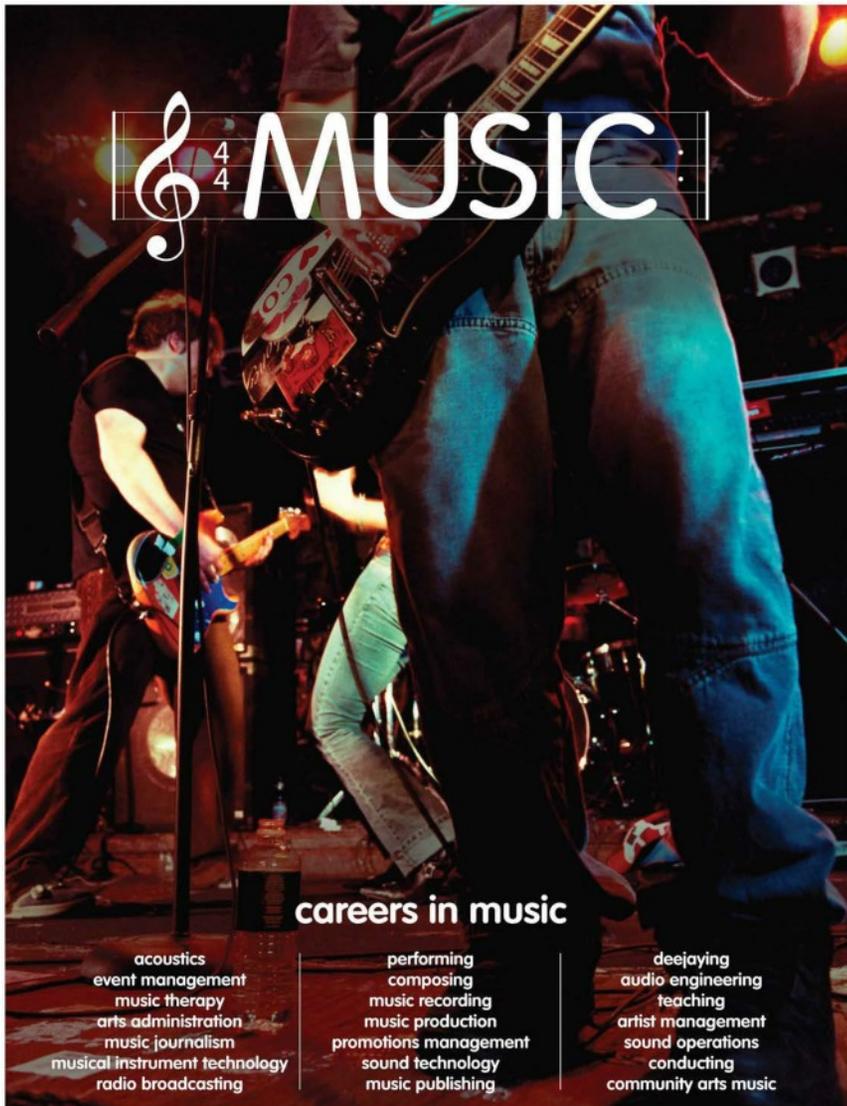
**Composing Skills:** In this Unit, learners will develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music.

Music software can be used to achieve this.

**Understanding Music:** In this Unit, through listening, learners will develop knowledge and understanding of music, a range of music concepts, and basic musical literacy.

**Performing Skills:** In this Unit, learners will develop performing skills appropriate to their chosen instrument(s)/voice.





## MUSIC TECHNOLOGY

The Music Technology Course enables learners to develop basic skills in the use of music technology hardware and software to capture and manipulate audio. The Course also enables learners to use music technology creatively in sound production and to develop an understanding of a range of 20th and 21st century music styles and genres. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The Course consists of 3 units.

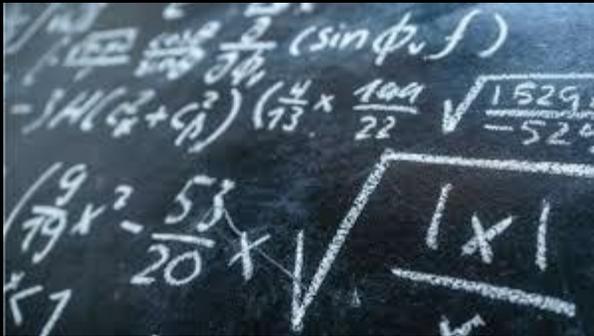
**Music Technology Skills:** In this unit learners will develop a knowledge and understanding of music technology.

**Understanding Music in the 20<sup>th</sup> and 21<sup>st</sup> Century:** In this unit learners will develop a broad understanding of the music industry and 20th and 21st century music styles and genres.

**Music Technology in Context** In this unit learners will use skills in a range of contexts e.g. live performance, radio broadcast, film, TV, adverts and computer gaming.



