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**PART I**  
**SUBJECT CHOICE AND CURRICULUM GUIDANCE**

**INTRODUCTION**

At the end of the current session you will have completed two years of secondary school. During this time, you have been introduced to a number of subjects some of which you had not studied before. In S1 and S2 most of the subjects which you studied were chosen for you by the School but in the future you will have the responsibility for choosing how you will spend more than half of your time in school. This is an opportunity to make sure that the curriculum fits your personality and ambitions. The purpose of this booklet is to give you some guidance on how to make the best choice for yourself and on where to seek advice if you are unsure of what to do.

**S3 CURRICULUM**

The S3 and S4 timetable provides all pupils with seven and some with 8 subjects, which lead to external examinations. English and Mathematics are compulsory for all pupils. In addition pupils will take 'non-examination' courses in Drama, Personal and Social Education, PE and Games, and Religious Studies.

**EXTRA COURSES**

Some of our more able pupils are perhaps restricted in subject choice by the present seven subject timetable in S3 and S4. The School therefore is offering the option of taking an 'extra' course in ONE of the following subjects:

**Art : Computing Studies : Drama : Graphic Communications : Home Economics (Fabric Skills) : Music : Technological Studies**

Of these Art, Computing Studies, Drama, Music and Technological Studies will also be available on the normal timetable. The extra course will be taken on Thursday afternoons in both S3 and S4, for 1½ to 2 hours from 3.45pm.

Not all pupils will wish to take an extra subject and certainly it is not advisable for pupils who will find seven subjects a heavy enough load. You should only apply for an extra course if you have a genuine interest in the subject on offer **and** are confident of your ability to manage the extra workload.

This extra workload may be substantial, as you will only have 1½ hours in class per week compared with 3 hours in most subjects in the main timetable. Consequently it is likely that there will be a greater burden of homework to compensate for this.

Although the decision to participate will be voluntary, once taken it will be assumed that attendance will be regular and assessment and examination will proceed as with any other subject.

## **SUBJECT CHOICE FOR S3**

### **Why must I choose?**

Most pupils by the end of S2 can identify some subjects in which they have a special interest and/or good prospects of success. Some of you may be enjoying and doing well in all of your subjects, but there would not be time in the school day to continue to study all of them in the depth which is required - and that is without considering the new subjects which are on offer to you in S3.

### **Is this choice important?**

It is important that you should think very carefully about which subjects you wish to study next year - and equally important those that you must discard. Whatever you choose, remember that you will have to study these subjects for at least two years (and the majority for three years). The subjects in which you will sit Highers in S5 and continue with in S6 are most likely to be chosen from these subjects - and it is upon your results in S5 and S6 examinations that your options after school depend. In S3 and S4 pupils take seven (or in some cases eight) examination subjects, reducing to either five or six in S5 (which must include English).

**'I don't know what I want to do when I leave School.'  
Does that matter?**

Not really. Many pupils of your age have only a vague idea of what they wish to do after leaving school - and some of those who **think** that they know change their minds before the time comes to leave. The majority of our pupils enter Higher Education - university or college - when they leave us. Entry to university is dependent on obtaining the number and quality of Higher passes required for particular courses. Entrance standards vary considerably but in general it is true to say that the more popular the course, the more difficult it is to get in. Many courses also require a pass in a particular subject or in a particular type of subject. But, as long as you follow a **balanced** curriculum, you should not disqualify yourself at this stage from any particular course. It is also worth bearing in mind that currently over 50% of careers open to graduates are open to graduates of any discipline.

