



Name

Class

King's Park Secondary School

Senior Phase: Course Choice Information

2016-17

Senior Phase Options Timeline

- 15/01/16 S3 Reports Issued
- 15/01/16 S3 Course Options Pupil Presentation
S3 Mock Options completed
- 20/01/16 Senior Phase Course Information Booklet distributed to all pupils
- 21/01/16 Senior Phase Course Planning Evening
- 22/01/16 S4/S5 Mock Options completed
- 25/01/16 S3 Options Forms Returned (29/01 later for pupils on the Paris Trip)
S3 Course Choice Interviews begin
- 03/02/16 Senior Phase Recommend Levels returned
- 09/02/16 Senior Phase Parents' Evening (Arran/Lewis)
- 11/02/16 **Arran/Lewis** S4 Options Forms Returned
S4 Course Choice Interviews begin
- 18/02/16 Senior Phase Parents' Evening (Mull/Skye)
- 19/02/16 **Mull/Skye** S4 Options Forms Returned
- 22/02/16 S5 Options Forms Returned
- 23/02/16 S5 Course Choice Interviews begin
- 04/03/16 Senior Phase Options Process Completed
- 01/04/16 Finalised choices issued to departments
- 09/05/16 New Timetable begins
- **Dates tbc** Vocational Applications/interviews to be organised & carried out once the College can finalise their programme(s).

Careers and Subject Choice

It is important for all pupils to develop good Career Management Skills, understanding who they are, what strengths they have gained in and out with school, who can help them with careers decisions and learn about the opportunities around them. For more information about particular career paths, subjects choices and learning opportunities, you can go to the following website:

www.myworldofwork.co.uk

This site provides information on careers and courses, backed up by career planning activities and online career support services. It is most important that career options are kept as open as possible by careful selection. To help with career choice, careers guidance is built into the Personal Social Education programme of all pupils.

To this end, our options format (copy at end of booklet) is carefully designed to provide, a balanced menu of subjects that can be tailored to suit all needs.

For further information on course content and career pathways, you can go to the following website:

www.planitplus.net

Gateway has launched a great new National Qualifications area on Planit, just in time for the busy Options Choice season. The exciting new design and structure makes it even easier for teachers, pupils and parents to explore information on NQ subjects and courses.

Each course description includes links to potential progression routes in: school, further study, training and employment. Two new features mean that:

- pupils can link directly to the Subject/Careers lists for each subject
- parents can link to the relevant Nationals in a Nutshell leaflet produced by the National Parent Forum (NPFS).

Visit the new 'Nationals' section it now at www.planitplus.net/Nationals to see what's on offer.

Introduction

This booklet has been prepared to help you make the correct choice of subjects. It gives you a brief summary of each course on offer. Your teachers can give you more information. Read the booklet carefully and discuss it with your parents. Remember that the school library has other important materials to help you make decisions. These include career packages and information about Further Education (Colleges) and Higher Education (Universities).

THE COURSE PLANNING PROCESS

Before the SQA exam period you will meet with your Pastoral Care teacher to talk about your new courses. To be prepared for this interview, you should think about the following:

- Have expectations/aspiration of what you can achieve in S4, S5 or S6. Try to set realistic goals for yourself.
- Look ahead to the next step you might take and the steps after that.
- Talk to people who know about the courses in which you are interested in. Listen to their advice.
- Ask your teachers to tell you about subjects offered in their department's
- Ask your Pastoral Care Teacher to talk over your ideas with you during your interview
- Explain your ideas to your parents and ask them to think it through with you. If necessary, they may want to meet with your Pastoral Care Teacher at the interview
- Refer to the careers literature associated with your plan. If possible, talk to Laurence Bayston - careers officer for our school.

Important Information

It is important to note that recommended entry requirements refer, in the main, to pupils who have continued their studies progressively within that subject. For pupils who have not continued a subject from S4 to S5 or S6 other factors will be taken into consideration. These are:

- Overall attainment levels in other subjects
- Attainment levels in subjects that require a similar skill set
- Attainment levels at the end of S3
- Staff, pupil and parental discussions

National Qualifications

SCQF stands for the Scottish Credit and Qualification Framework which allocates a level of difficulty to each type of National Qualification.

SCQF Level	Current Qualifications
12	Doctorate
11	Masters
10	Honours Degree
9	Ordinary Degree
8	Higher National Diploma
7	Advanced Higher
6	Higher
5	National 5
4	National 4
3	National 3
2	Access 2
1	Access 1

Options Process

The school will do all it can to give you your first choice of subjects. However, it may not be possible to do so if:

- the demand for a course is too low to make a viable section
- a course is over-subscribed
- you are late in handing in your Subject Choice Form, or if you do not keep the interview appointment with your pastoral care teacher, or any interviews after that
- your attendance is poor and you are late in enrolling for the course

Pathways to the Senior Phase: Administration & IT

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Administrative and IT skills have extensive application not only in employment but in other walks of life.

National 4/5

The National Courses in Administration and IT enables learners to develop skills in word-processing, spreadsheets, databases and desktop publishing software.

Pupils will be working towards gaining a qualification in the Senior Phase. National 4 and 5 courses have distinct units that pupils must pass to gain an overall award:

- **Admin Practices**
- **Communication in Admin**
- **IT Solutions for Administrators**
- **Added Value/Course assessment**

Higher Administration

Entry Requirements

- **Grades A or B at National 5 Level**

The Higher course consists of three units:

- **Administrative Theory and Practice**
- **IT Solutions for Administrators**
- **IT Communication in Administration**

Assessment

The course has internal assessments which must be passed to gain an overall award. Pupils will undertake an IT based assignment worth 70% of the marks and an external written paper worth 30% of the marks

Progression

Future career paths could include; banking, accounting, insurance, civil service, travel and tourism, office management, clerical work, event management, local government, court administration, health service administration.

Pathways to the Senior Phase: Art and Design

Art and Design helps learners understand the visual world in which we live. It also helps learners to critically evaluate their personal appreciation of the society in which they live, locally, nationally and internationally.

National 4/5

The National 4 Art and Design Course enables learners to develop skills, knowledge and understanding of expressive practical and design practical work. All units have a related critical activity integrated into course work.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three distinct units that pupils must pass to gain an overall award:

* Expressive

* Design

* Added Value/Course assessment

Higher Art and Design

Entry Requirements

- Grades A or B at National 5 Level

The Higher course consists of three units:

Expressive + related critical

In this Unit, learners will advance skills, knowledge and understanding of a selected area of expressive work. This normally relates to portrait painting / pastel work or still life painting/ pastel work

Learners will develop knowledge and understanding of the social and cultural influences from artists work. They will also learn how to evaluate their own progress and that of other learners.

Design + related critical

In this Unit, learners will advance skills in the production of a ceramic product, through the design process.

Learners will develop knowledge and understanding of the social and cultural influences from designers work and how they in turn influence the way we live. They will also learn how to evaluate their own progress and that of other learners.

Assessment

At National 5 and Higher levels the Course assessment will consist of two components: An expressive unit (+ related critical activity) and a design unit (+ related critical activity). All practical work is produced in class and sent to the SQA for assessment. All related critical work is graded through an SQA examination.

Progression

Art and Design leads to careers such as Graphic Design, Illustration, Interior Design, Product Design, Television, Architecture, Printing, Fashion Design, Jewellery & Silversmith, Theatre and Stage Design, Ceramics, Advertising, Photography, Window Display, Nursery Teaching, Occupational Therapy & Town Planning.

Pathways to the Senior Phase: Biology

Studying Biology will allow learners to investigate the applications of biology in society and the environment. These cover relevant and contemporary areas of biology ranging from microscopic cell structure to huge ecosystems, while allowing learners to develop an understanding of the underlying themes.

National 4/5

The National 4 & 5 Biology Courses cover major areas of biology including cellular, whole organism and ecosystems. The key areas of biodiversity, interdependence, natural selection & evolution, body systems & cells and genetics & inheritance are developed through the course.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

*** Cell Biology**

*** Multicellular Organisms**

*** Life on Earth**

Higher Human Biology

Entry Requirements

- Grades A or B at National 5 Biology
- Students in S6 who have been successful at Higher in another Science subject.

The Higher Human Biology Course enables learners to develop and apply knowledge and understanding of human biology, and an understanding of human biology's role in scientific issues and relevant applications of human biology, including their impact on society and the environment. Learners will build upon knowledge from National 5 by further studying areas such as respiration, the importance of enzymes, DNA. Pupils will learn about the reproductive, circulatory and nervous systems in far greater depth.

Higher Human Biology consists of 2 full units and 2 half units that pupils must pass to gain an overall award:

*** Human Cells (full unit)**

*** Neurobiology & Communication (half unit)**

*** Physiology & Health (full unit)**

*** Immunology & Public Health (half unit)**

Assessment

At all levels of study pupils are required to pass each individual unit throughout the year.

At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupils having to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

Progression

Successful completion of the Higher course could lead to studying Advanced Higher Biology.