## ***Curricular Area: Mathematics and Numeracy***



A chalkboard filled with handwritten mathematical equations and formulas. The visible text includes:

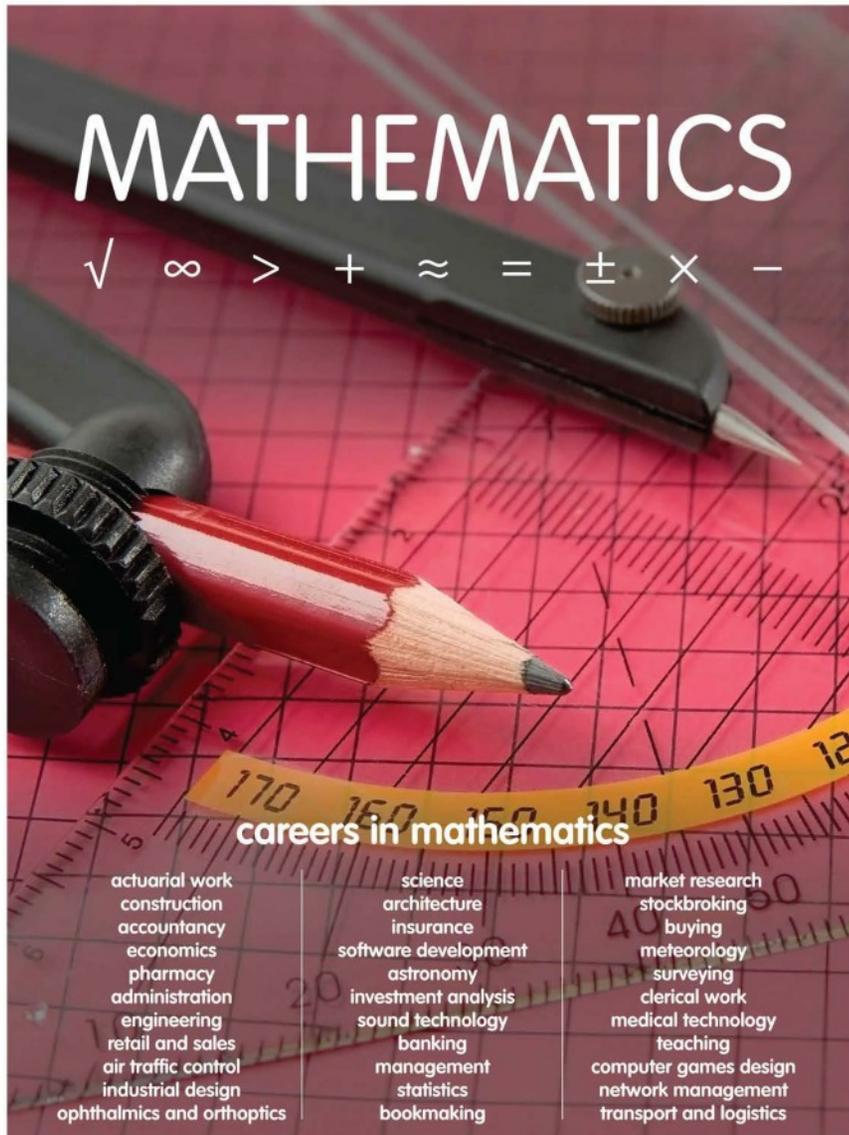
$$\frac{1}{\sin \phi} \frac{d \sin \phi}{d \phi} = \frac{1}{\sin^2 \phi} (\sin \phi)$$
$$- \frac{1}{2} (a^2 + b^2) \left( \frac{4}{13} \times \frac{100}{22} \right) \sqrt{\frac{1529}{-524}}$$
$$\left( \frac{9}{79} x^2 - \frac{53}{20} x \right) \sqrt{|x|}$$

Other visible text includes  $x < 7$  and a diagram of a square with a diagonal line.



Mathematics

Applications of Mathematics



## MATHEMATICS

Pupils are encouraged to understand and apply mathematical processes, concepts and skills through a range of topics, including algebra, number and money work and statistics.

### Aims of the course

- To motivate and challenge learners to select and apply straightforward mathematical techniques in a variety of mathematical and real life situations
- To enable the use of numerical data and abstract terms.
- To allow learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- To develop the learner's skills in using mathematical language
- To develop skills relevant to learning, life and work.

The course content will develop skills in algebra, geometry, statistics and reasoning and provide the opportunity to apply these skills to real life tasks and investigations.

