Option Choice Booklet
Information for young people, parents and carers
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Introduction

This booklet has been prepared to inform parents and pupils as fully as possible about the courses available for pupils in S3. Pupils will have access to the booklet during Personal Social and Health Education lessons which will focus on options and career planning.

In S1/S2 all pupils have followed a broad general education. Pupils continue into S3 with a broad general education. Curricular choices at the end of S2 will provide pupils with an element of personalisation and choice whilst ensuring that their entitlement to a broad general education is still being met.

As pupils in S3 move into the senior phase and national qualifications it will be necessary to reduce the number of subjects studied from 8 in S3 to 7 in S4.

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

The Pupil Support Team and specialist subject staff will do their best to help you and your child to make the choice best suited to the abilities, interests and the future plans of your child.

In the subject pages which follow you will find information about the content of the courses being offered as well as some detail on how courses are organised and assessed.

If you require further information of a general nature regarding course choices, please contact either your son/daughter’s pupil support teacher or Allison McDonald DHT with responsibility for S2. However, if you need more specific details of individual courses then please contact the faculty head of the course.
Guide to Pupil Support

There are two Depute Head Teachers involved in supporting the young people through the Option Choice process:

A. McDonald - DHT S3 (gw07mcdonalda@glow.sch.uk)
and
F. Murphy - DHT S5 (gw07murphyf@glow.sch.uk)

The DHTs will work closely with Pupil Support Managers to make certain that this process is as smooth as possible.

The Role of Pupil Support

Your son / daughter will be guided through this process by their Pupil Support teacher:

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Pupil Support Managers will work with your son/daughter during PSHE in the run up to their final options choice and they will offer each child an individual interview towards the end of the process. Parents will also be invited to attend this interview.
The Faculties

If you have any further questions relating to any of the curricular areas in the booklet please do not hesitate to contact the appropriate Faculty Head.

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Faculty Heads will provide additional information to your child in relation to the variety and range of subjects available to them in S3.

There are also a range of useful websites that might prove useful:

www.skillsdevelopmentscotland.org.uk

www.planitplus.net

www.scienceandmaths.net
English

Faculty Head: R Marley
(gw07marleyr@glow.sch.uk)

Why Study English?

English is an essential aspect of many career paths and most jobs require an English and Literacy qualification as an essential component. Core English and Literacy skills in Reading, Writing, Talking and Listening are embedded in every aspect of the S3 course.

In addition, many college courses require entrants to have studied English to National 4/5 level. Many university courses require students to study beyond National 5 level.

Course

All pupils will follow a similar English course as part of a broad general education, covering level 4 Literacy and English outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 English outcomes.

Assessment of Course

Assessments will be completed in an ongoing way. The emphasis will be on developing each pupil’s skills in Reading, Writing, Talking and Listening as fully as possible before pupils move into classes for the National 4 or National 5 course in S4.
Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5 in English.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Homework

The regular setting of homework is an essential component of the English department’s programme of work and will be based on specific work being done by each class teacher. Homework can take a variety of forms. Examples of the types and length of homework which will be issued include:

- Completion of first / final drafts of Creative and Discursive Writing
- Reading of class texts
- Completion of Critical Essays based on class texts
- Preparation of topics for Individual and Group Talk
- Private Reading (nightly)
- Reading of newspaper articles to develop Close Reading skills
- Reading of Close Reading/Language Notes
- Close Reading tasks
- Research work in preparation for extended Writing tasks

Equipment

There is no special equipment required to complete the English course. Students are, however, expected to take care of textbooks issued to them and come to class equipped with a pen or pencil.
Mathematics

Faculty Head: M Kane
(gw07kanem@glow.sch.uk)

Why Study Mathematics?

Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers.

You may not need to use algebra when you go shopping, but the architects who designed the shop did, and so did the builders who built it, and so did the engineers who designed the machines which made the goods you buy.

Obviously, if you want to be a mathematician you are going to have to study Maths. But you don't need to be a mathematician simply because you want to keep studying Maths! Physics, Chemistry and Biology all rely on Maths to some extent, and many subjects, such as Business, Computing Studies and Technical subjects will all be much easier if you have a good grasp of Maths.

Maths is a good "core" subject especially if you are not sure what you want to do after leaving school. If you're thinking of going straight from school into employment, then Maths is quite possibly the most important subject you can take, as the ability to understand and manipulate numbers and mathematical concepts is extremely useful for almost any job. Employers rate Maths skills very highly: there is always a demand for employees who can think logically and process information accurately.

The Course will motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. The Course develops confidence in the subject and a positive attitude towards further study in mathematics. It develops skills in manipulation of abstract terms in order to solve problems and to generalise. The Course allows learners to interpret, communicate and manage
information in mathematical form, skills which are vital to scientific and technological research and development.

This Course is designed to develop the learner’s skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modeling
- some numeracy skills in number processes and information handling

Course
In S3 all pupils will follow a maths course as part of a broad general education, covering level 3 and level 4 Numeracy and Mathematics outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 mathematics outcomes in preparation for the Senior Phase.

Assessment of Course
Continuous tracking of pupil performance is supported with formal assessments after each booklet, marked internally by the class teacher.

Progression
At the end of S3 pupils will progress to a course leading onto a qualification at National 4, National 5 (Units Only) or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 4 may progress to National 4/5 Applications of Mathematics.
- A pupil achieving National 5 (Units Only) may progress to National 5.
- A pupil achieving National 5 may progress to Higher.
**Deadlines**

Pupils will be given regular deadlines to meet. These deadlines will be partly completed in class but also require a significant amount of work carried out at home. Pupils are expected to mark all of the work covered in a deadline and learn from any mistakes. The extent to which a pupil is meeting deadlines is regularly assessed by the class teacher.

**Equipment**

Each pupil is expected to bring with them on a daily basis:

- any materials the teacher has issued to assist with their learning i.e. a textbook and jotters
- stationary such as pencils and a ruler
- a scientific calculator
Modern Languages
Gaelic

Faculty Head: D Sutherland
(gw07sutherlandd@glow.sch.uk)

The languages offered in this Faculty are:
- French
- Gaelic
- Spanish

Why study Modern Languages?