**What is a balanced curriculum?**

A balanced curriculum is one which includes all of the different types of learning and knowledge that you may need. Everyone in S3 studies **English, Mathematics, and one language other than English** and pupils take non-examination courses in **Drama, Personal and Social Education, Physical Education/Games and Religious Studies**. The other available subjects fall into the following categories:

**Sciences** (Biology, Chemistry, Physics)

**Languages** (Latin, Classical Greek, French, German, Spanish)

**Humanities/Social Subjects** (Business Management, Economics, History, Geography, Modern Studies, Religious Studies)

**Practical/Aesthetic** (Art, Computing Studies, Drama, Graphic Communications, Home Economics, Music, Technological Studies)

**The examination subjects listed above are laid out on the Option Form.**

Some university courses demand a qualification of some sort in at least one Science subject. Accordingly you are strongly advised to select at least one subject from the Science group. Some pupils wish to study all three science subjects, three humanities, three languages or three aesthetic or practical subjects. While the School does permit this, pupils should bear in mind the following points before choosing to study three sciences at this stage in particular:

- In academic terms this is a very demanding course which will require strong and proven ability in both the Sciences and Mathematics. SQA statistics show that it is sometimes difficult to convert good passes at Standard Grade in the science subjects into top grade Higher passes;
- If you take three science subjects at this stage, you may restrict your options later;
- While the choice of three sciences may appear advantageous to those seeking a career in medicine or a similar field, it is possible, for example, to choose Chemistry (essential for medicine) and perhaps one other science now and to add a qualification in a third science in S6 should this be a requirement. “Crash” courses in Human Biology and Physics are on offer. This path, which has been successfully followed by pupils in the past, will allow you to keep your options open for longer.
- Increasingly in a competitive environment, employers and universities are looking for ‘rounded’ candidates who have studied a wide range of subjects in some depth to distinguish them from a large number of individuals with excellent academic records.

It will **not** be permitted for pupils to study three science subjects **and** either Computing Studies or Technological Studies within the normal school curriculum. Pupils doing three sciences **may**, however, opt for Computing Studies or Technological Studies as an 'extra' course. The combination of Economics and Business Management is also not permitted.

The School strongly recommends that all pupils opt for *at least* one subject drawn either from the 'Social Subjects' group or from the 'Practical/Aesthetic' group. Pupils should consider very carefully before embarking upon a relatively narrow course which includes only Languages and Sciences. All pupils must continue to study one language other than English. Some pupils, provided they are performing well in languages, may choose to study more than one language in S3. In addition to your languages from S2, it is now possible to begin Classical Greek.

### **Which subjects should I study?**

This is a question to which there is no correct answer. What is 'right' for your friend may be quite wrong for you. To answer the question above, you must ask yourself three other questions.

a) Which subjects do I like? This is the most important consideration. You will **usually** do better at subjects in which you have a real interest. The further you study a subject, the more important this becomes. (You will find it virtually impossible to study a subject at university if you do not enjoy it.) The more you

do of the kinds of things that you find rewarding, the more likely it is that you will be drawn into areas that will provide a satisfying career later.

b) In which subjects am I doing well? Sadly, whether you like a subject or not, if you cannot do it or if you are advised that your prospects of satisfactory progress are poor, you would be well advised not to pursue this subject, especially if as a consequence you might have to drop a subject in which good progress is more likely.

c) Which subjects are likely to help in my future career?

Given the uncertainties here, this will probably not be your most important consideration at this stage. However, you will have the opportunity to complete a computerised Careers program which can help you to focus on this question.

One piece of advice: in choosing a possible career, pay attention to your strong and weak subjects. If your Sciences are poor, there is no point in deciding to become a doctor - the only end-product will be disappointment. On the other hand, considering carefully what you *like* doing is likely to lead you along the right path even if it means taking on some difficult challenges along the way.

So answer a) and b) **first** – remember that you are looking for a broad balance that meets the needs of your personality, abilities and ambitions.