Successful completion of the Biology courses can lead on to further study and/or employment in a huge range of areas. Examples of these include ecology, nursing, medicine, dentistry, dietetics, psychiatry, forensics, agriculture, radiography, horticulture, food science, pharmacology, biochemistry, marine biology, sports science, physiotherapy, veterinary medicine and speech therapy.

Pathways to the Senior Phase: Business Management

The study of Business is designed for all learners, but may be of greatest appeal to those with an interest in business, whether that be in developing an understanding of the modern business environment, and/or finding out how and why people set up in business.

National 4/5

The National Courses in Business/Business Management enable learners to develop skills and attributes which include having an enterprising attitude, decision making and the development of **enterprise** and **employability** skills.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 and 5 courses involve the completion of internal assessments. Pupils must pass these units to gain an overall award:

- **Understanding Business**
- **Marketing and Operations**
- **People and Finance**

Higher Business Management

Entry Requirements

- Grades A or B at National 5 Level

The Study of Business Management will focus on the analysis of key functional areas of businesses.

The course content has 3 units:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

Business Management offers opportunities for individuals to develop crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment. Whatever the career pathway or progression route, Business Management enhances individual effectiveness.

Assessment

The course has internal assessments which must be passed to gain an overall award. Pupils' final grade will be determined by a combination of a Business Management externally assessed question paper and a business-related assignment.

Progression

Future career paths could include; Business Analyst, Financial Accountant, Marketing Executive, Human Resources, Financial Advisor, Civil Servant, Entrepreneur, Systems Analyst, and Economist.

Pathways to the Senior Phase: Chemistry

Studying Chemistry will allow learners to investigate a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

National 4/5

The National 4 & 5 Chemistry courses enable learners to develop and apply knowledge and understanding of Chemistry. Learners also develop an understanding of Chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

* **Chemical Changes & Structure** * **Chemistry in Society** * **Nature's Chemistry**

Higher Chemistry

Entry Requirements

- Grades A or B at National 5 Chemistry
- Students in S6 who have been successful at Higher in another Science subject.

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The course allows pupils to build on their knowledge from National 5 in areas such as reaction rates, periodic trends, relationships between compounds' structure and their physical and chemical properties and analysing data to calculate quantities of reagents, products and percentage yields.

Higher Chemistry consists of 2 full units and 2 half units that pupils must pass to gain an overall award:

* **Nature's Chemistry (full unit)** * **Chemistry in Society (full unit)**
* **Chemical Changes & Structure (half unit)** * **Researching Chemistry (half unit)**

Assessment

At all levels of study pupils are required to pass each individual unit throughout the year.

At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupil have to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

Progression

Successful completion of the Higher course could lead to studying Advanced Higher Chemistry.

Successful completion of the Chemistry courses can lead on to further study and/or employment in a huge range of areas. Examples of these include agriculture, biochemistry, chemical engineering, dentistry, dietetics, environmental health, forensics, medicinal chemistry, medicine, nursing, oil & gas production, pharmaceuticals, biotechnology and research and development.

Pathways to the Senior Phase: Computer Games Design

Computer Games Development allows pupils to acquire and develop specialist skills in designing, creating and marketing computer games.

Scotland has a large Computer Games industry, with many well-known titles being developed in our own country. The skill set and experience gained in this course will be invaluable to any young person interested in a career in the computer games industry. The course will also develop skills in creating and manipulating computer graphics, use of animation software, and sound editing.

SVQ Level 4/5

Pupils will research and evaluate existing games, and they will design, create and test their very own fully functional computer game. Pupils will use games development tools such as Scratch and Kodu to create computer games. In so doing, pupils will develop logical thinking and problem solving skills as well as fundamental programming constructs.

The course has a large practical element - pupils will spend most of their time working on computers.

At both levels the course has 3 units:

Computer Games: Design

After researching a range of existing games, pupils will create a design for their own game.

Computer Games: Media Assets

Pupils will look in-depth at the creation of media assets such as graphics / sound which they will then create, source and adapt for their own game.

Computer Games: Development

Pupils will complete their computer game and test it fully. They will then create marketing and promotional resources to support their game.

Assessment

Pupil work is assessed through practical coursework and research tasks; pupils will complete a portfolio of work which will be assessed on an on-going basis.

Progression

It can form the basis for further study in Computer Science and future employment opportunities.

Pathways to the Senior Phase: Computing Science

Computing develop learners computational thinking and problem solving skills which are essential for all pupils entering the workplace. Pupils will develop programming skills in two different environments, both with real world connections. There is a mixture of individual and collaborative group work throughout the course where pupils explore a variety of specialist areas through practical and investigative tasks. Pupils will have the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

National 4/5

The National 4 Computing Course enables learners to develop skills in analysis and problem solving, design and modelling, developing and implementing solutions, and evaluating digital solutions. Course activities also provide opportunities for pupils to enhance skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self and peer evaluation, in a range of contexts.

In S4 pupils will complete the following two units:

- **Software Design and Development**
- **Information System Design and Development**

The course embeds the development of a range of literacy and numeracy skills, and considers various aspects of Health & Wellbeing.

Higher Computing

Entry Requirements

Grades A or B at National 5 Level

COMPUTING - HIGHER

In addition to the **Course assessment**, the Course includes two mandatory Units - **Software Design and Development** and **Information System Design and Development**

Each of these Units is designed to provide progression from the related Unit at National 5 and to related Units at Advanced Higher.

Assessment

Unit assessment All Units are internally assessed against the given SQA requirements.

Course Assessment: consists of two components with weightings as follows:

Written examination 60% Practical coursework 40%

Progression

Computing science is a fast-moving field that brings together many disciplines, including mathematics, programming, engineering, the natural sciences, psychology and linguistics. It will also provide you with essential skills required for employment and further education. The world has thousands of unfilled jobs requiring Computing Science skills.

Pathways to the Senior Phase: Drama

Drama develops learners' production skills and provides opportunities for learners to generate and communicate thoughts and ideas when creating drama. The Course also develops learners' knowledge of social and cultural influences on drama.

National 4/5

The National 4 Drama Course enables learners to develop production skills and skills in presenting drama, and to use their skills in a drama performance. Learners also explore form, genre, structure and style of drama.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three distinct units that pupils must pass to gain an overall award:

* Drama Skills

* Drama Theatre Production

* Added Value/Course assessment

Higher Drama

Entry Requirements

- Grades A or B at National 5 Level
- Students in S6 who have been successful at National 5 or Higher in English

The Higher course consists of two units:

Drama Skills

In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama.

Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Drama: Production Skills

In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Assessment

At National 5 and Higher levels the Course assessment will consist of two components: a performance and a question paper. The Drama performance will enable the learner to be assessed in either an acting or production role. Pupils will have to complete an external exam which will be worth 40% of their final grade; the other 60% will be from their Performance.

Progression

Future career paths could include a wide range of opportunities within the creative industries and beyond such as; Actor/Actress, Stage Designer, Costume Designer, Director, Producer, Stage Manager, Drama Therapist, Make-Up Artist, Youth Drama Worker, Primary & Secondary Teacher, Retail Management and Public Relations. Higher Drama is also a preferred additional Higher for the study of Medicine and Law at several universities.

Pathways to the Senior Phase: Employability & Work Experience

This Employability course is an accredited Level 3 and 4 award which runs for the whole year. All units are designed to help prepare you to enter the world of work while reflecting on your experiences and skills. A large proportion of the course is IT based while we enlist the support of employers from the community to share their expertise in training and employment. As part of this one year course you would ideally participate in a work placement where you get the opportunity to get first-hand experience in a working environment and further develop their skills. This can be either within school or outwith.

The course consists of 3 units as detailed below.

1. **Preparing for employment:** This Unit is about looking at your experience so far and identifying your qualities and what you can do.
2. **Building Own Employability Skills:** This Unit is about helping you to acquire the skills you will need in order to gain employment. These skills include finding out about job opportunities, contacting an employer and applying for a job.
3. **Responsibilities of Employment:** This Unit is about helping you to know what employers will want from you when you are in the world of work.

Assessment

Assessment can take place at appropriate points as candidates' progress through the tasks within the Units. Evidence of assessment can be presented in a format which best suits the individual candidates. Evidence can include written records, e-mails, assessor records, diaries, videos, recordings of interviews or photographs.

Progression

This Course may provide progression to:

- additional Units at the same level, including Work Experience and Personal Development: Self and Work
- National Progression Award in Enterprise and Employability at SCQF level 4 or 5
- Vocational training
- Employment

Pathways to the Senior Phase: English

In English learners become better readers, writers, talkers and listeners. Pupils will engage in a wide variety of literature as well as understanding how to use and analyse language effectively. The skills developed in English, such as researching, reflecting, evaluating and discussing, are valuable not only across the curriculum but also in pupils' future careers and lives.

National 4/5

Learners will read and discuss a variety of texts within the genres of prose, drama, poetry and media. A Scottish text will be studied for the Critical Reading exam. Pupils will gain experience of writing in various genres, such as personal and discursive, and will develop their literacy skills throughout the year.