From the earliest stages, learning experiences in modern languages develop and enhance the essential skills of literacy, personal and interpersonal skills, communication and ICT skills, and working with others. Equally importantly, learning a modern language encourages young people to take responsibility for their own learning, to assess their own strengths and weaknesses and to develop an awareness of the needs of others.

Developing language skills also encourages an enhanced sense of self as a confident and successful language learner and user, and as a member of communities at local, national and international levels.

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. A study of job adverts will show an increasing requirement for competence in foreign languages. In the world of international trade and business, young people in Scotland must be equipped with the skills that will allow them to take advantage of the opportunities that exist for those with sound language abilities.

French

More tourists (75 million) visit France than any other country in the world. French is the only language other than English spoken on five continents. French and English are the only two global languages.
French, along with English, is the official working language of the United Nations, UNESCO, NATO, the 31-member Council of Europe, the European Community, the International Red Cross.

France is a major world leader in medical research, electronics manufacturing, telecommunications and aircraft and car production.

**Spanish**

There are about 400 million native speakers of Spanish, more than those of any other language except Chinese. In other words, Spanish speakers form 7% of the world’s population.

Spanish is the official language of 21 countries — Spain, Mexico, Argentina, Venezuela, Paraguay and Peru, to name but a few.

It is spoken by over 8% of the US population (30 million people) especially in California, Florida, large areas of the Southwest, New York and other large cities.

Spanish is an attractive language. In the early stages, it is relatively straightforward because:

- it has a simple sound system, with just five vowel sounds
- there is a direct correspondence between spoken and written forms
- the basic points of grammar are quite simple.

Spain plays an important role as one of Britain’s most important trading partners. It is in a period of international expansion and openness to foreign markets. A knowledge of Spanish could open up an exciting and promising new dimension in your life. It could give you the chance in the future to try new countries and new ventures.

Being able to understand Spanish will give the key to the rich artistic and cultural heritage of Spain and Latin America. The vitality of Spanish and Latin American culture can be found in many areas of life, for example music, fashion and sports. Being able to speak Spanish opens up a whole new dimension of opportunities.

**Courses**

In S3 pupils will develop their language learning up to level 4 Curriculum for Excellence *Experiences and Outcomes*. They will also begin to develop the National 4 and National 5 contexts.

Appropriate teaching methods will ensure success in foreign language learning for all learners. Key features of learning and teaching will be:

- Real communication in relevant contexts, supported by ICT
- A renewed emphasis on how languages work, including grammar
- Maximum use of the modern language in the classroom
- An increased focus on culture and international education
- Language learning across the curriculum
Assessment of the Course

The course will be assessed and marked throughout the session by teachers. There will be a combined assessment of day to day class work and activities as well as formal tests of all 4 skills.

Progression

At the end of S3 pupils may progress to a course leading onto a qualification at National 3, National 4 or National 5 French or Spanish.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Homework

Homework is an essential part of teaching and learning and helps to establish a routine of high expectations and achievement. In Modern Languages, homework is issued regularly. Its purpose is to promote the learning of the relevant material and to consolidate previous learning. Homework will challenge all pupils and provide them with opportunities for personal achievement. The amount of homework set and the level of the task will be in line with the level of the pupil’s ability. Homework tasks are explained in detail by the teacher and pupils should always note the task carefully in their diary planner. The bulk of homework issued in Modern Languages in S3 and S4 will take the form of learning vocabulary or preparing for specific Speaking and Writing tasks. Activities involving reading in the foreign language will also be issued. In addition, we encourage pupils to use the Internet to enrich their learning and develop their skills. We recommend the following websites in particular:

- www.languagesonline.com
- www.duolingo.com
- www.quizlet.com
- www.memrise.com

Equipment

Pupils should bring the following items to class every day:

- Jotter(s)
- Vocabulary notebook
- Pen/pencil

Pupils should have a French or Spanish dictionary at home to use when completing homework tasks.
Why study Gàidhlig?

For pupils having experienced education through the medium of Gàidhlig, this course provides an opportunity to develop language skills further. The course allows pupils to enhance their skills of communication, reasoning, research and analysis, building on those previously learned in Gàidhlig and reinforcing skills developed in English. Pupils will undertake detailed study of a broad range of Gàidhlig song, culture, literature and poetry, both ancient and modern. The Gàidhlig course will enable pupils to reach a high level of fluency and deepen their understanding of Scottish culture and heritage.

Fluency in Gàidhlig is useful in many areas of Scottish life, particularly in the cultural sector, media, politics, education and research.

Course

In S3 pupils will develop their language learning up to level 4 Curriculum for Excellence Outcomes and Experiences. They will also begin to develop the National 4 and National 5 outcomes. National 4 is the equivalent to Standard Grade at General level or Intermediate 1. National 5 is equivalent to Standard Grade Credit level or Intermediate 2.

Classes are taught entirely through the medium of Gàidhlig and pupils are encouraged to use it at every given opportunity. Key features of learning and teaching will be:

- Real communication in relevant contexts, supported by ICT
- A continued emphasis on how the language works, including grammar and idiomatic structures
- An continued focus on culture and shared experience of Gàidhlig medium pupils
- A wide range of extra curricular opportunities to encourage the natural and fluent use of Gàidhlig in a variety of social settings and contexts

Assessment of the Course
The course will be assessed and marked throughout the session. There will be a combined assessment of day to day class work and activities as well as formal tests. Work will be collated in a pupil portfolio.

**Progression**

At the end of S3 pupils may progress to a course leading onto a qualification at **National 3**, **National 4** or **National 5 Gàidhlig (fluent)**.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **Higher**

**Homework**

Homework is an essential part of teaching and learning and helps to establish a routine of high expectations and achievement. In Gàidhlig, homework is issued at least once a week. Its purpose is to promote the learning of the relevant material and to consolidate previous learning. Homework will challenge all pupils and provide them with opportunities for personal achievement. The amount of homework set and the level of the task will be in line with the level of the pupil’s ability. Homework tasks are explained in detail by the teacher and pupils should always note the task carefully in their diary planner. Some homework will take the form of learning vocabulary or preparing for specific tasks. Activities involving research will also be issued. In addition, pupils should ensure they have some exposure to the language outside the classroom every day. The services provided by BBC Alba, on television, radio and online are excellent for this purpose.