## **FURTHER ADVICE**

You may find that you are not entirely sure which subjects you should be taking even after reading the above. So where can you get further advice?

a) In School

i) Your subject teachers (and if necessary the Heads of Department) will be able to give guidance on your future prospects in their own subjects. They are the **experts** in what their subject has to offer now and what experiences it will provide in the coming years.

ii) You will be given an individual interview with Mr Harrow, Mrs Windows or Mrs Beattie at which your subject choices can be discussed.

iii) Dr Cowling, in charge of Higher Education matters, is available to give advice on university/college entry requirements.

iv) On completion of the Computer program you will get a printout which should inform your subject choice.

v) The booklet, 'Which Way Now?', contains information on a wide variety of jobs and the types of subjects which may be useful for them.

vi) The Careers Library contains Prospectuses for all UK universities and colleges, information on employment opportunities and the qualifications required. Mrs Beattie is available, in the Career Development and Higher Education Office in the Library, to give advice.

b) Outwith School

i) Your parents are the most obvious source of information.

ii) Other relatives and/or friends of the family may be engaged in the kind of job in which you may be interested.

**Remember:** Advice is very important and you should make every effort to get all the advice you can. In the end, though, it is **your** future and **your** choice.

**Also:** Beware of advice which may be based on the adviser's dislike of a particular subject (just because he or she disliked a particular subject does not mean you will!) Make sure that the advice that you seek is up to date, taking into consideration the immense changes in the nature of subjects and in the job market in recent years (University entry qualifications may have changed since your parents went there!).

Negative advice, from whatever source, of the type that 'X is a useless subject' or 'Y is a waste of time' is almost always unhelpful and should, at best, be treated with great suspicion.

## **GENERAL NOTES FOR GUIDANCE OF PUPILS IN S3/4**

### **HOMEWORK**

Homework and preparation are even more important than in the earlier years. Obviously the precise amount will depend on the ability of the pupil and the subjects chosen but approximately 2 hours on a week night in S3 is a reasonable guide. **Constant revision of notes and work covered in class is essential throughout BOTH S3 and S4.**

The School 'Homework Policy' booklet gives further advice specific to individual subjects.

### **GAMES AND EXTRA CURRICULAR ACTIVITIES**

As in earlier years, it is the view of the School that pupils will gain significantly by participating as widely as possible in the activities organised by the School outwith the classroom. Pupils are expected to fulfil their obligations in sporting fixtures and are advised to participate as widely as possible in the various cultural and social activities which take place in the School. It will obviously be to pupils' benefit if they can use their leisure time outside School in a similarly constructive fashion. Pupils' efforts and achievements in sporting and other extra curricular activities are recorded on their School Reports. All achievements are viewed in a very positive light by universities and prospective employers and pupils should on no account underestimate their importance.

All pupils in S3 have one hour of PE per week plus a games afternoon from 2.30 pm onwards. The games afternoon for S3 is on Mondays.

A variety of activities is offered in S3 although the main sports are rugby, athletics and cricket for boys and hockey, athletics, tennis and netball for girls.

## **PART 2**

### **S3, S4 AND BEYOND**

#### **THE ACADEMIC CURRICULUM S3 - S6**

Most subjects will be following Intermediate 2 or Standard Grade courses in S3 in 2007-2008.

The prime aspiration of our academic curriculum will continue to be the acquisition of a good set of Highers by our pupils in S5. In Sixth Year a large number of pupils will study for GCE 'A' levels or Advanced Highers.

Because of this focus, some departments will encourage pupils, wishing to study Highers in their subject, to opt to commence Higher work during S4 and not present for Standard Grade. Advice will be given to pupils about this during the course of S4.

## ENGLISH

Most pupils in S3 will be presented for the Intermediate 2 examination in S4 and, if successful, for the Higher examination in S5.

Both the Higher and Intermediate 2 examinations and course-work require the abilities to make a personal response to literature, to show evidence of close reading skills, and to demonstrate proficiency in the oral and aural dimensions of language.

The S3 course in English consolidates and extends the core English skills and knowledge necessary for the attainment of a good Higher result. There is continual reinforcement of grammar, punctuation and other formal language knowledge. The key types of composition are taught in order that pupils can write with fluency and confidence in a variety of different forms and registers. Strong emphasis is placed upon the development of informed responses to the study of literature. Skills are developed in the close reading of texts of all kinds, with training given in the proper written responses required by Higher. Pupils are also given opportunity to extend their spoken English in the directions demanded and beyond.