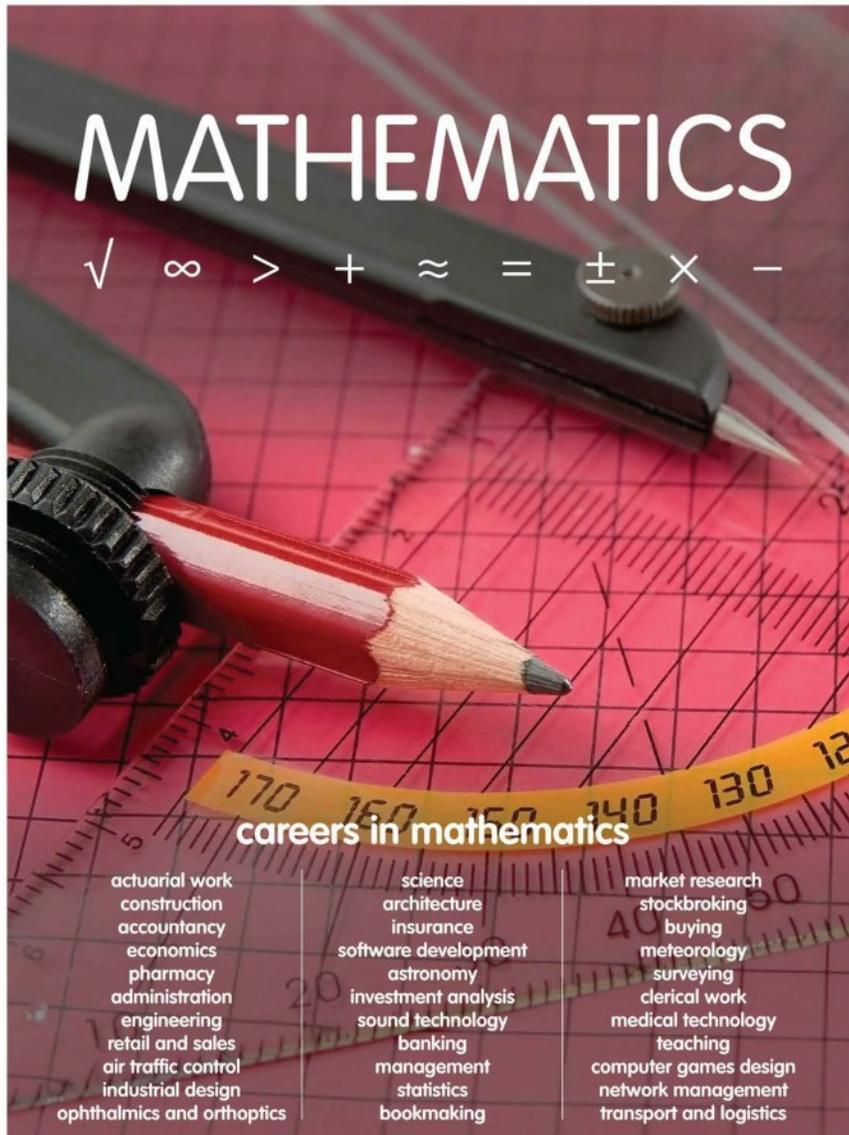
There are three units of work:

Expressions and Formulae

Relationships

Applications (National 5) or Numeracy (National 4)





## Application of Mathematics

The Application of Mathematics qualifications support numeracy and are designed to develop learners' mathematical reasoning skills for learning, life and work. These Courses develop confidence and independence in handling information and mathematical tasks in both personal life and in the workplace. The Courses motivate and challenge learners by enabling them to think through real-life situations involving mathematics.

There are three units of work at National 3, National 4 and National 5:

Managing Finance and Statistics (National 4/5)

Geometry and Measures (National 4/5)

Numeracy (National 4/5)

Manage Money and Data (National 3)

Shape, Space and Measure (National 3)

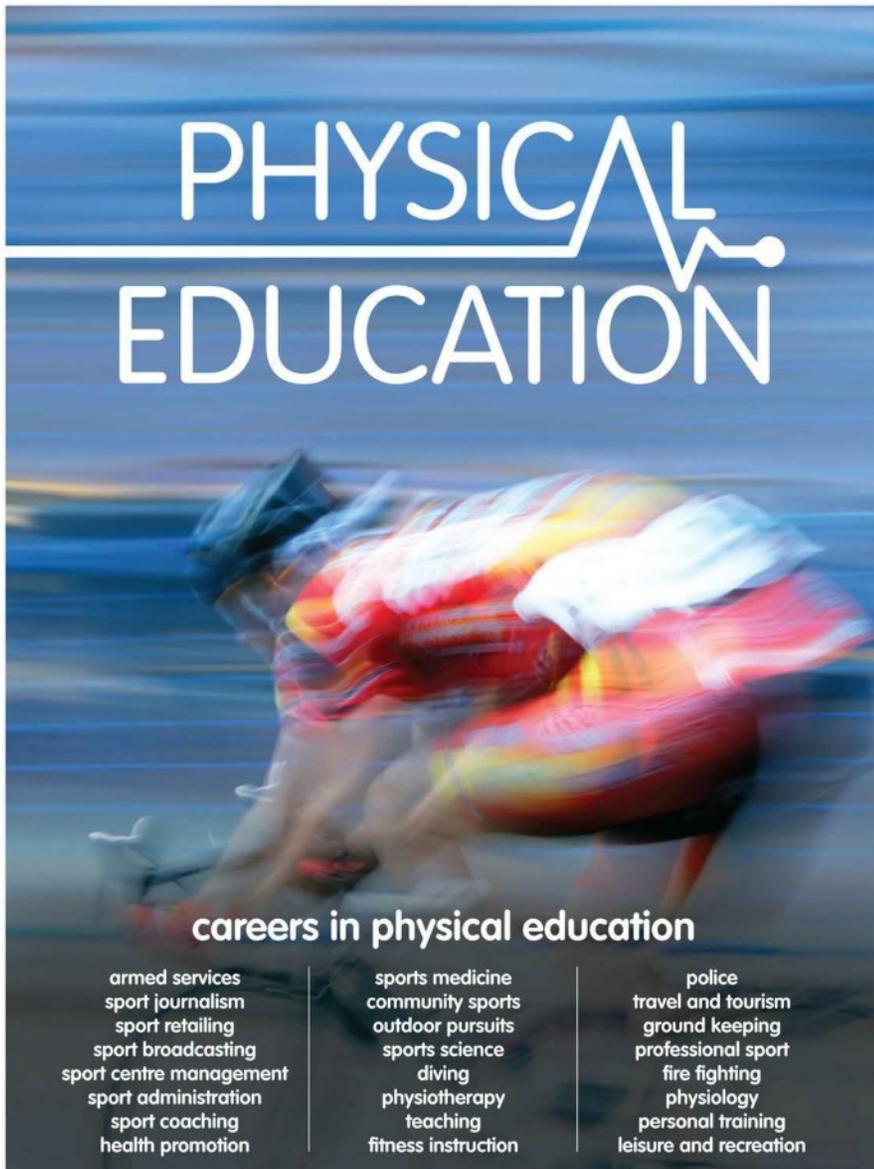
Numeracy (National 3)