**Equipment**

Pupils should bring the following items to class every day:

- Jotter(s)
- Vocabulary notebook
- Pen/pencil

Pupils should have use of the *Stòr-Dàta* online database of Gàidhlig words either on the internet or on smartphones. The *Learn Gaelic* website, including dictionary and thesaurus, is suitable for all levels of study. In terms of hard copy dictionaries the department would recommend the *Essential Gaelic Dictionary* by Boyd Robertson and Ian MacDonald as a means to support pupils completing homework tasks and to help expand vocabulary.
Why Study Biology?

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

The Course develops scientific understanding of biological issues and aims to develop learners’ interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

Biology is an important subject in many careers such as medicine, nursing, dentistry, physiotherapy, food science, sport science, pharmaceutical industry and beauty therapy.

Course

In S3 pupils will follow Biology course as part of a broad general education, covering level 4 Biology outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 Biology outcomes.
Assessment of the Course

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, examinations and assignments.

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to National 5 Lab Skills or Higher

Homework

Homework is an integral part of the course and it is essential that pupils complete this and return on the specified date. Pupils will be issued with homework on a regular basis. Homework will be marked by the class teacher and feedback given to pupils to aid progress.

In addition to formal homework set by the class teacher pupils should be reading their notes on a regular basis and seek support from their teacher if they are unsure of any area of the course.

Equipment

Pupils should take responsibility for their own learning. To help pupils be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.
Why Study Chemistry?

What in the world is not chemistry? We live in an age of chemistry-based technology. No matter what you look at, a chemist has probably been involved in its manufacture or development!

By studying chemistry, you will find out how chemistry is vital to everyday life. It will help you understand how society’s needs are met and how you could shape the world in which we live.

Chemistry is an important subject in many careers such as medicine, plastic manufacture, pharmaceuticals, cosmetics, environmental science and the food industry.

The course consists of knowledge, skills and practical work. You will develop scientific understanding of issues relating to chemistry, consequently becoming scientifically literate.

Successful chemists think creatively, analyse and solve problems by working individually and in groups where they will apply problem solving skills in situations to develop their learning.

Course

In S3 pupils will follow Chemistry course as part of a broad general education, covering level 4 Chemistry outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 Chemistry outcomes.

Assessment of the Course

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, examinations and assignments.
**Progression**

At the end of S3 pupils will progress to a course leading onto a qualification at **National 3**, **National 4** or **National 5**.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **National 5 Lab Skills** or **Higher**

**Homework**

Homework is an integral part of the course and it is essential that pupils complete this and return on the specified date. Pupils will be issued with homework on a regular basis. Homework will be marked by the class teacher and feedback given to pupils to aid progress.

In addition to formal homework set by the class teacher pupils should be reading their notes on a regular basis and seek support from their teacher if they are unsure of any area of the course.

**Equipment**

Pupils should take responsibility for their own learning. To help pupils be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.
Physics

Faculty Head: S Casey
(gw07caseys@glow.sch.uk)

Why Study Physics?

Pupils will learn about Physics and its real life relevance through topics on Waves, where they will learn about the properties of waves and how sound is manipulated in sound engineering; the Electromagnetic Spectrum and Radiation, in which they will learn about light and different types of radiation and their uses; Energy Sources and Sustainability, which includes how electrical energy is generated through non renewable and renewable methods and their impact upon society; the mysterious and invisible forces of Electricity and Magnetism; the miniature world of Electronics and how it has caused a global revolution and finally in Dynamics and Space, learn how the Forces described by Newton rule our universe.

During their studies they will develop skills in making informed decisions, and be prepared to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

Course

In S3 pupils will follow a Physics course as part of a broad general education, covering level 4 Physics outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 Physics outcomes.
Assessment of the Course

The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, examinations and assignments.

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher Physics (minimum C grade pass) or move on to study National 5 courses such as Biology, Chemistry or Laboratory Skills.

Homework

Homework is an integral part of the course and it is essential that pupils complete this and return on the specified date. Pupils will be issued with homework on a regular basis. Homework will be marked by the class teacher and feedback given to pupils to aid progress.

In addition to formal homework set by the class teacher pupils should be reading their notes on a regular basis and seek support from their teacher if they are unsure of any area of the course.

Equipment

Pupils should take responsibility for their own learning. To help pupils be active in their learning they should come to class prepared with all the necessary equipment e.g. jotter, pen, pencil, calculator etc.
Why study Geography?

Geography opens up for learners the physical environment (rivers, mountains, seas and weather) around them and the ways in which people interact with this environment.

The purpose of Geography is to develop the learner’s understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

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

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

The main aims of Geography are to enable learners to:

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

Geography will help create informed and active citizens by helping learners develop a greater understanding of the human and physical processes which have an impact on their environment. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Course

In S3 pupils will follow a Geography course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:
www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents

Assessment of Course

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

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

• A pupil achieving National 3 may progress to National 4
• A pupil achieving National 4 may progress to National 5
• A pupil achieving National 5 may progress to Higher
Homework
Is issued on a regular basis formally but there is an expectation that pupils are revising notes, completing tasks that are unfinished from class and taking a general interest in the subject through the internet and television.

Equipment
Pupils require pens and pencils for general course work. Coloured pencils and a calculator as well as a ruler will also come in handy.
Why Study Modern Studies?

In Modern Studies you examine contemporary society and the world around you. It encompasses three main elements: Political, Social and Economic areas of study. In Modern Studies you become equipped with many transferable skills which will enable you to effectively contribute in a variety of events and activities throughout your life. Being able to analyse information and make decisions is an essential life skill, as is having an awareness of current affairs and how they can affect you.

Modern Studies is an interesting and highly relevant subject that provides many opportunities to actively participate. Students who undertake this subject go on to be employed in many different fields including Law, Journalism, Teaching and Social Work.

Course

In S3 pupils will follow a Modern Studies course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:
- www.sqa.org.uk/curriculumforexcellence.
- www.sqa.org.uk/cfeforparents

Assessment of Course

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

At the end of S3 pupils will progress to a course leading onto a qualification at **National 3**, **National 4** or **National 5**.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **Higher**

Homework

Homework tasks are given on a regular basis in order to support the work being completed in class. The homework can take different forms dependent on the particular area of study and the level of the course. Examples of homework tasks could include internet based research, report writing and working on evaluating questions. Attention to detail ensures that the homework given is related to the various topic areas and complements the skills development and knowledge base of the student. There is also an expectation that students will catch up on unfinished classwork and take a regular interest in relevant news stories, using the internet, newspapers and television to keep abreast of issues as they arise.