Higher English

Entry Requirements - Pass at National 5

Building on National 5, pupils will continue to study and discuss a range of quality literature and complete two pieces of writing for an externally marked writing folio. Pupils will analyse and evaluate language through Reading for UAE and study a further Scottish text for Critical Reading.

Assessment

National 4/5 - Analysis and Evaluation unit, Creation and Production unit, National 4 Added Value unit and Folio of Writing.

Higher - Analysis and Evaluation unit, Creation and Production unit and Folio of Writing.

Exams for both levels include Reading for UAE, Critical Essay and analysis of a Scottish text.

Advanced Higher

Entry requirements - Pass at Higher Level and a love of reading

Pupils will write a 3000 word dissertation on literature of their own choosing. Pupils will read a variety of work ranging from classic literature to modern works. A writing folio will be submitted of personal, creative or factual pieces. Pupils will develop their analysis skill through the close study of language to prepare for their Textual Analysis paper.

Progression

English is a fundamental requirement for the vast majority of careers. An English qualification could lead to work in: media, teaching, journalism, law, business, social work or the civil service. It is a well-regarded qualification which supports many other subjects where high standards of essay writing, research skills, use of argument, independent thinking skills, comprehension and analysis are required.

Pathways to the Senior Phase: Environmental Science

Studying Environmental Science allows learners to develop an understanding of environmental issues. The subject encourages learners to take a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

National 4/5

The National 4 & 5 Environmental Science courses enable learners to understand the complex relationships between humans and other living organisms and how humans can measure their impact on biodiversity. Other areas look at how humans use the earth's resources to provide energy, raw materials and food. Pupils will also study how these resources can be used sustainably so that they don't run out.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

* Living Environment

* Sustainability

* Earth's Resources

Higher Environmental Science

Entry Requirements

- Grades A-C at National 5 Environmental Science
- Students in S5-6 who have been successful at Higher or National 5 in another Science subject.

The Higher Environmental Science course develops learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. The course provides a broad and up-to-date selection of ideas relevant to the position of environmental science in society, as learners investigate key areas of the living environment such as biodiversity and interdependence.

Higher Environmental Science consists of 3 full units that pupils must pass to gain an overall award:

* Living Environment

* Sustainability

* Earth's Resources

Assessment

At all levels of study pupils are required to pass each individual unit throughout the year.

At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupil having to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

Progression

In general, success in Environmental Sciences courses can lead on to further study and/or employment in a huge range of areas. Examples of these include surveying, forestry, geoscience, renewable energy, fish farming, horticulture, waste management, game keeping, marine biology, wildlife management and landscape architecture.

Pathways to the Senior Phase: ESOL (English Speakers of Other Languages)

This course is designed for pupils whose first language is not English but who need to be able to use English in the context of study. It is intended for pupils who need English language skills in the medium of English at further Education Colleges or Higher Education Institutions.

Course Content

ESOL Everyday Life - Mandatory Unit

This unit is designed for pupils whose first language is not English but who need to be able to use English in broad personal and social contexts. Whilst studying this unit pupils will develop their level of communicative competence skills of speaking, reading and writing for personal and social purposes. The broad social context of this unit is intended to support candidates who need to use English as the language of everyday communication.

Optional Units:

One of these Units must be studied:

ESOL Work - related contexts: This Unit is designed for pupils who have to use English in a work related context. It is intended for candidates who need English language skills to undertake work experience, or to prepare for employment.

ESOL Study - related contexts: It is intended for the pupils who need English Language skills to study in the medium of English at further Education Colleges or Higher Education institutions, Pupils will develop their speaking, listening, reading and writing skills for the purpose of study.

Assessment Objectives

- Demonstrate sufficient command of the structures of English for functional Communication.
- Operate appropriately in personal and social - related or work related contexts Interact with reasonable fluency
- Understand the purpose and content of straightforward texts
- Produce structured texts in personal and social, study - related or work related topics.
- Explain a viewpoint on an issue
- Understand idiomatic language in familiar situations

Course Assessment

- A Question Paper 75 marks
- A Speaking Assessment 25 marks

Progression

Future career paths could include Teaching, Nursery working, Volunteering, Counselling, Social Work , Psychology , Family Support Worker, Working with others in the Community, Team Leader, Lawyer and Medicine.

Pathways to the Senior Phase: French

Why study French? French is the only language other than English spoken on five continents. French, along with English, is the official working language of: The United Nations; The International Olympic Committee; the European Community and the International Red Cross. France is a major world leader in medical research, electronics manufacturing, telecommunications and aircraft and car production. The purpose of all courses is to develop the skills of listening, talking, reading, writing, to understand and use French to communicate

National 3/4

Two units: Using Language and Understanding Language - units are internally assessed. To achieve **National 4**, pupils must complete an Added Value Unit, in order to complete the course.

National 5

Two units: Using Language and Understanding Language - units are internally assessed. In addition, there is a dual purpose Added Value assessment - talking, worth 30%. Pupils sit external exams in reading, listening and writing.

Modern Languages for Life and Work Award - French

This course has **3** units - Modern Languages for Work Purposes; Modern Languages for Life; Building Own Employability Skills. Units are internally assessed. It could be considered as an alternative to National 3 or National 4.

CFE Higher French

Entry Requirements

- Grade A or B at National 5 level - consideration given to other results on an individual basis.

This course comprises two units - Understanding Language & Using Language. The units build on the contexts covered in the National 5 Course: Society, Learning, Employability and Culture. To gain a course award, pupils must pass both units as well as their external course assessments.

Advanced Higher French - *This course may be available to students who have passed Higher French and can successfully demonstrate the ability to work independently.*

Progression

A study of job adverts will show an increasing requirement for competence in foreign languages. Colleges and Universities offer courses, including the Sciences and Engineering, Law and Accountancy, which now include a European language option and the chance to study abroad for a year. This link will give you more information - real people, real jobs, ALL using languages: <http://www.scilt.org.uk/Business/Jobprofilesandcareers/tabid/2867/Default.aspx> Possible careers include hospitality; retail; interpreting; teaching; translating; finance; journalism; local government; customs and immigration; law; civil service; airline cabin crew; publishing; transport and distribution; broadcasting; travel and tourism; diplomatic service; catering; importing and exporting; call centre work; marketing and sales.

Pathways to the Senior Phase: Geography

Geography provides pupils with many of the life skills they will need as they move from their communities and begin to experience the world around them. In short, *Geography* is the ideal subject for pupils to learn about their place in the world. Field trips are built into the topics to encourage learning outside the classroom and active learning within the classroom stimulates the students and enhances their experiences.

Learners will acquire attributes which will be important for their life and work. In the Nationals course pupils will be out researching in the community during their project and this is particularly enjoyable for the pupils.

National 4

Content covered here is Human Environments, Physical Environments and Global Issues. Pupils must complete three end-of-unit assessments to pass the course and also an Added Value Unit (a research project) is compulsory at National 4 level. This research project lets the students choose an area of particular interest to them and investigate it through their own personal research supported by their class teacher.

National 5

Content here is the same as in the National 3/4 course but in more detail. However, this course has an external SQA assessment and an Assignment which makes up 25% of the overall grade.

Higher

Content currently covered in this course is from the Physical Environments, Human Environments, Global Issues and an assignment. This includes a wide range of topics from a variety of global regions.

Entry Requirements

- Students who have achieved a pass at National 5 or Higher in English or another Social Subject.

Assessment

The National 5 exam consists of the assignment write-up (1 hour), an exam (1 hour 45 minutes) and 3 internal assessments. The Higher course consists of a written exam (2 hours 16 minutes), an assignment (1 hour 30 minutes) and 3 internal assessments.

Progression

Pupils with *Geography* qualifications are particularly suited to Science and Social Science courses in University. A range of employers and universities regard *Geography* qualifications as desirable and often essential. There are many jobs presently, and in the future, which are closely linked with the environment. *Geography* can set you up well for these opportunities.

Pathways to the Senior Phase: Graphic Communication

The Graphic Communication (Nat 4/5) course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication. The course provides scope for personalisation and choice.

National 4/5

The course provides opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

In addition to the course assessment, the course includes two mandatory Units. Both units are designed to provide progression to the corresponding Units at Higher.

Higher Graphic Communication

Entry Requirements

- Grade A or B at National 5
- Students in S6 who have been successful at Nat 5 or Higher Art

The graphics course consists of two main units:

2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphics techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will 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. Again, it will allow learners to initiate develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

Assessment

At National 5 and Higher to gain an award of the course, the learner must pass all the Units as well as the Course assessment. The purpose of the course assessment is to assess added value of the course as well as confirming attainment in the course and providing a grade. This added value consists of a question paper (50%) and an assignment (50%).

Progression

On successful completion of the course, the pupils should have gained useful knowledge and understanding of the language of graphic communication.