## ***Curricular Area: Health and Wellbeing***



Physical Education



Physical Education and Exercise is an ever growing sector and offers various employment opportunities. With ever more emphasis on physical activity and the pursuit of a healthy lifestyle, the Physical Education course aims to deliver the following:

The Course aims to enable pupils to:

- develop and demonstrate knowledge of the principles and factors that impact on performance
- describe factors which impact positively and negatively on engagement and performance in physical activities
- build the knowledge about how to enhance performance
- reflect on and monitor performance to inform and influence personal improvement

**The course consists of 3 units**

**Physical Education: Performance Skills**

This Unit will focus on enhancing learner engagement and performance in physical activity by developing elements of performance including skills application, fitness awareness and performance composition. The Unit offers opportunities for personalisation and choice of physical activities.

**Physical Education: Factors Impacting on Performance**

This Unit will explore factors which impact positively or negatively on performance in physical activities. Pupils will reflect on and monitor the development of personal performance. There will be opportunities for personalisation and choice in selecting from a range of these factors.

**Additional Unit: Physical Education: Practical Activity**

In this Unit, Pupils will have the opportunity to extend and apply the skills and knowledge developed throughout the Course and to implement approaches which have positively impacted on their performance. The learner will reflect on, and monitor the development of their personal performance and propose actions for further improvement.



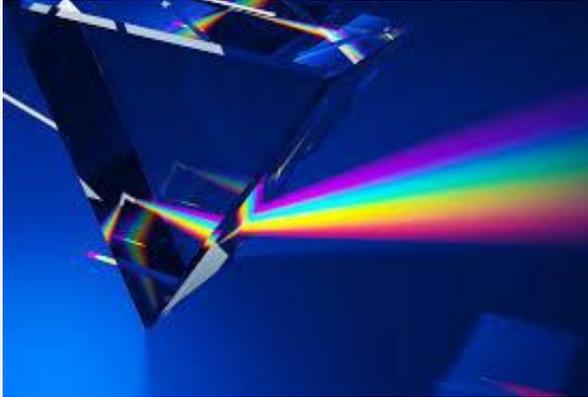
# Science



Biology



Chemistry



Physics



The courses provide opportunities for learners to explore and research life and the world around us, to develop interest in and enthusiasm for science, by using a variety of approaches, with an emphasis on practical activities.

**There are common aims for all three Sciences:**

- To develop and apply knowledge and understanding of biology/physics/chemistry concepts.
- To develop an understanding of the role of biology/physics/chemistry in scientific issues and their relevance in society
- To develop scientific inquiry and investigative skills
- To develop scientific analytical thinking skills in a biology/physics/chemistry context
- To develop use of technology, equipment and materials, safely, in practical scientific activities
- To develop problem solving skills in a biology, chemistry and physics context
- To develop use and understanding of scientific literacy in everyday contexts, to make scientifically informed choices
- To develop the knowledge and skills for more advanced



# BIOLOGY

## BIOLOGY

Biology is the study of health, body systems, micro-organisms, biodiversity and the interdependence of living things in ecosystems

**The course has 3 units**

### Cell Biology

Content includes cell structure, micro-organisms, genetics and inheritance

### Multicellular organisms

Includes plants and animals, photosynthesis, respiration and reproduction

### Life on Earth

Includes ecosystems and biodiversity, population growth, learned behaviour and adaptations

### careers in biology

ecology  
brewing  
dietetics  
forensics  
horticulture  
biochemistry  
sports science  
fisheries work  
occupational therapy  
ophthalmics and orthotics

nursing  
medicine  
audiology  
agriculture  
food science  
marine biology  
speech therapy  
laboratory work  
environmental health  
prosthetics and orthotics

teaching  
dentistry  
psychiatry  
radiography  
pharmacology  
physiotherapy  
biotechnology  
veterinary work  
paramedical work  
environmental science