Equipment

Students are encouraged to come to class armed with pens, pencils and a ruler. A calculator can be handy.
Why Study History?

History opens up the world of the past for learners.

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.

History uniquely provides opportunities for learners to study past societies, the changes they have undergone, and the ways in which they have embraced or sometimes resisted change. Through such studies, History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries.

The main aims of this Course are to:

- develop learners’ conceptual understanding and foster their ability to think independently
- enable learners to acquire breadth and depth in their knowledge and understanding of historical themes
- develop learners’ skills of explaining historical developments and events, evaluating historical sources and drawing conclusions
- develop learners’ imagination and empathy with people living in other periods
- encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest

The History Course contributes to general education and the wider curriculum. It will help create informed and active citizens by helping learners develop a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.
Course
In S3 pupils will follow a History course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:-
www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents

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

Progression
At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Homework
Completion of homework and regular revision for class assessments are both essential to help understanding and prepare pupils for their final exam.
Why study RMPS?

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues and how these relate to personal or practical context. It will explore the questions they raise and the solutions or approaches they offer. Learners will have the opportunity to critically reflect on these and on their own experiences and views. Religious and non religious perspectives will be included.

Units of work cover key themes of the subject area, requiring learners to study a world religion in detail, understand a range of philosophical and religious approaches to morality, and key aspects of contemporary religious debate.

Course

In S3 pupils will follow an RMPS course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:
www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents
Assessment of Course

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

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Homework

There will be an expectation that homework tasks appropriate to the context and skills of the course will be undertaken. These tasks are an integral part of the course and may be of an investigative nature.
Art and Design/Technology

Faculty Head: G. Martin
(gw10marting@glow.sch.uk)

The courses offered in this Faculty are:-

- Art and Design
- Design and Manufacture
- Graphic Communication
- Practical Woodcraft skills

Why Study Art & Design?

The ‘Earth’ without ‘art’ is just ‘Eh’!

Artists have influenced our culture, our ways of thinking, our appreciation of beauty itself and have given expression to our inner most thoughts and feelings since the earliest of times. We interact with design every single day whether we realise it or not! From the cutlery we use to eat, to the phone you use, to the websites you enjoy, to the very chair you are sitting in now: everything we interact with has been designed by men and women.

Art & Design provides learners with opportunities to understand and contribute to the world around them.

If you study Art & Design you will continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. The courses are designed to encourage and challenge pupils to be creative and to express themselves in different ways. Learning through Art and Design helps learners to develop an appreciation of aesthetic and cultural values, identities and ideas. Students will develop their knowledge of Art & Design, practice and practical, media handling skills in both expressive and design contexts. Learners will develop important skills, attitudes and attributes. Learning in this Course will include active involvement in creative activities and the creative use of media, materials and/or technologies.
Courses
In S3 pupils will follow an Art course as part of a broad general education, covering level 4 outcomes and experiences. This will include practical and written coursework. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:
www.sqa.org.uk/curriculumforexcellence
www.sqa.org.uk/cfeforparents

Assessment of Course
The course will be assessed and marked throughout the session by teachers. Assessments may include a combination of practical work, case studies, examinations and projects.

Progression
At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Careers with Art & Design
Studying Art and Design opens up a world of career wonderful opportunities. Career paths include:

- Architecture, advertising, animation
- Ceramics, costume design
Homework

Pupils will be issued with a variety of homework tasks which will include written tasks and drawing assignments which will each engage our students in an observational drawing. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work. Daily practice is encouraged to perfect assignment submissions. Our Art & Design students will be expected to use the art studios at lunchtimes and after school to ensure that their work is of a high standard.

Folio tasks:

- Research assignments
- Revision for internal assessments
- Revision for external assessment at National 5

Equipment

Learners are encouraged to come to class with their own basic drawing materials i.e. Pencils of different Grades (hard to soft), rubber, hand writing pen & colouring pencils. Students will be given an A1 or A2 waterproof folder to transport their work home. Any specialised materials required for the course will be supplied.

Technology

Why Study Design & Manufacture?

Design & Manufacture introduces learners to the multi-faceted world of product design and manufacturing. This Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and finished products.
The Course allows students to engage with technologies. It allows them to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing. Learners will also gain valuable transferable skills for learning, life and work.

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

The aims of the Course are to enable learners to develop:
- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

Course

In S3 pupils will follow a Design and Manufacture course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

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

www.sqa.org.uk/curriculumforexcellence

www.sqa.org.uk/cfeforparents

Assessment of Course

Design and Manufacture will be assessed and marked throughout the session by teachers. Assessments may include a combination of practical work, case studies, examinations and projects.
Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Careers in Design & Manufacture

There are a very wide range of career paths, from the more traditional engineering and science, marketing, and related disciplines. Some careers which you might wish to consider are:

- Multimedia Design
- Product Design
- Web design
- Multimedia design, Illustration, Interior design
- Engineering
- Science
- Interior Designer
- Product Designer
- Packaging Designer
- Design Engineer
- Product Design Consultant

The following website shows the work of students from The Design Manufacture and Engineering Management (DMEM), Strathclyde University, and the products which they have designed
http://www.strath.ac.uk/media/departments/dmem

Homework

Homework will be given to activities to help reinforce the addition to this, pupils may be classroom teacher that builds pupils through a wide range of learning in the classroom. In set an individual task by their upon their own course work. Daily
practice is encouraged to perfect assignment submissions. Our students will be expected to use the Technology labs at lunchtimes and after school to ensure that their work is of a high standard.

Folio tasks
· Research assignments
· Revision for internal assessments
· Revision for external assessment at National 5

**Equipment**

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

**Why Study Graphic Communication?**

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

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

The Course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, and related disciplines. Learners will also gain valuable transferable skills for learning, life and work.

The aims of the Course are to enable learners to:

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

In S3 pupils will follow a Graphic Communication course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:
www.sqa.org.uk/curriculumforexcellence
www.sqa.org.uk/cfeforparents

Assessment of Course

The course will be assessed and marked throughout the session by teachers. Assessments may include a combination of practical work, case studies, examinations and projects.