This may have applications at home or in leisure activities. However pupils aiming for careers in design, marketing, architecture, surveying, graphics, science and engineering will find the course of particular use.

Pathways to the Senior Phase: Health & Food Technology

This Course is to allow learners to develop practical and technological skills, knowledge and understanding to make informed food and consumer choices.

National 4/5/Higher

The course has four distinct units:

Food for Health

This unit will develop learners' knowledge of the relationship between food, health and nutrition. Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

Food Product Development

This unit will allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make food product(s) to meet specified needs.

Contemporary Food Issues

In this Unit, learners will develop knowledge of consumer food choices. They will consider factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices.

Added Value Unit: (National 4)

This is a practical based assignment where learners will develop their own food product for a given need.

Practical Assignment (N5/Higher)

This is a practical based assignment where learners will develop their own food product from a brief assigned by SQA. This is externally marked by SQA and is worth 50 marks

Assessment

To achieve at N4, all learners must pass each unit assessment and complete the Added Value Unit to a satisfactory level.

At N5/Higher, learners must pass all unit assessments, the practical assignment (50 marks) and an external written paper worth (50 marks).

Progression

Future careers paths could include all areas of the Food Industry including Food Product Development. Sports Nutrition and Dietetics are also popular as well as Teaching.

Pathways to the Senior Phase: History

How can we understand the world we live in without History? Current political and international issues cannot be fully understood without an appreciation of their roots in the past. To understand the society and world of today - you need to study History. History also develops a wide range of skills - powers of critical thinking, better use of language, improved writing skills.

National 4/5

The National 4/5 course enables learners to acquire knowledge and understanding, evaluate historical sources, be able to explain the impact of historical developments, analyse factors contributing towards historical developments and draw reasoned conclusions.

National 4 & 5 courses have 3 distinct units:

- * **A British topic - The Atlantic Slave Trade, 1770 - 1807**
- * **A Scottish topic - The Era of the Great War, 1910 - 1928**
- * **A European and World topic - Hitler and Nazi Germany, 1919 - 39**

Higher History

Entry Requirements

- Grades A or B at National 5 Level
- Students who have achieved an A or B grade at National 5 or Higher in English or another Social Subject.

The Higher course consists of 3 units:

- **Scottish History. Migration and Empire 1830 - 1939**

This is a source-handling unit and consists of answering questions based on a set of sources.

- **British History. Britain 1851 - 1951**

An essay has to be written on 1 of the topics covered.

- **European and the World. Appeasement and the Road to War, to 1939**

An essay has to be written on 1 of the topics covered.

Advanced Higher History

Entry Requirements

- Grades A or B at Higher History.

The Advanced Higher course studies - **Germany: From Democracy to Dictatorship, 1918-39.**

Assessment

At National 4 the course assessment consists of 2 components: an end of unit assessment for each unit must be passed and an Added Value Unit (a research project).

At National 5 and Higher levels the course assessment consists of 3 components: an end of unit assessment for each unit must be passed: an assignment worth 33% for Higher and 25% for National 5 of their final grade: and the final exam question paper.

At Advanced Higher the course consists of 2 components: a dissertation worth 50% and a final exam paper.

Progression

Employers know the skills you have learnt in History will equip you well in whatever line of work you take up. History is seen as a valuable qualification in many jobs - Law, Journalism, Broadcasting, Accountancy, Architecture, the Civil Service, Libraries, and Museum Service. Higher History is a valued entrance qualification for any course at University or College. History can also create an interest and enjoyment which stays with you throughout your life.

Pathways to the Senior Phase: Hospitality – Practical Cookery

The main purpose of this Course is to develop learners' practical cookery skills and their knowledge and understanding of ingredients and to provide a set of foundation skills for those who wish to progress to professional hospitality courses or work.

The course is available at N4 and N5 and has four distinct units:

- **Cookery Skills, Processes and Techniques**

This unit will develop learners' cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes.

- **Understanding and Using Ingredients**

This unit will develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.

- **Organisational Skills for Cooking**

This unit will develop learners' organisational and time management skills... They will also further develop the ability to carry out an evaluation of the product.

- **Added Value Unit**

Learners will produce a two or three-course meal, safely and hygienically.

Assessment

To achieve at N4, all learners must pass each unit assessment and complete the Practical Assignment to a satisfactory level.

At N5, learners must pass all unit assessments and complete a Practical Assignment as set by SQA worth 100 marks. This course is graded A-C.

Progression

The Scottish tourism industry employs more than 200,000 people, representing 9 percent of all Scottish jobs, and is a fun, vibrant and fast paced industry to be part of.

From catering to marketing there are many paths to pursue and a multitude of skills are required to keep the Scottish tourism industry developing in this ever changing consumer world.

Educational establishments across Scotland offer undergraduate and postgraduate degrees and executive development programmes and training courses to provide the necessary skills for the tourism and hospitality industry.

Pathways to the Senior Phase: Mathematics

Mathematics plays an important role in our lives. It is used in everyday activities such as budgeting, keeping time and playing games. Through applications developed in various historical and cultural contexts, mathematics has been one of the decisive factors in shaping the modern world. Mathematics continues to grow and to find new uses in science, technology, business and social life.

National 4/5

National 4 and 5 Mathematics is presented as problem solving activities built in solid foundations of a body of knowledge and skills, which will help to prepare our children for the world of work, recreation and to take their position as citizens in our society. The courses will help pupils develop transferrable skills used across the school.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three distinct units plus an added value unit at National 4 must be completed for both courses for pupils to gain an overall award:

National 4

* Expressions and Formulae * Relationships * Numeracy * National 4 Added Value

National 5

* Expressions and Formulae * Relationships * Applications * National 4 Added Value

Higher Mathematics

Entry Requirements

- Grades A or B at National 5 Level

The course aims to deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world. The Higher course consists of three units:

* Expressions and Formulae * Relationships & Calculus * Applications

Advanced Higher Mathematics

Entry Requirements

- Grades A or B at Higher Level

The course provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. The Advanced Higher course consists of three units:

*Methods in Algebra & Calculus *Applications of Algebra & Calculus *Geometry, Proof & Systems of Equations

Assessment

At National 4 all assessment is conducted internally. At National 5, Higher and Advanced Higher levels the Course assessment will consist of two papers; non-calculator and calculator. Both papers are examined externally.

Progression

Future possible career paths include a wide range of opportunities within a number of industries and beyond such as; Architecture, Graphic Designer, Computer Scientist, Statistician, Animator, Special Effects Director, Primary & Secondary Teaching, Banker, Accounting, Police, Nurse, Doctor, Astronomy, Marketing and Selling. Higher Mathematics is also a preferred additional Higher for the study of Business and Engineering at several universities.

Pathways to the Senior Phase: Media

We will be studying a variety of film, television and print texts including advertising. You will learn critical terminology appropriate to media analysis such as: camera shots, angles and editing techniques, and understand how to analyse and evaluate these techniques.

Some of our texts we study will have a Scottish context which will also enable pupils to gain their Level 5 Scottish Studies award.

National 5 - Pupils will develop the ability to analyse media content, develop knowledge of media literacy and the role of media in society as well as creating media content.

Assessment

Analysing Media Content with a Scottish Context The purpose of this unit is to develop the skills to analyse media content. This unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed analysis of media content.

Creating Media Content with a Scottish Context The purpose of this unit is to develop the skills to plan and create media content, and evaluate production processes. This unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content.

The National 5 Media exam is out of 50 marks and tests candidates' knowledge on many aspects of the media including: technical and cultural codes, target audiences and how the media affects peoples' behaviour and attitudes.

Progression

The media has never before had such an impact on every aspect of our lives. The things we talk about, the opinions we hold and the choices we make are being constantly shaped by the information we now have access to 24 hours a day. This course will encourage you to think more carefully about where this information comes from and crucially how it influences you and others around you. Developing your analysis and evaluation skills is core to a wide variety of careers, including careers in the media industry.

Pathways to the Senior Phase: Metalwork

The course is practical, exploratory and experiential in nature. It combines elements of practical metalworking techniques and standard practice with elements of creativity.

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

National 4/5

The Course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical metalworking context.

The Metalwork course consists of three main units:

Bench Skills

This Unit helps learners develop a range of metalworking hand tool skills including bench-fitting work, routine sheet-metal work, and measuring and marking out. Tasks will involve some complex features. Learners will be able to read and interpret drawings and diagrams depicting both familiar and unfamiliar metalworking tasks.

Machine Processes

This Unit helps learners build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes. Tasks will involve some complex features. Learners will work with an appropriate range of metals in both familiar and unfamiliar contexts.

Fabrication and Thermal Joining

This Unit helps learners develop skills in fabrication, forming and joining of metalwork components with some complex features. Learners will develop skills in thermal joining techniques. They will also build skills in measuring and marking out.

Assessment

At National 5 to gain an award of the course, the learner must pass all the Units as well as the Course assessment. The purpose of the course assessment is to assess added value of the course as well as confirming attainment in the course and providing a grade. This added value consists of a Component 1- practical activity.