# CHEMISTRY

6 1 53 16 39

careers in chemistry

<ul style="list-style-type: none"> <li>agriculture</li> <li>biochemistry</li> <li>brewing</li> <li>chemical plant operation</li> <li>chemical engineering</li> <li>colour technology and dyeing</li> <li>dentistry</li> <li>dietetics</li> <li>engineering</li> </ul>	<ul style="list-style-type: none"> <li>environmental health</li> <li>environmental science</li> <li>food science</li> <li>forensic science</li> <li>horticulture</li> <li>laboratory work</li> <li>materials science</li> <li>medicinal chemistry</li> <li>medicine</li> </ul>	<ul style="list-style-type: none"> <li>nursing</li> <li>oil and gas production</li> <li>pharmaceuticals</li> <li>plastics and polymer technology</li> <li>quality control</li> <li>research and development</li> <li>teaching</li> <li>waste management</li> </ul>
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## CHEMISTRY

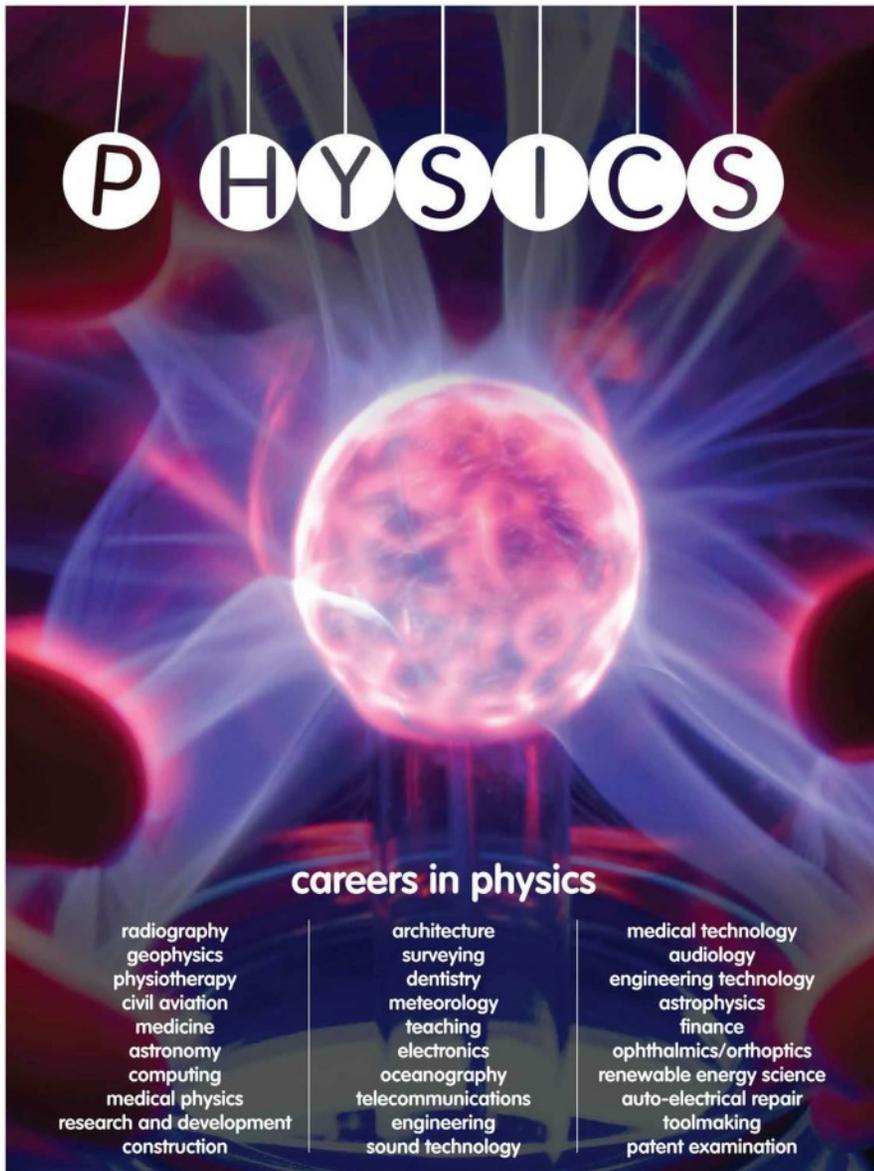
Chemistry raises awareness of the chemical makeup of the world around us. The course aims to show how chemistry improves the quality of everyday life. Examples of this would be in searching for alternative fuels, new medicines and in producing advanced materials for new techniques

**The course has 3 units**

**Chemical Changes and Structures** -includes atoms, the periodic table, acids and bases, properties of substances and bonding.

**Nature's Chemistry** – includes fossil fuels and foods from plants, hydrocarbons, carbohydrates, the properties of metals and combustion.