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

Careers with Graphics

The graphics industry has employment opportunities in a very wide range of manual and computer skills jobs, from the more traditional engineering and building based industries to print, creative, new media, web and e-commerce sectors. Here are just a few careers which you might wish to consider...

- Advertising
- Animation
- Architecture, CAD drafting, engineering
- Graphic design, Journalism
- Multimedia design, Illustration, Interior design
- Publishing, print industry, product design
- Quantity Surveyor, textile design
- Theatre and TV, visual arts, web design facilities

**Homework**

Homework will be given to pupils through a wide range of activities e.g. drawing assignments to help reinforce the learning in the classroom. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work. Daily practice is encouraged to perfect assignment submissions. Our Graphics students will be expected to use the Graphics labs at lunchtimes and after school to ensure that their work is of a high standard.

**Folio tasks**
- Research assignments
- Revision for internal assessments
- Revision for external assessment at National 5

**Equipment**

**All necessary equipment will be provided within schools.** However, for any pupils who would wish to invest in any additional equipment (eg drawing equipment or CAD software etc) class teachers can provide advice. It is highly recommended that all pupils have drawing equipment at home to allow completion of homework tasks and to consolidate what has been taught in class.
Why Study Practical Woodworking?

The Course is largely workshop-based. It provides a broad introduction to practical woodworking. The Course provides opportunities for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact. The Course allows learners to engage with technologies. Learners will use a variety of tools, equipment and materials. It helps learners develop practical skills in numeracy.

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

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

Course

In S3 pupils will follow a Practical Woodworking course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.
Assessment of Course

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

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5

Homework

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

Equipment

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment class teachers can provide advice.
Why Study Practical Electronics?

The Practical Electronics course provides a broad practical introduction to electronics. The course encourages candidates to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

The electronics industry is vital to everyday life in our society and plays a major role in the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all of these sectors, a wide range of job opportunities are available for people with skills in electronics.

Theory and mathematical formulae calculations are a core part of the subject and pupils require a very good level of maths in order to be able to progress in the course.

“Practical Electronics brings together elements of Technology, Physics and Mathematics and applies these to Real-world challenges”

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

- knowledge and understanding of key concepts in electronics and apply these in a range of contexts.
- a range of practical skills in electronics, including skills in analysis and problem solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems.
- awareness of the importance of safe working practices in electronics.
- an understanding of the role and impact of electronics in changing and influencing society and the environment.

Course

In S3 pupils will follow an Electronics course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

The Practical Electronics course has three areas of study:

1. Circuit Design

In this area, candidates develop an understanding of key electrical concepts and electronic components. Candidates analyse electronic problems, design solutions to these problems and explore issues relating to electronics.
2. Circuit Simulation
In this area, candidates use simulation software to assist in the design, construction and testing of circuits and systems and to investigate their behaviour.

3. Circuit Construction
In this area, candidates gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They develop skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

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

www.sqa.org.uk/curriculumforexcellence
https://www.sqa.org.uk/sqa/47460.html

Assessment of Course
The course will be assessed and marked throughout the session by teachers. Assessments may include a combination of practical work, case studies, examinations and projects.

Progression
At the end of S3 pupils will progress to a course leading onto a qualification at National 4 or National 5.

Give practical experience for those studying Physics or other science courses.

Help provide progression to:

- Employment, apprenticeships and/or training in electronics, electrical engineering and related disciplines.
- Skills for Work Courses in Energy and in Engineering Skills.
- A range of engineering-related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs).
- Degrees in Engineering, Physics and related disciplines.

Careers with Electronics
The electronics industry is vital to everyday life in our society and plays a major role in the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable
energy. Within all of these sectors, a wide range of job opportunities are available for people with skills in electronics. Here are just a few careers which you might wish to consider…

- Computer Design
- Robotics
- Sound Technician
- Telecommunication
- Military
- Games construction
- Car Mechanic

**Homework**

Homework will be given to pupils through a wide range of activities using “Google Classroom” to help reinforce the learning in the classroom. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work. Daily practice is encouraged to perfect assignment submissions. Our Electronics students will be expected to use the Electronics workshop at lunchtimes and after school to ensure that their work is of a high standard.

Course tasks include: -

- Practical circuit design, simulate and construct assignments
- Revision for internal assessments
- Revision for external assessment at National 5

**Equipment**

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment class teachers can provide advice.
Business Education and Computing

Faculty Head: B Mills
(bmills@calderglen.s-lanark.sch.uk)

The courses offered in this Faculty are:

- Accounting
- Administration and IT
- Business Management
- Computing Science

Why study Accounting?

Accounting is often defined as ‘the language of business’. It is the backbone of any business, regardless of whether it is a sole trader, or multinational company. Studying accounting will give pupils not only the tools and knowledge to understand financial information, but also to create financial statements for a business, such as an Income Statement or Statement of Financial Position.

Accounting will enable learners to develop the following critical skills, knowledge and understanding:

- **Further develop numeracy skills by calculating profit**
- **How to raise finance within a business**
- **Develop an awareness of the function that accounting performs in industry and society**
- **Prepare, present, interpret and analyse accounting information**
- **Apply a systematic approach to solving financial problems, by using the relevant accounting concepts and techniques**
- **Apply IT in accounting-related tasks**

Course

In S3 pupils will follow an Accounting course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also undertake some of the National 5 outcomes.
Course Assessment
The course will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Course Progression
The Business and Computing faculty will provide a range of progression pathways appropriate to learners’ needs.

Pupils who wish to continue to study Accounting can progress as follows:

- Pupils must sit Accounting at National 5 level as National 4 Accounting is not currently offered by the SQA
- Pupils achieving a National 5 award may choose to progress to Higher Accounting
- Entering employment – employability is a core skill that the Course develops
- Further education – Accounting courses are available to study up to Degree Level

Homework
Learners would be expected to undertake approximately 20 hours of homework per topic. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop the organisational and problem solving skills of the course as well as breadth and application of subject specific knowledge.

Equipment
No specialised equipment will be required for the study of Accounting at National 5 level. However, access to IT outside of school would allow additional optional activities to consolidate IT skills taught and aid in revision for the assignment element of the course examination.
**Why study Administration and IT?**

Administrative and IT job opportunities are increasing as all modern businesses need effective procedures to make sure that they are organised and functioning properly.