Progression

This course or its Units may provide progression to National Certificate Group Awards, Skills for Work and sector - specific SQA qualifications. For some, the Course may also provide progression to employment apprenticeships and/or training in practical technology and related fields including, Crafts, construction, manufacturing, engineering, theatre and visual arts.

Pathways to the Senior Phase: Modern Studies

The Modern Studies course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Pupils will be involved in cooperative, active learning where they will develop their analytical skills. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work.

Content covered here is Crime and the Law; Democracy in Scotland and the UK and our chosen World Issue - Terrorism. Pupils must complete three end-of-unit assessments to pass the course and also an Added Value Unit (a research project) is compulsory at National 4 level. This research project lets the students choose an area of particular interest to them and investigate it through their own personal research supported by their class teacher.

National 5

Content here is the same as in the National 3/4 course. However, this course has an external SQA assessment and an Assignment which makes up 25% of the overall grade.

Higher

The Higher course has three broad curricular areas which are:

- Health and Wealth Inequalities
- Democracy in Scotland and the UK.
- International Issues - Development in Africa.

Entry Requirements

National 3 course > National 4 course; National 4 course > National 5 course; National 5 course with A or B pass > Higher course; Higher course pass > Higher Politics; Higher course A/C pass > Advanced Higher Modern Studies course (run currently by Glasgow Caledonian University Hub).

Assessment

The National 5 exam consists of the assignment write-up (1 hour) and a 1h 45m exam. The Higher course consists of one assignment, a written exam and three end of unit assessments. The assignment write-up is 1h 30m (25% of overall grade) and the written exam 2h 16m.

Progression

Many employers and universities regard a qualification in Modern Studies as particularly valuable. University courses in the Humanities, Journalism and Law are particularly keen on pupils who are qualified in Modern Studies.

Pathways to the Senior Phase: Music

Music develops learners' performing skills and provides opportunities for learners to create music covering many musical techniques and genres. The course also develops learners' knowledge of social and cultural influences on music.

National 4/5

In National 4/5 Music pupils will learn 2 instruments (or 1 instrument and voice). They will explore a wide range of styles from Scottish Music to Classical and Pop and Rap. This will influence the composing element where pupils will complete a series of short projects learning how to incorporate the new concepts they have learned into their own music.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three distinct units that pupils must pass to gain an overall award:

*** Performing Skills**

*** Composing Skills**

*** Understanding Music Skills**

Higher Music

Entry Requirements

- Pass at National 5 Level Music

The Higher course consists of three units:

Performing

In this Unit, learners will develop their performing skills and technique culminating in a programme of music lasting 16 minutes on 2 instruments (or one instrument and voice) at a minimum standard of Grade 4 ABRSM.

Composing

In this Unit, learners will develop composition skills. They will use these skills to create and write two contrasting pieces of music, using advanced composition techniques. Learners will also write a detailed Programme Note describing the concepts and musical intentions of each piece.

Listening

In this Unit, learners will study the history of music from the Renaissance period to Modern day. They will also be expected to understand the theory of music and be able to identify genres, styles and compositional techniques used by composers when listening.

Assessment

At National 5 and Higher levels the Course assessment will consist of three components: completion of composition folio, a performance and a question paper. The Music performance will enable the learner to be assessed on both instruments by an external examiner. Pupils will have to complete an external written 'Listening' exam which will be worth 40% of their final grade; the other 60% will be from their Performance.

Progression

Future possible career paths include a wide range of opportunities within the creative industries and beyond such as; Musician, Music Therapist, Journalist, Stage Manager, Producer, DJ, Presenter, Primary and Secondary Teacher, Sound Technician and Public Relations. Higher Music is also a preferred additional Higher for the study of Medicine and Law at several universities.

Pathways to the Senior Phase: National Progression Award in Musical Theatre – Music & Drama

The NPA in Musical Theatre is an exciting new course which centres around confidence building, providing you with excellent communication skills, social skills and presentation skills.

This course is not only for those interested in the Performing Arts but also those who are preparing to stand out from the crowd in job interviews or university/college applications.

This is an internally assessed course with no end of year examination, providing you with an equivalent pass at Higher C level.

The Course

The course covers three modules all of which help to develop your presentation skills, professional attitudes and a range of skills in voice, movement and acting in the context of musical theatre.

Module 1: Acting through song

Within this module pupils will focus on creating characterisation through voice and movement techniques. This is a great way of developing confidence and awareness of body language, facial expression and use of emotion.

Module 2: Group Movement/Dance

In this module pupils work in rehearsal and performance creatively and innovatively by:

- Preparing a performance of a group movement/dance
- Participating in the staging and performance of a group movement/dance
- Evaluating the process and the performance

Audition Preparation

Within this module pupils will identify individualised and relevant material, develop and apply practical skills as well as communication and interpersonal skills. Pupils will learn about the audition process in the Performing Arts and prepare an audition for performance and evaluation.

Pathways to the Senior Phase: People and Society

This course is ideally suited to pupils who may be interested in different aspects of social sciences. The course is an excellent stepping stone to National 5 Humanities courses in the senior phase. **The theme next year will be the study of Glasgow.**

People and Society is a flexible and inter-disciplinary course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. People and Society helps learners to make connections across subject disciplines.

National 3/4

There are four main units contained within the course. **People and Society has four sections:-**

Investigating Skills; This is an inter-disciplinary unit investigating a social subject topic to develop investigation skills involving identifying sources of information, collecting information and organising information.

Comparing and Contrasting; Interdisciplinary unit to develop the skills of comparing and contrasting again with a social subject focus.

Making Decisions; Interdisciplinary unit which uses a social subject topic to develop decision making skills.

Added Value Unit; Study of a topic or issue taken from the Key Ideas studied in People and Society. Pupils will draw together their learning from the other units to complete this section.

Entry Requirements

There are no official entry requirements for this course. This course is appropriate for a wide range of learners.

Assessment

Pupils must successfully complete and pass all four units to pass the course. There is no final examination.

Progression

If learners study at National 3 level, they can then progress to National 4 level. A National 4 pass in People and Society can be a stepping stone to National 5 courses across the social subjects and RMPS.

Pathways to the Senior Phase: Personal Development (Food Technology)

National 4/5

The course has four distinct units:

Self-Awareness

Learners will aim to increase their knowledge of their own qualities and feelings while undertaking a personal project.

- All about myself
- Planning and hosting a community event e.g. Charity Coffee Morning for Staff

Self and Society

Learners will aim to develop their interpersonal skills as they work with others to plan and carry out a group project e.g.

- Organising a fun day for primary 1
- Planning and hosting a Summer Tea with the Music Department

Self and Work

Learners will aim to develop their task management skills while carrying out a vocational project

- Preparing for Work Experience
- Setting up a small business e.g. Cookie company

Practical Abilities

Learners will demonstrate their abilities in handling information, communicating effectively and delivering a product or a service while undertaking one or more projects

- Developing a leisure activity e.g. Cake decorating
- Use of community leisure facilities

Assessment

To achieve at N4/5, all learners must pass each unit assessment.

Progression

Personal Development encourages a positive attitude to co-operation and team building. We strive to encourage personal qualities such as self-awareness, self-respect, confidence and initiative. The skills taught in PD are transferable to all areas of life and work.

Pathways to the Senior Phase: Personal Development in Technology

The Personal Development Course seeks to develop candidate's potential as employable contributing members of society through the development of life skills related to task management, social interaction and self-evaluation. The course will run at National 5 and higher level.

The Course aims to provide candidates with the opportunity's to gain knowledge of and develop the following personal, social and vocational skills and qualities:

- Task management skills such as planning, organising, making effective decisions and multi-tasking
- Interpersonal skills such as how to work in a group, given criticism sensitively and being sensitive to impact on others.
- Self-awareness, self-reliance, self-esteem and self confidence
- Self-evaluation skills, including use of appropriate evaluation techniques, reviewing, analysing, reaching conclusions and target setting

The course also aims to provide candidates with the opportunity to demonstrate the following

- Gathering and organising information
- Communicating effectively
- Delivering an output, i.e. a product or service which is fit for purpose

Candidates will work with **non-directive supervision** to achieve these aims

Assessment

The course has four mandatory Units:

Personal Development:Self awarness

Personal Development:Self in society

Personal Development:Self and work

Personal Development:Practical Abilities

There is **no external** assessment for this course. To achieve the course award the cadidates must passs all units which make up the course.

Progression

This course or its units may provide progression to:

- Higher education
- Training or employment
- Further education

Pathways to the Senior Phase: Personal Finance & Leadership Award

Personal Finance

The nature of the Award contributes to delivery of the four Curriculum for Excellence capacities. The importance of financial education in schools is now widely recognised as an important and necessary life skill for young people. The Personal Finance award will equip candidates with the skills to cope confidently and effectively with basic financial encounters as well as managing money.

The Personal Finance Award is jointly certificated by both SQA and Institute of Financial Services (ifs), and is credit rated at SCQF level 4. The award consists of two units, The Principles of Money and Money Management.