**Chemistry in Society** - includes alternative fuels, environmental issues e.g. the use of chemicals in agriculture and the impact of the use of fossil and nuclear fuels.



## PHYSICS

Physics helps you to understand how and why things work. The course is designed to show the importance of Physics in our everyday lives. Many things we depend on, such as transport, power and modern technology are based on the laws of physics.

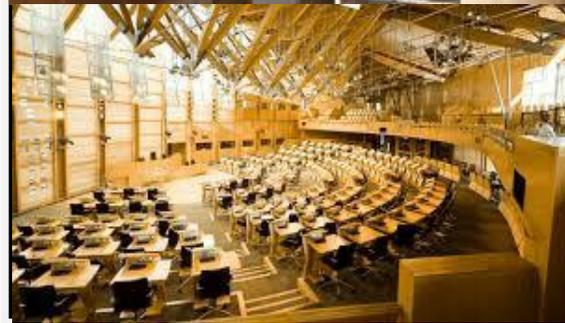
### The course has 3 units

**Space** - includes aspects of the Solar system, telecommunications and satellites and the position of the Earth in the universe.

**Technology** - includes radiation, half life, radiological protection and safety, waves and electromagnetic radiation, sound and the physics associated with the electrical and mechanical equipment in use in society

**Energy** - includes energy conservation, heat energy and gas laws, aspects of electricity to include current and voltage, resistors and electrical generation

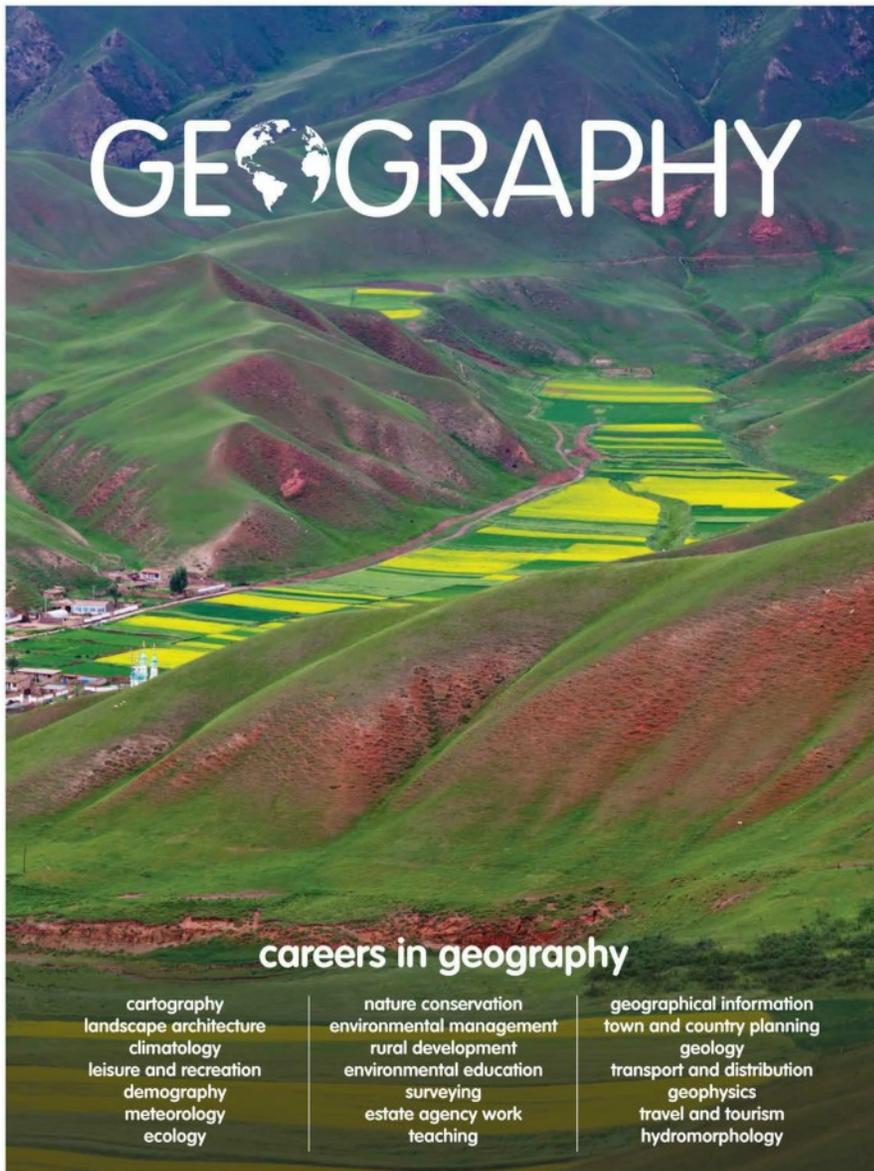
## ***Curricular Area: Social Studies***



**Geography**

**History**

**Modern Studies**



## GEOGRAPHY

The main aims of Geography are to enable learners to:

- Appreciate the ways in which people and the environment interact in response to physical and human, processes at local, national, international and global scales.
- Develop understanding of the changing world in a balanced, critical and sympathetic way.
- Acquire a geographical perspective on environmental and social issues.
- Develop an interest in, and concern for, the environment leading to sustainable development.