Studying Administration and IT will uniquely enhance a learner’s employability in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively to the Administrative systems that ensure a business is running successfully.

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

Administration and IT does this by developing the following critical skills, knowledge and understanding.

- **IT skills in the use of word processing, desk top publishing, spreadsheet and database software**
- **IT skills in using technology for communication and investigation (eg multimedia, e-mail and internet)**
- **Organisational skills (eg preparing business events and meetings)**
- **Understanding of how to develop good customer care systems**
- **Understanding of how key legislation affects businesses and employees**
- **Problem solving skills**

**Course**

In S3 pupils will follow an Administration and IT course as part of a **broad general education**, covering level 4 outcomes and experiences. During S3 pupils will also undertake some of the National 4 and National 5 outcomes.

**Course Assessment**

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

**Course Progression**

The Business and Computing faculty will provide a range of progression pathways appropriate to learners’ needs.
Pupils who wish to continue to study Administration and IT can progress as follows:

- Pupils achieving a National 4 award may choose to progress to National 5 Administration and IT
- Pupils achieving a National 5 award may choose to progress to Higher Administration
- Entering employment – employability is a core skill that the Course develops
- Further education – Administration and IT courses are available to study up to Degree Level

**Homework**

Learners would be expected to undertake approximately 20 hours of homework per unit. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop the organisational and problem solving skills of the course as well as breadth and application of subject specific knowledge.

**Equipment**

No specialised equipment will be required for the study of Administration and IT at National 4 or National 5 levels. However, access to IT outside of school would allow additional optional activities to consolidate IT skills taught.

**Why study Business Management?**

Businesses need to be managed properly if they are to successfully provide the jobs and products that modern society depends upon them for.

Studying Business Management will act as an introduction to this world of business for learners. This will enhance their employability as it will start to teach learners how their entrepreneurial attributes can be used to positively contribute in a practical way to the success of different businesses.

Business does this by beginning to develop the following skills, knowledge and understanding.

- **Enterprising qualities that help a business start-up**
- **Business planning skills – marketing, finance, operations**
- **Straightforward communication, ICT and team working skills**
- **Understanding of the role and impact of business on our daily lives**
- **Understanding of the ways that businesses can meet customers’ needs**
- **Knowledge of the effects of internal and external influences on business activities**
Course
In S3 pupils will follow a Business Management course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also undertake some of the National 4 and National 5 outcomes.

Course Assessment
The course is assessed and marked throughout its delivery by class teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Course Progression
The Business and Computing faculty will provide a range of progression pathways appropriate to learners’ needs.

Pupils who wish to continue to study Business can progress as follows.

This course provides progression to

- *Pupils achieving a National 4 Business award may progress to National 5 Business Management or/and National 5 Accounting*
- *Pupils achieving National 5 Business Management or/and National 5 Accounting may choose to progress to Higher Business Management or/and Higher Accounting*
- *Entering employment – employability is a core skill that the Course develops*
- *Further education – Business Management courses are available to study up to Degree Level*

Homework
Learners would be expected to undertake approximately 20 hours of homework per unit. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop the planning and entrepreneurial skills of the course as well a breadth and application of subject specific knowledge.

Equipment
No specialised equipment will be required.
Why Study Computing Science?

Computing Science is vital for everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields that include science, communications, entertainment, education, business and industry.

Learners will develop an understanding of the central role of computer scientists as problem-solvers and designers, able to design, implement and operate hardware and software systems, and the far-reaching impact of information technology on our environment and society. They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities.

Computing science does this by beginning to develop the following skills, knowledge and understanding:

- Developing short computer programs using software development environments eg Visual Basic, Games Design
- Understanding the role and impact of computing and information technologies on the environment and society
- Investigating an emerging and innovative software development technology
- Developing simple information systems
- Web authoring
- Applying basic computing and information science knowledge and skills to create solutions

Course

In S3 all pupils will follow a Computing Science course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from www.sqa.org.uk/curriculumforexcellence and www.sqa.org.uk/cfeforparents

Course Assessment

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

The Business and Computing faculty will provide a range of progression pathways appropriate to learners’ needs.

Pupils who wish to continue to study Computing Science can progress as follows.

- Pupils achieving a National 4 award may choose to progress to National 5 Computing Science
- Pupils achieving a National 5 award may choose to progress to Higher Computing Science
- Entering employment – employability is a core skill that the Course develops
- Further education – Computing Science courses are available to study up to Degree Level

Homework

Learners would be expected to undertake approximately 20 hours of homework per unit. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the Unit.

Homework activities will take a variety of forms in order to develop their problem solving skills of the course as well as breadth and application of subject specific knowledge.

Equipment

No specialised equipment will be required for the study of Computing Science.
Drama/Music

Faculty Head: D. Hay
(gw07hayd@glow.sch.uk)

Why Study Drama?

Drama develops skills and knowledge that are extremely useful in the wider contexts of both school life and beyond. It is difficult to imagine any job that does not involve communication with other people. Drama helps you to become confident and competent in speaking with others and in dealing with the public.

The Drama course provides learners with rich opportunities to be creative to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

The technical side of Drama has become increasingly prominent as new technologies emerge and pupils can gain experience in lighting and sound techniques as well as costume, use of props and make up as well as an understanding of basic video production and editing.

There are lots of career choices connected with drama, with jobs in, acting (film, television or theatre), teaching, drama therapy, stage management and community development.
Course
In S3 all pupils will follow a Drama course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:-
www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents

Assessment of Course
The course will be assessed throughout the session by teachers as appropriate to the subject and level of study. Assessments may include a combination of practical work, examinations and projects.

Progression
At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

• A pupil achieving National 3 may progress to National 4
• A pupil achieving National 4 may progress to National 5
• A pupil achieving National 5 may progress to Higher

Homework
Written homework will be issued regularly. Visits to the theatre will also be arranged and we would expect pupils to attend these trips.
Music

Why Study Music?

Music provides learners with rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities, they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

Music is a broad field and there are lots of career choices, with jobs in teaching or music therapy, production, promotion, management as well as performance.

Music can also contribute towards a richness of experience which is highly valued by employers in areas beyond the music industry.