* The Principles of Money * Money Management

Entry Requirements

National 4 Mathematics

Assessment

The course is internally assessed online using a package called solar. Results are instantaneous.

Progression

Young people who successfully complete the course can continue their studies at college; The **IFS** University College Certificate in Personal Finance or level 6 NPA in Financial Services.

Leadership Award

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity. The Leadership Award encourages learners to respect the cultures and beliefs of others working alongside them. The Award is endorsed by the Chartered Management Institute and is available at National 5 and Higher Level.

The Award consists of two mandatory units:

* Leadership: A Introduction * Leadership in Practice

Entry Requirements

This Award is designed to be flexible and is therefore suitable for learners from a wide range of centres.

Assessment

There is no external assessment for this Award. To achieve the Award learners must successfully complete both units. Leadership in Practice unit allows learners to take on a leadership role within an activity and create a portfolio of evidence.

Progression

Learners who undertake this Award can progress from National 5 to Higher, have increased employment opportunities following on from the transferable skills and knowledge developed within this Award or increased career progression, if already employed.

Pathways to the Senior Phase: Photography (Higher)

Photography helps learners understand the visual world in which we live. It also helps learners to critically evaluate their personal appreciation of the society in which they live, locally, nationally and internationally.

The Higher Course enables learners to develop skills, knowledge and understanding of the manual settings of a DSLR (Bridge) camera, the work of other photographers in selected themes and the world in which our young people live. All work is related to established photographers work and the way they capture the world in which we live.

In S5/6, pupils will be working towards gaining a higher qualification in the Senior Phase. The Higher photography course is broken down into three units:

*** Image Making**

*** Contextual Imagery**

*** Project**

Higher Photography

Entry Requirements

- National 5 Level Art and Design / Senior phase master-class photography pass

Image making

In this Unit, learners will advance skills, knowledge and understanding of the full workings of a Digital Single Lens Reflex camera (DSLR). This normally relates to the main areas of ISO settings, Aperture settings and Shutter Speed settings; however it will also involve daylight versus night time photography, interior versus exterior photography, tripod and timer use, white balance (interior), macro and super macro photography.

Contextual Imagery

In this Unit, learners will advance knowledge of established photographers work in a minimum of two genres, and then be able to replicate this through an in-depth knowledge of the camera skills

Learners will develop knowledge and understanding of the social and cultural influences from selected photographers work and will then be able to analyse this in terms of camera techniques as well as compositional, tone / colour elements.

Assessment

At Higher levels the Course assessment will consist of one component broken down into three sections: A personal (negotiated) project based on the influence of selected photographers work (100 marks). This project is broken down into three sections: Research and Investigation (25 marks), development and production - including 12 highly competent images (60 marks), Evaluation 16 marks

Progression

Photography higher leads to careers such as: Fashion photography, Photo Journalism, Film and Television, Advertising, Corporate Photography and Medicine.

Pathways to the Senior Phase: Physical Education

Physical Education develops the learners' skills and abilities in a wide range of physical activities. The Course concentrates on Mental, Emotional, Social, and Physical factors of physical education, physical activity, and sport.

National 4 / 5 / New Higher

Entry - Pupils must be proficient in 2 different activities.

There are 2 internal units and 2 assessment tasks that pupils must pass to gain an overall award. All three follow the same structure but with varying levels of achievement.

Unit - Practical Performance Learners need to achieve 6 outcomes in 2 activities.

Outcomes include performance repertoire, consistency, fluency and control, working cooperatively, decision making and problem solving.

There are 4 core activities but pupils can also use specialisms in other sports.

Unit - Factors Impacting on Performance Learners need to achieve 3 outcomes.

Learners will evidence their data collection, development programme, and data monitoring contributing towards improvement in performance.

Assessment - Performance

Pupils will be assessed in a one off performance situation. Normally the activity will be selected from one of the course activities, however if a candidate has a particular strength in another area, every effort will be made to use this.

This will make up 60% of the final grade at N5 and Higher. (100% at National 4)

Assessment - Written

National 5 - Portfolio

Pupils will complete a portfolio. This is a project covering the Factors Impacting on Performance (detailed above) which will be sent to SQA for marking.

Higher - Exam

Pupils will have an SQA exam in May. This comprises of 4 questions, one on each of the 4 factors (Mental, Emotional, Social, and Physical).

Advanced Higher

Entry - Pupils need Higher English, they do not need Higher PE.

Pupils also need one activity where they have trained/competed/specialised at club level.

Assessment

One off performance is worth 30% of the overall grade.

5,000 word assignment is submitted to SQA for the remaining 70%.

Progression

Future possible career paths include a wide range of opportunities within the creative industries and beyond such as; Teacher of Physical Education, Sports Development, Sports Management, Active Schools Co-ordinator, Sports Coach, Fitness Instructor, Swimming Teacher, Youth Play Worker. Physical Education is also sought after by employers offering trades as it demonstrates to employers that pupils know how to stay fit and healthy.

Pathways to the Senior Phase: Physics

Studying Physics gives learners 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, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation.

National 4/5

The National 4 & 5 Physics courses enable learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

* Dynamics & Space

* Electricity & Energy

* Waves & Radiation

Higher Physics

Entry Requirements

- Grades A or B at National 5 Physics
- Students in S6 who have been successful at Higher in another Science subject.

The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts. Pupils will build upon their work at National 5 by studying many topics in more details including dynamics, kinematic, space time, the application of particles and waves, electricity and electrical storage and transfer.

Higher Physics consists of 2 full units and 2 half units that pupils must pass to gain an overall award:

* Our Dynamic Universe (full unit)

* Electricity (half unit)

* Particles & Waves (full unit)

* Researching Physics (half unit)

Assessment

At all levels of study pupils are required to pass each individual unit throughout the year. At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupil having to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

Progression

Successful completion of the Higher course could lead to studying Advanced Higher Physics.

Successful completion of the Physics courses can lead on to further study and/or employment in a huge range of areas. Examples of these include radiography, physiotherapy, civil aviation, medicine, computing, astronomy, construction, audiology, astrophysics, finance, ophthalmics, architecture, surveying, dentistry, and electronics, engineering and sound technology.

Pathways to the Senior Phase: Higher Politics

The Politics course enables learners to develop analytical, reasoned and critical argument which is crucial not only in this subject but in personal and vocational contexts. While Politics is in a sense everywhere and significant in everyone's lives there is no single focus, no entire approach that can provide all the answers to political questions. Higher Politics helps enlighten pupils in regards to who makes the big decisions that affect their lives.

Pupils will be involved in cooperative, active learning where they will develop their analytical skills. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and also working on their own.

Particular knowledge, understanding and skills will be developed:

- political concepts, models and theories and the ability to relate these to past and current structures, institutions and practice.
- the work of major political theorists.
- how people participate in the political process and elections in different contemporary contexts.
- skills needed to interpret, analyse and evaluate political sources and election data.
- the ability to select, organise and distinguish evidence from opinion.
- the ability to construct arguments and explanations which lead to informed and reasoned conclusions.

Higher

The Higher course has three broad curricular areas which are Political Theory, Political Structures and Political Parties and Elections.

Entry Requirements

This course is suited to pupils who have passed a Higher social subject in S5. Pupils will find the course builds upon the skills they have acquired in the faculty of Social Studies and RME

Assessment

The Higher exam consists of a 1h 30m assignment under exam conditions and a 2h 16m exam.

Progression

Many employers and universities regard a qualification Higher Politics as particularly valuable. University courses in the Humanities, Economics and Law are particularly keen on pupils who are qualified in Politics.

Pathways to the Senior Phase: Religious, Moral and Philosophical Studies

The uptake for RMPS in Scotland has been increasing steadily for a number of years. A Course award in the qualification is well-received by universities and employers. One of the key attributes of the course is its philosophy content.

NATIONAL 4/5

Students will study the following three course units:

1. World Religion - Islam. This involves a detailed study of the Muslim religion.
2. Morality and Belief - Religion and Justice. This involves the study of the relationship between religious and secular beliefs and the moral issue of crime and punishment, including capital punishment.
3. Religion and Philosophical Questions - This unit is concerned with religious, scientific and philosophical enquiries into questions on the origins of life, the existence of God, the problem of evil and suffering and miracles.

HIGHER

Students will follow the same course as Nationals with exception of Buddhism at Higher rather than Islam.

Entry Requirements:

There is a clear line of progression within Religious, Moral and Philosophical studies. If successful in each course then the possible line of progression is as follows:-

National 4 course > National 5 course; National 5 course with A or B pass > Higher course.

Nationals Course Assessment: Assessment will follow the pattern set out by SQA.

There are three internal assessments to be sat during the term, one for each unit.

One assignment to be completed in school under controlled conditions (National 5 only).

One Added Value Unit to be completed (National 4 only).

There is one final exam which last for 1 hour 30 minutes (National 5 only). This paper will assess knowledge, understanding and skills acquired during the course.