There are 4 units of work in Geography:

### Physical Environments

Key topics: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

### Human Environments

Key topics: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

### Global Issues

Key topics: climate change and environmental hazards

### Additional Unit – Research Project

Learners will choose an issue for personal study drawn from physical environments, human environments or global issues contexts. They will research their issues and communicate their findings in a project.

### Geographical Skills

**Mapping Skills** will permeate each of the units in Geography.

**Pupils may have the opportunity to take part in fieldwork activities.**



# HISTORY



law  
library work  
politics  
tourism  
archive work  
teaching

publishing  
administration  
sociology  
genealogy  
cultural heritage  
civil service

journalism  
restoration work  
anthropology  
archaeology  
diplomatic service  
museum work



## HISTORY

The purpose of the course is to open up the world of the past for learners. By examining the past, learners can better understand their own community, their country and the wider world.

### The aims of the course are to:

- develop learners' conceptual understanding and foster their ability to think independently in order to reach conclusions
- encourage learners to apply a historical perspective in order to more fully understand modern society
- enable learners to acquire breadth and depth in their knowledge and understanding of the past
- evaluate straightforward historical sources
- encourage learners to draw conclusions on the basis of evidence

### The course units – Historical Studies:

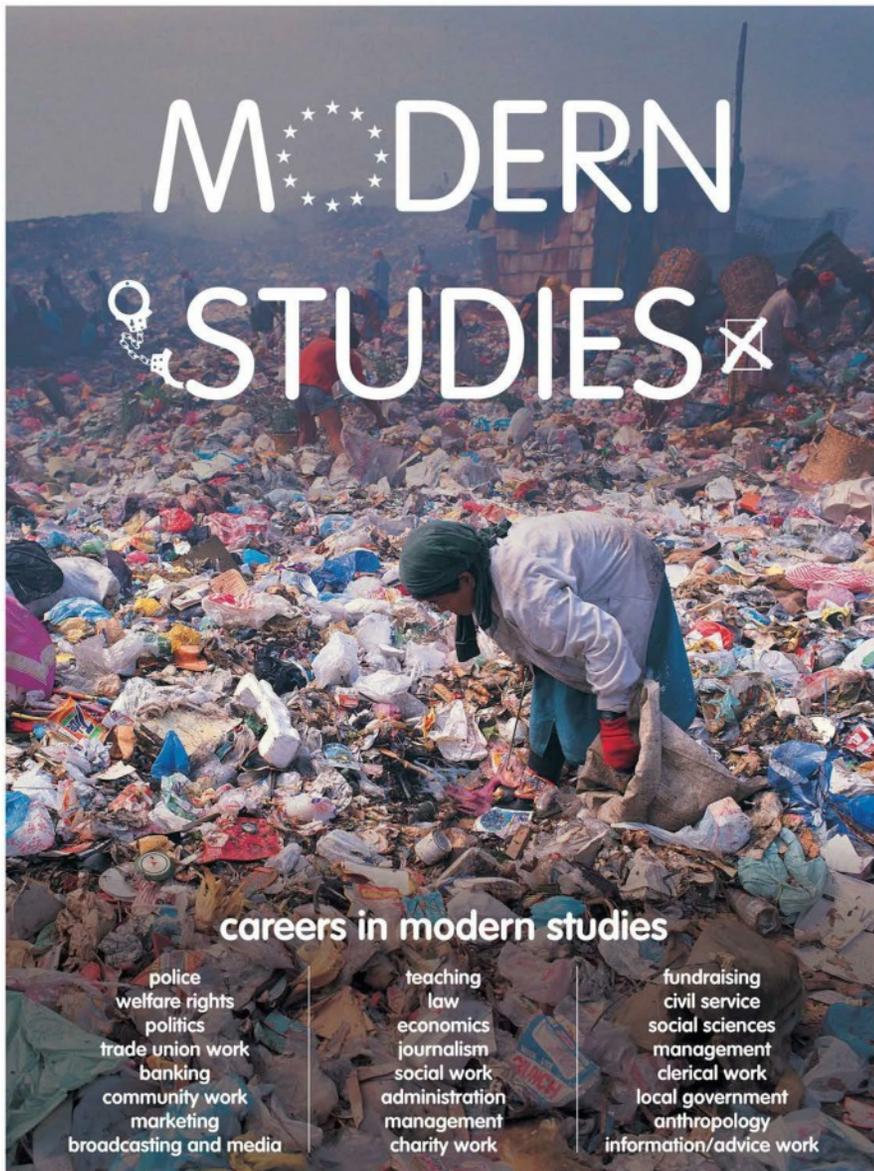
**Scottish** – learners will develop skills to evaluate the content and context of a range of historical sources.

**British** – learners will be able to use a range of historical skills to evaluate the impact of a historical development.

**European/World** – learners will develop skills to evaluate the factors contributing towards a historical development

**Assignment** - Research project





## MODERN STUDIES

This subject develops the learners' knowledge and understanding of political and social issues locally, nationally and internationally.