Course

In S3 all pupils will follow a Music course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

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

www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents
**Assessment of Course**

The course will be assessed throughout the session by teachers as appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

**Progression**

At the end of S3 pupils will progress to a course leading onto a qualification at **National 3**, **National 4** or **National 5**.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **Higher**

These routes are, of course, suggestions and are provisional. Progress is essentially subject to the pupils’ continued potential towards improvement with their chosen instrument(s).

**Homework**

Daily practice is encouraged in addition to listening and appreciating music through attendance at musical performances, and involvement in the extra curricular work of the department.

Assignments may be required with deadlines for completion. Pupils will be required to undertake tasks in their own time but using school equipment. This will, almost certainly, involve lunchtimes and after school.

**Equipment**

All necessary specialist musical equipment can be provided, although, of course, many pupils will already own their own instrument.

On occasion, some music may be required to be ordered and purchased (this can be arranged through discussion with department staff).

All pupils are expected to have a pen, pencil and eraser with them for all lessons.
Music Technology

Why Study Music Technology?

Music Technology comprises a new suite of Courses that supplement technology work covered by pupils in S1 and S2. It contributes to the conclusion of their Broad General Education during S3, then offering progression from National 3 through to Higher. The courses complement more traditional Music (Performance) Courses, developing learners' technological skills and understanding of music concepts in a range of contexts.

Learners will develop basic skills in the use of music technology hardware and software to capture and manipulate audio. They will also be able to use music technology creatively in sound production and to develop an understanding of a range of 20th and 21st century music styles and genres. Courses will allow students to develop skills and knowledge relevant to the needs of the music industry.

Course

In S3 all pupils will follow a Music Technology course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Learning experiences will include -

- Planning, Rehearsal and Direction (Enhance performance)
- Recording (Using music technology)
- Production (Mixing and Editing)
- Creating and enhancing music using software.
- Listening to music and learning about the technological developments in the 20th and 21st century.

Project work may include -

- Working on recording skills and techniques. This includes setting up recording equipment, using the mixing desk and learning about correct microphone placement.
- Using Audacity, Logic and Pro Tools to manipulate pre recorded music.
- Creating a Radio Broadcast which should include:
  - Recording an interview, setting up at least 2 microphones.
  - Creating an advert using the sound effects on Garageband and recording vocals.
Imputing any sound effects and pre recorded music.
Mixing and editing all of the above.
Creating a Synth Pop track using plug-ins on Pro Tools and Logic.

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

www.sqa.org.uk/curriculumforexcellence
www.sqa.org.uk/cfeforparents

Assessment of Course

The course will be assessed throughout the session by teachers as appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

Progression

At the end of S3 pupils will progress to a course leading onto a qualification at National 3, National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving National 3 may progress to National 4
- A pupil achieving National 4 may progress to National 5
- A pupil achieving National 5 may progress to Higher

These routes are, of course, suggestions and are provisional. Progress is essentially subject to the pupils’ continued potential towards improvement.

Homework

Assignments may be required with deadlines for completion. Pupils may be required to undertake tasks in their own time but using school equipment. This may also involve lunchtimes and after school.

Equipment

All necessary specialist equipment is provided.
Health and Food Technology/Physical Education and Dance

Faculty Head: S Odger
(gw07odgers@glow.sch.uk)

The courses offered in this Faculty are:-

- Health and Food Technology
- Hospitality
- PE
- Dance

Home Economics Options

Home Economics offers two different options for pupils making the transition from S2 to S3.

Option 1: Hospitality
The Hospitality course develop a range of cookery skills and processes, as well as food preparation techniques.

The Course aims to enable learners to:

- Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- Develop an understanding of current dietary advice relating to the selection and use of ingredients
- Plan and produce meals and present them appropriately with garnish or decoration
- Calculate proportions and cost recipes.
- Adopt safe and hygienic work practices.

Pupils will also experience written work which will give them a basic understanding of some Nat 5 principles and coursework. Pupils will cook, on average, twice a week to improve on their practical skills.

It should also be noted due to the practical working nature of this course there is a £40 parent/carer contribution to this course. If you foresee this as an issue please do not hesitate to contact the school.

Option 2: Health and Food Technology
The Health and Food Technology course develop a knowledge and understanding of human nutrition and food science.

The Course aims to enable learners to:

- The functions, the effects on health and sources of the following nutrients: — protein, fat, carbohydrate, vitamin A, vitamin B group, vitamin C, vitamin D, vitamin E, calcium, iron, sodium.
- Understand the functions and the effects on health of: — water, dietary fibre and energy
- Understand the nutritional requirements of individuals
- Demonstrate knowledge and understanding of current dietary advice and the effect on the health of individuals of following the identified advice
- Explain the effects of the following diet-related diseases or conditions on health
- Adopt safe and hygienic work practices.

Pupils will also experience written work which will give them a basic understanding of some Nat 5 principles and coursework. Health and Food Technology can also be continued into Higher level in S5/6. Pupils will cook once a week to improve on their practical skills.

It should also be noted due to the practical working nature of this course there is a £20 parent/carer contribution to this course. If you foresee this as an issue please do not hesitate to contact the school.

As the courses are different pupils should be allowed to pick both options if they wish.

Any questions please do not hesitate to contact Mr. Odger, Faculty Head @ sodger@calderglen.s-lanark.sch.uk
Physical Education

Why Study Physical Education?

In an effort to raise participation and attainment the Physical Education department is offering 3 different options for pupils making the transition from S2 to S3.

Option 1 – S3 Elective PE Competitive Games

In this course pupils will take part in mostly team based competitive activities such as Basketball, Hockey/Shinty, Volleyball, Table Tennis and Handball. These activities may be subject to slight change due to timetabling restrictions. Pupils will also experience theoretical written work which will give them a basic understanding of some Nat 5 principles and coursework.

Option 2– S3 Elective PE – Aesthetics

This is similar to option 1 but with completely different activities. Pupils choosing Aesthetics will take part in Gymnastics, Trampolining and Netball as their core activities. Pupils choosing Option 2 will be keen to take part in this type of activity as opposed to the directly competitive team games as in Option 1.

Option 3 – S3 Elective Dance

Pupils who choose S3 dance will experience different styles of Dance such as Hip Hop, Jazz and Contemporary. They will also be involved in developing their skills in choreography. Pupils will also complete some basic theory work which will give them a clearer understanding of the demands of Nat 5 leading into Higher Dance coursework.