Higher Course Assessment: Assessment will follow the pattern set out by SQA.

There are three internal assessments to be sat during the term, one for each unit.

One assignment to be completed in school under controlled conditions.

There is one final exam paper: This exam lasts for 2 hours 16 minutes. This paper will assess knowledge, understanding and skills acquired during the course.

Progression -Candidates who gain a Course award will be in an ideal position to continue their studies of religious, moral and/or philosophical issues in Further or Higher Education Institutions. Those who choose to study alternative subjects in the future will also benefit as they will develop the skills of analysis and evaluation. These transferable skills are an important part of Higher RMPS and are of relevance in a wide variety of subject areas.

Pathways to the Senior Phase: Spanish

Why study Spanish? In the modern world, languages and communication skills have become increasingly important in the workplace, where global trade, business, travel and ICT are part of everyday life. **Spanish** speakers form **7% of the world's** population. Spanish is the official language of **21 countries** and is spoken by **over 8% of the US population** (30 million people). Spain plays an important role as one of Britain's most important trading partners. The purpose of all courses is to develop the skills of listening, talking, reading, writing, to understand and use Spanish to communicate.

National 3/4

Two units: Using Language and Understanding Language - units are internally assessed. To achieve **National 4**, pupils must complete an Added Value Unit, in order to complete the course.

National 5

Two units: Using Language and Understanding Language - units are internally assessed. In addition, there is a dual purpose Added Value assessment - talking, worth 30%. Pupils sit external exams in reading, listening and writing.

Modern Languages for Life and Work Award - Spanish

This course has **3** units - Modern Languages for Work Purposes; Modern Languages for Life; Building Own Employability Skills. Units are internally assessed. It could be considered as an alternative to National 3 or National 4.

CFE Higher Spanish

Entry Requirements

- Grade A or B at National 5 level - consideration given to other results on an individual basis.

This course comprises two units - Understanding Language & Using Language. The units build on the contexts covered in the National 5 Course: Society, Learning, Employability and Culture. To gain a course award, pupils must pass both units as well as their external course assessments.

Advanced Higher Spanish - *This course may be available to students who have passed Higher Spanish and can successfully demonstrate the ability to work independently.*

Progression

A study of job adverts will show an increasing requirement for competence in foreign languages. Colleges and Universities offer courses, including the Sciences and Engineering, Law and Accountancy, which now include a European language option and the chance to study abroad for a year. This link will give you more information - real people, real jobs, ALL using languages: <http://www.scilt.org.uk/Business/Jobprofilesandcareers/tabid/2867/Default.aspx> Possible careers include hospitality; retail; interpreting; teaching; translating; finance; journalism; local government; customs and immigration; law; civil service; airline cabin crew; publishing; transport and distribution; broadcasting; travel and tourism; diplomatic service; catering; importing and exporting; call centre work; marketing and sales.

Pathways to the Senior Phase: Travel & Tourism

Travel and Tourism develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry. This course is ideal for improving employability skills in young people in terms of communication, decision making skills and enhancing a young person's knowledge of the world around them.

National 4/5

There are four main units contained within the course. The Employability unit aims to teach pupils to become effective job seekers and employees in the travel and tourism industry. Secondly, the Customer Service unit allows pupils to learn the skills which are required to work in that industry. For example, they will develop their communication skills and learn how to handle complaints. The Scotland unit allows pupils to enhance their knowledge of Scottish tourism, whereas in the final unit, UK and Worldwide, pupils develop an understanding of international tourism.

Entry Requirements

Ideally pupils will have a background in Geography at National 4 level for the National 5 course though this is not essential.

Assessment

Pupils must successfully complete and pass all four units to pass the course. There is no final examination.

Progression

There are college courses that specialise further in Travel and Tourism. Possible careers that this course would be suited to include the expanding tourism trade as well as environmental, retail and service industries- the biggest employers in Scotland.

Pathways to the Senior Phase: Practical Woodwork

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.

National 4/5

The course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills, and an appreciation of safe working practices in a workshop environment and an understanding of sustainability issues in a practical woodworking context.

The woodwork course consists of three main units:

Flat-Frame Construction

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Carcase construction

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcass construction. Tasks will involve some complex features and may include working with manufactured board or with frame panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Machining and Finishing

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

Assessment

At National 5 to gain an award of the course, the learner must pass all the Units as well as the Course assessment. The purpose of the course assessment is to assess added value of the course as well as confirming attainment in the course and providing a grade. This added value consists of a Component 1-practical activity.

Progression

The person who can both think and do is recognised as important to society and the skills gained will be transferrable in to many different career paths this course will provide invaluable experience and preparation for the construction industry, manufacturing, crafts, visual arts or engineering. Successful pupils could look at employment at operator, semi-skilled level or at a placement on an industrial training course.

Personal Development: Duke of Edinburgh Award (1 Year Minimum)

There are three levels of programme learners can do which, when they have successfully completed them, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. The main differences between them are the minimum length of time it takes to complete them, how challenging it is and the minimum age you can start.

Bronze

- A Bronze DofE programme has 4 sections, Volunteering, Physical, Skills and Expedition. Learners must do a minimum of 3 months activity for each of the Volunteering, Physical and Skills sections, and plan, train for and do a 2 day (1 night) Expedition.
- Learners also have to spend an extra three months on one of the Volunteering, Physical or Skills sections. It's your choice which one and, though they can change your mind later, they should decide which section they want to do for longer at the beginning. Knowing how long you're going to do it for will help them to choose their activity and set their goals for each section.

Silver

- A Silver DofE programme has 4 sections, Volunteering, Physical, Skills and Expedition. Learners need to do at least 6 months Volunteering and a minimum of 6 months on either Physical or Skills and 3 months on the other.
- If learners did Bronze, they can choose the same activity for Silver, but they need to show development in it.
- The Expedition section involves planning, training for and doing a 3 day (2 nights) expedition.
- If learners start their Silver without doing Bronze first they will have to do an extra 6 months volunteering or doing whichever of the Physical or Skills sections they have spent more time on. Though they can change their mind later, they should decide which section they want to do for longer at the beginning.
- It will take you at least 6 months for Silver if they already achieved your Bronze, or 12 months if they have jumped straight into Silver.

Why do your DofE?

From the first day to the last it's a real adventure. Every section gives you something different - that's the fun of it! Learners enjoy loads of new experiences, discover talents they never thought they had and challenge themselves. Plus you'll do things you love and get a kick out of. It's a real buzz!

Then there's all the other stuff:

- ✓ achieving an Award will give learners skills, confidence and a view on life that everyone is looking for, from employers to colleges and universities
- ✓ learners' getting recognised for doing things you want to do (and may even be doing already)
- ✓ learners' making a difference to other people's lives and your community
- ✓ recognised by Universities and employers

Personal Development: Award in Volunteering Skills (1 Year Course)

This award allows pupils to register with SQA for a Group Award in Volunteering which will provide a qualification at SCQF level 3, 4 or 5. The general aim of this qualification is to give individuals the opportunity of gaining a Scottish qualification which recognises their contribution to volunteering and the learning they gain as a result of being involved in activities additional to their formal learning. Through participation in volunteering activities, candidates will develop a range of skills and personal development experiences which will help to prepare them for responsibility, further education and employment.

Through involvement with the Award in Volunteering Skills it is possible to achieve other awards such as the Saltire Awards, Youth Achievement Award and the Duke of Edinburgh Award all of which can contribute towards the Volunteering Skills award, and all pupils who choose this option will register for the Saltire Awards which are the new Scottish awards designed to formally recognise the commitment and contribution of youth volunteering. Supported by the Scottish Government, the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements in school or provided by local and national voluntary agencies. This enables all volunteering to be recognised whether it is done in school or not.

Both the Award in Volunteering Skills and the Saltire Award link into the development of skills for life, learning and work, transferrable skills and the development of the skills and attributes of the four capacities of Curriculum for Excellence, for example self-awareness and improvement, citizenship, confidence, self-management, critical thinking, independent thinking, appreciation of values and beliefs, informed decision making and reviewing and evaluating. They will also strengthen a candidates CV by providing formal recognition of volunteering activity undertaken and help volunteers articulate the value of their volunteering experience in job applications and interviews. It is also a useful addition to pupils applying for University to show breadth of experience and responsibility in the senior school.

The Award in Volunteering Skills is suitable for pupils of all abilities, but pupils must have an interest in volunteering and be prepared to work to source a volunteering placement which they can sustain.

The Award consists of 3 Units:

- Preparing to Volunteer
- Volunteering Experience
- Volunteering: Investigative Project

Personal Development: Community Sports Leadership SCQF Level 5 Award (1 Year Course)

The SCQF Level 5 (equivalent to a National 5 qualification) Award in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in sport/activity, under indirect supervision.

The award is a nationally recognised qualification that helps people develop their leadership skills. In addition to this pupils will gain a number National Governing Body Sports Award's in a variety of activities to enhance their leadership skills.