The main aims of Modern studies are to enable learners to:

- Engage as active and informed members of society and local and global citizens
- have an appreciation of the changing nature of modern society
- understand and respect human and legal rights and responsibilities as well as democratic modes of government.
- have an awareness of social and economic issues at local, Scottish, National and International levels and ways of addressing needs and inequalities
- be aware of different views about the extent of state involvement in society
- be aware of the nature and processes of conflict resolution at all levels

The course has the following units:

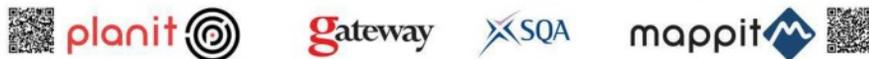
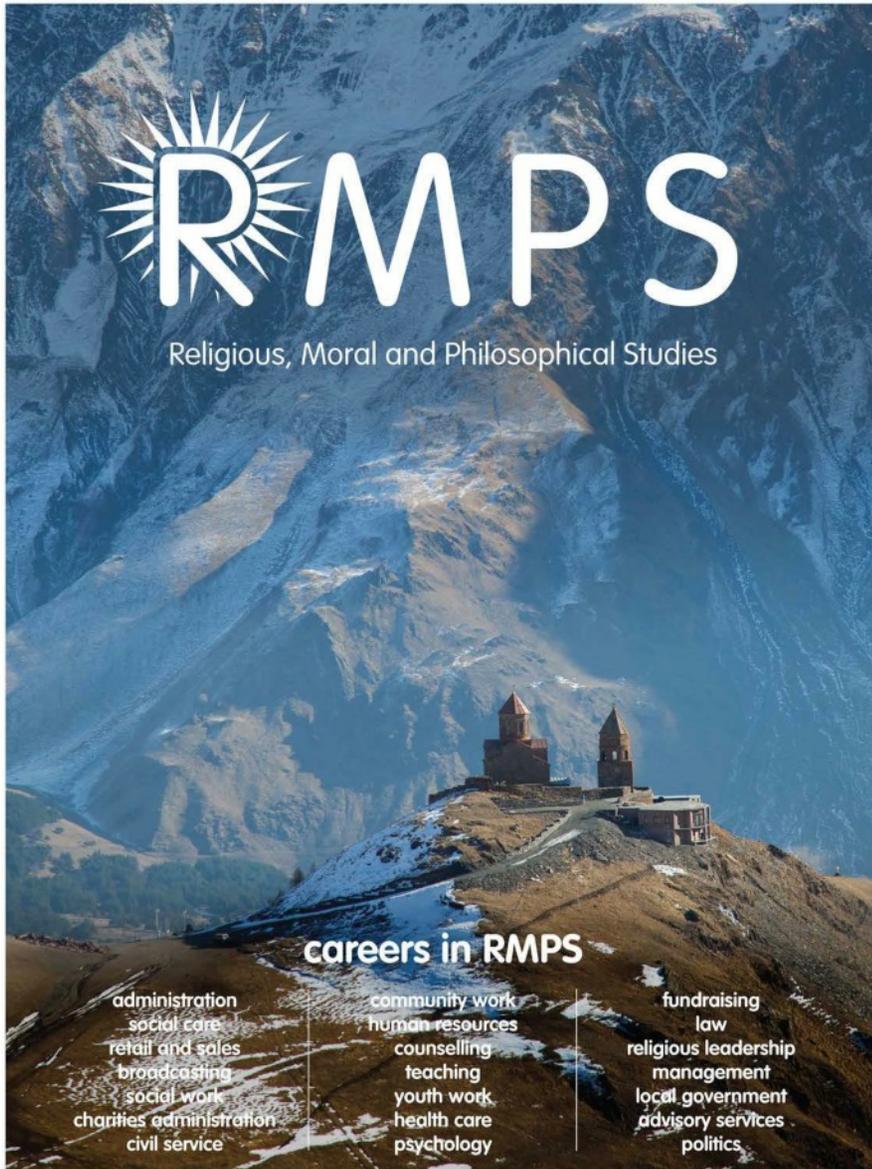
Democracy in Scotland and the United Kingdom - The Scottish Parliament  
 Social Issues in the United Kingdom - Crime and the law within the UK  
 International issues - Terrorism  
 Assignment - Research project



## ***Curricular Area: Religious and Moral Education***



Religious and Moral Education



## Course – Morality and Belief

All pupils study R.M.E. for one period per week throughout S3 and S4

### Aims:

- To teach pupils how to identify a moral issue
- To investigate aspects of moral issues e.g. euthanasia, sectarianism, capital punishment and examine different moral responses
- To assist pupils in forming their own views

### Assessment:

In S3 topics are internally assessed using a range of strategies. Topics include: Morality, Euthanasia, Citizenship, Personal Values, Putting Values into Action and Charities.

In S4 there will be an opportunity to gain a unit pass at National 4/5 level.

### Develops:

Core skills such as problem solving, communication, team work and skills for life.