As the courses are completely different pupils should be allowed to choose Dance plus either option 1 or option 2.

Assessment of Course

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

At the end of S3 pupils will progress to a course leading onto a qualification at **National 3**, **National 4** or **National 5**.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **Higher**

**Homework**

The regular setting of homework is an essential component of the Physical Education Department’s programme of work. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks
- Private Reading/Research
- Revision for internal assessments

**Equipment**

Students are expected to come prepared for practical sessions (appropriate P.E. kit) and classroom sessions (textbooks, notes etc.)
Dance

Why Study Dance?

Dance involves pupils in a diversity of learning experiences involving dance performance and choreography. Both elements contribute to their intellectual, social and moral development.

It provides learners with an interest in Dance, the opportunities to develop:

- Technical performance in both Contemporary dance and Jazz dance
- The knowledge and techniques involved in Choreography
- Expertise in choreographing dance performance
- An understanding of the process of analysing and evaluating dance performance
- Research skills for investigating the work of professional choreographers
- The knowledge and understanding required to enhance their physical, social, emotional and mental wellbeing
- The knowledge of how to maximise active engagement to sustain an active, enjoyable and healthy lifestyle

Learners will work both independently and collaboratively reflecting on personal development and achievement while developing thinking, personal and interpersonal skills.

Living in today’s world allows people much more leisure time with greater opportunity for employment in this expanding area. Pupils who have studied Dance would fit easily into the market place whether it be in further education or directly into the working environment, having developed the ability to problem solve, team build and team work while improving their interpersonal skills of self confidence, self esteem, self reliance and determination.
Course
In S3 all pupils will follow a Dance course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 5 outcomes. They will also undertake work which could lead to a National Progression Award.

Further details of units and course content can be obtained from:-
www.sqa.org.uk/curriculumforexcellence.
www.sqa.org.uk/cfeforparents

Assessment of Course  Assessment in the Dance course will involve both practical performance and written work.

Progression
At the end of S3 pupils should have achieved a National Progression Award in Dance.
At the end of S4 pupils could choose from the following progression routes:
• A pupil achieving National 5 dance may progress to Higher

Homework
The Dance course is strongly supported with a structured programme of homework. Time, in school, is also programmed to assist with the acquisition of relevant knowledge to meet the assessment demands of all units in the course.

Equipment
Students are expected to be suitably attired for dance lessons. Jazz shoes will be required.
Study Support
Principal Teacher Mrs. A. Murie
(gwo7muriea@glow.sch.uk)

In S3 the department offers Study Support as an alternative to an eighth subject. Pupils are given support relating to their subjects, as well as advice on preparation for tests and exams.

Study Support is an option open to pupils for whom a course of eight subjects may prove too demanding. For pupils who opt for Study Support the aim is to improve the quality of performance of their other seven subjects. Pupils considering this option can do so only after consultation with their parents, Pupil Support Manager and Pupil Support ASN.

The time will be used to support pupils in their coursework by:

- helping with course work and homework tasks
- providing advice on study techniques and learning skills
- encouraging pupils to take more responsibility for their own learning
- assisting pupils to set appropriate targets and to work towards these targets
- helping pupils prepare for formal examinations

The department works in a variety of other ways to support pupils of all abilities in their learning.

Support may be given to individual pupils:

- by helping to identify development needs in such areas as language, numeracy and study skills
- by setting additional home-study programmes that individuals may undertake to improve performance e.g. handwriting, spelling, reading and comprehension and revision
- by liaising with visiting specialist teachers, e.g. bilingual support, support for pupils with hearing / visual impairment
- by working with subject staff to meet additional support needs of pupils

Support may be given through ASN Staff working with teachers in the classroom thus giving pupils the benefit of greater teacher input. ASN Staff liaise with class teachers in order to monitor pupil progress and consolidate class work.
Core Subjects

All pupils will continue with further study the following:

- Physical Education
- RMPS and
- Personal Social and Health Education

Physical Education

All S3 pupils will take part in Core PE for two periods per week. The programme is designed to offer the pupils a choice of activities through a chosen pathway. The activities offered include Badminton, Basketball, Gymnastics, Football, Table Tennis, Indoor Hockey, Netball and Volleyball.

During the programme, pupils are encouraged to:

- develop a healthy and positive attitude to exercise
- develop their performance skills across a wide range of activities
- develop their social skills through working with other people

Physical education is seen as a very valuable part of the curriculum, where pupils have the opportunity to relax and enjoy activities, giving them the opportunity to develop their performance to a high level.
Religious, Moral and Philosophical Studies

All pupils in S3 and S4 have one period of RMPS per week. RMPS plays an important role in the development of key skills and in gaining a better understanding of the world we live in. It is part of the preparation of young people for life. Employers recognise that skills gained in RMPS are highly transferable.

RMPS has many aims. These include:

- to have an awareness that religion continues to play an important role in the world
- to develop an understanding of the moral issues that affect us all, to comprehend differing views points on these and to have the ability to explain your own views on these issues
- to develop an understanding of the moral issues that affect us all, to comprehend differing view points on these and to have the ability to explain your own views on these issues
- to encourage the development of philosophical thinking, the skill of giving reasoned argument and the ability to evaluate concepts
- to foster attitudes of tolerance, justice and open-minded enquiry
Personal and Social Education

In PSHE we operate a progressive programme with particular focus on skills. This includes specific skills to enable young people to cope with the challenges they face in today’s society. It also aims to create a connection with the workplace through ‘skills for learning, life and work’. In line with Curriculum for Excellence, we will ensure that all young people develop the knowledge, understanding, skills, capabilities and attributes they will need for mental, emotional, social and physical wellbeing both now and in the future. This is directly in line with the Scottish Government’s commitment and aspirations for all young people to be:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

- All year groups will follow courses on: Substance Misuse; Healthy Relationships; Mental, Emotional and Social Wellbeing; Study Skills; Careers and Anti-bullying programmes.
• Throughout the senior phase, PSHE has a particular focus on Career planning; writing CVs; interview techniques; and we encourage individual responsibility in relation to careers and employability.

• In S6 we deliver the course in conjunction with external partners. Through this we offer a variety of current and relevant topics in line with their age, to develop their interpersonal and life skills.