The course has been developed by [Sports Leaders UK](#) and has been designed to foster generic skills, such as organisation, communication and safety, which can be applied to a variety of different sporting activities as well as contributing to the candidate's personal and social education.

They will learn how to organise and motivate themselves and other people, and improve their communication skills. This can really boost young people's confidence and help them in work, education and life.

Entry Requirements

Pupils must be 16+ by the end of March 2017 to complete this course.

Pupils must be willing to work on their own or as part of team and bring their PE kit every period. No qualifications are required to start the course and there are no exams to sit at the end.

Assessment

It's a practical qualification where candidates learn through doing, rather than through written work. A candidate's ability to be a competent leader is assessed by observation rather than written tests. Pupils must complete the following units:

- Plan, lead and evaluate a sporting activity
- Develop leadership skills
- Lead a fitness session
- Organise and deliver a sports event or competition

In order for your learners to complete their SCQF Level 5 Award in Community Sports Leadership they must complete 25 hours demonstration of leadership within the community.

Progression

Successful candidates may progress to work with community groups or future employment opportunities within the sports industry.

Personal Development Courses

Ceramics

Learners will develop a fruit ceramic bowl or 'plate' as part of the Scottish governments drive in health and wellbeing. This unit should be viewed as an enterprise unit where pupils will begin their knowledge and understanding of the process that a professional ceramicist will undertake in the production of artefacts. Learners are required to invest in their materials as part of the process and produce a ceramic work that will be attractive and be fit for purpose in the design of a ceramic fruit container or bowl. All ceramic work will be for displayed in a sale of work at the end of the unit where learners will receive all profits from possible sales of their work.

Debating & Public Speaking

In this course you will get the chance to improve your verbal presentation skills, analytical skills and powers of persuasion. The course will give pupils the chance to win a Youth Achievement Award at Gold, Silver or Bronze. This is an accredited course with SCQF points run by Creative Scotland and will challenge students to plan, organise and lead an event once they have learned the requisite Public Speaking and Debating skills. The course also offers leadership opportunities as pupils will be training younger students in the skills that they have acquired.

The course is for all pupils, whether confident or shy; outgoing or quiet. Your ability to present information in front of groups, large or small, will be crucial in finding employment when you leave school. This course will seek to build upon the skills you already possess and develop these so that you are ready for the world beyond King's Park Secondary. There will also be part of the course where we will look at interview skills and help you prepare for the first steps in your career. The course will help in terms of revision for other subjects. For example, you may decide to present a talk that you are doing in English in this class to help your preparation for SQA exams.

Gardening

Learners will have the chance to get hands on experience of working with plants in both internal and external environments. Learners will have the opportunity to take responsibility for several raised beds within the school grounds and will be involved in growing food crops and decorative plants. Learners will get to develop skills such as pruning, making compost, germinating seeds, dealing with weeds and pests, planting, watering, harvesting and basic plant identification.

Interdisciplinary Project - Scottish Baccalaureate - S6 - 1 Year

This option is designed to support you through the Interdisciplinary Project of the Baccalaureate qualification. It is ideally suited to pupils who have achieved Highers in S5 in Modern Languages, Science, Expressive Arts or Social Sciences.

The Project is designed to develop the kind of skills which employers and universities are looking for in young people - the work allows you to apply or extend existing subject knowledge and skills in a relevant context and focuses on:

- Independent learning
- Transferable skills
- Planning
- Evaluating
- Research Skills
- Interpersonal Skills

Students who successfully complete the project are accredited with a Higher equivalent PASS. It is an excellent addition to include in personal statements for UCAS applications.

IT Solutions

IT Solutions is a Personal Development Course that seeks to develop candidate's potential as employable contributing members of society through the development of life skills. No matter what your career pathway having the skills in using Word, Excel, Access, and Outlook will enhance your employability. After completing this course you will gain the SQA unit award IT Solutions for Administrators. This course would be best suited to learners who are **not** undertaking study at National 4 or 5 Administration and IT.

Media

Pupils will develop the ability to analyse media content, develop knowledge of media literacy and the role of media in society as well as creating media content. Focus will be on film and television as well as print media such as advertising and journalism.

The media has never before had such an impact on every aspect of our lives. The things we talk about, the opinions we hold and the choices we make are being constantly shaped by the information we now have access to 24 hours a day. This course will encourage you to think more carefully about where this information comes from and crucially how it influences you and others around you.

We will be working on analysis skills studying a variety of film and television texts. You will learn critical terminology appropriate to film analysis such as: camera shots, angles and editing techniques, and understand how to analyse and evaluate these techniques.

Music Master Class (Composing, Keyboard & Vocals)

Vocal Master Class

The course aims to enable learners to:

- Learn a range of vocal techniques
- Study posture, projection, breathing
- Utilise their voice and sing in different genres
- Learn harmony techniques and how to sing as a 'band'
- Create a short programme for performances
- Record a demo

Composing Master Class

The course aims to enable learners to:

- Learn musical theory and what 'all those words' mean
- Arrange pieces of music in different styles
- Learn how to use different instruments, pitch, tempo, dynamics to create and alter sound
- Use computer software to annotate and record their composition

Keyboard Skill Master Class

The course aims to enable learners to:

- Improve their standard of playing on keyboard/piano
- Play different genres of music
- Enhance their skill in playing 'musically'
- Learn how to accompany a singer/instrumentalist

Musical Theatre Master Class

A practical course in musical theatre, singing performance and audition techniques

The course aims to enable learners to:

- Nurture versatility as a singer and actor
- Give a deeper understanding and increased enjoyment of musical theatre
- Prepare for auditions
- Learn what is expected from audition panels

Modern Language & International Education

Learners will have the chance to pick up new language skills - This may be recognised as 40 hour units as part of the SQA **Modern Languages for Life and Work Award**. The aim would be to achieve basic communication in a range of practical settings - home; travel and business, whilst exploring French/German/Spanish cinema, culture, food and drink. Depending on progress with the units it *may* be possible to achieve units for two different languages during the session.

This option would be suitable as part of a personal development profile for anyone who is interested in increasing their critical thinking skills, learning more about the importance of the world around them, communicating with others and global citizenship.

The course could include:

- **An introduction to World Cinema** - This element would enhance your enjoyment of learning a little about different cultures e.g. exploring world or life events - film and discussion!
- **Cultural Excursions** - cinema; dining; theatre; exhibitions; museums; art galleries.
- Investigating the **influence of culture** on our own culture here in Scotland e.g. Architecture; Language; Art.
- Beginning links via **E-twinning**, with young people your age, in different countries of your choosing.

P.E. Higher Practical Performance Units

In this Unit, learners will be assessed in basketball, badminton, hockey or football. They will develop their personal performance in this area and it is worth 100% of their overall grade. These units are good for supporting those pupils who want to enhance their personal performance and who also want to enhance theory prospect at getting into Further or Higher Education.

Photography

Learners will participate in a photography unit looking at the natural environment, learning about camera techniques. Learners will then develop the images using a serif photoplus to expand possibilities within the final solutions. Learners are able to use photographic and digital image manipulation techniques in a variety of ways to enhance their understanding and personal vision of the natural world in which they live. Learners will expand their knowledge and understanding on composition, structure, colour, content, tone and scale.

Practical Cookery

The Course aims to enable learners to:

- use a range of basic cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- acquire a basic understanding of ingredients and their uses
- acquire an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

The Course develops a range of essential skills which will prepare learners for life and for further learning in a vocational context.

Sports Officiating

This course looks at technical aspects of positioning, rules, sequence, and discipline, as well as building confidence, taking responsibility, and managing emotions. The course also links with local courses such as Strathclyde University's football refereeing qualification.

Pupil Support

The chance to opt into peer pupil support affords a unique opportunity to provide help for others within our own school community. You would contribute to their learning, improve their communication skills, and help them develop confidence and self-esteem. Most importantly, you would act as a very positive role model for younger pupils to look up to. Peer support benefits those who provide the support and those whom they work with. Supporters are afforded an insight into the obstacles many pupils face within the education system, and the opportunity to use their own skills to help overcome them. It is an ideal experience for those who would be interested in a career in teaching or working with adults or young people with a variety of needs. It provides an excellent opportunity to work within the area of communication and leadership.

What would be expected you

You would be working in any of the following areas:

- Paired reading (helping pupils who have difficulties with reading to build their confidence and self-esteem)
- Carry out the Toe by Toe programme with pupils with specific learning difficulties , a proven method of helping pupils with their spelling
- Small groups of pupils who need help in their English or Maths
- Working under the guidance of other members of staff with small groups of pupils
- Ivona and Word Talk (an ITC programme to meet the needs of dyslexic pupils)
- Homework Groups - making sure pupils are on track with their Homework and classwork
- In class support of pupils - perhaps you're very good at science and we have a pupil that is in science and having difficulties. You would provide basic support within that area. Whatever your strength, you could help a pupil who is having difficulties in that area
- Education City and other ITC programmes used for pupils in Pupil Support