The Department will remain committed to the view that the study of literature must always be central to the study of English. The S3 course will include the study of modern drama, a wide range of poetry and prescribed novels of literary merit. Account is also taken of Scottish literature.

## MATHEMATICS

In S3 the majority of pupils continue to follow an Intermediate 2 Course. Classes are organised by ability and pupils work through the course at an appropriate individual rate. Classes 3<sup>1</sup> and 3<sup>2</sup> enhance their learning through the use of *More Mathematical Challenges* or *Mathematical Puzzling* as a supplementary extension resource.

Intermediate 2 is a course which provides a comprehensive introduction to Higher Mathematics. The majority of pupils will gain proficiency in all aspects of this course by the end of S3. They will then have an opportunity to consolidate their mathematical learning before moving onto Higher Mathematics.

The small number of pupils who find Intermediate Mathematics particularly challenging follow a Standard Grade General Course so that they may obtain an external qualification in S4.

Assessment takes various forms. It is mandatory that pupils pass a formal assessment of each of the three units. Attaining these passes is built into the assessment process during S3. Continuous assessment in the form of topic tests is ongoing throughout the year. There is an end of course assessment in May of S3.

Pupils are expected to complete formal homework exercises as well as routine reinforcement of class work as informal daily homework.

Since the external examination is in two parts, one with the use of calculator and the other without, pupils are encouraged to use their calculators only for complex arithmetical calculations, trigonometry or statistical work. Many aspects of the syllabus are taught using a graphics calculator. It is advisable that pupils have access to a Ti83+ for consolidation and practice of classwork.

A large number of pupils who are planning to continue their study of Maths to Higher level in S5 will be advised to bypass the Intermediate 2 external examination at the end of S4. However, for those who are less certain of their progress or unlikely to continue their study of Maths into S5, there is an opportunity to sit the SQA Intermediate 2 examination in May of S4.

## **MODERN LANGUAGES: FRENCH, GERMAN, SPANISH**

All S3 courses build upon the foundations established in previous years. As in S1 and S2, the S3 course combines a topic-based approach with a structured study of grammar. All four areas of communication are developed: reading, listening, speaking and writing. The emphasis is placed upon personal language and everyday situations. The resources used include textbooks, audio tapes, magazines, readers and, where appropriate, elements of ICT.

Progress is monitored by class tests, regular home exercises, on-going assessment of speaking, an overall assessment in November and a common examination in the summer term.

The course is structured towards presentation at Standard Grade although some S3 French and Spanish pupils should reach Standard Grade Credit level by the end of S3. These pupils will be identified early in the session and will be pupils who have studied French or Spanish for at least three years and have made the requisite progress. It is hoped that these pupils could then embark upon Higher type work during S4.

It may also be possible for motivated pupils who have demonstrated linguistic ability to start a two-year *ab initio* Spanish course leading to presentation in Standard Grade at the end of S4. Teaching methods and assessment will follow the same pattern as described above; but the pace will, of necessity, be very brisk, with an increased emphasis on homework.

If you require additional information on any of the three languages, please contact the Principal Teacher.

## CLASSICAL GREEK

Classical Greek is the Language of 5<sup>th</sup> century BC Athens where the ideas of democracy, trial by jury, tragedy, history and philosophy had their origins. Those who have enjoyed Latin should also enjoy Greek. Though most of those taking Greek also study Latin it is not essential and it would equally suit someone with strengths and interest in modern languages.

By the end of S2 all pupils will have been introduced to the Greek alphabet in their Latin lessons and become aware of the adoption of Greek words into English and particularly the preponderance of Greek derivatives in medical and scientific terminology. Thus, with the alphabet already learnt, S3 pupils can move fairly rapidly through the basics of the grammar and syntax, while reading colourful excerpts from the history, myths and legends of Greece.

In S4 pupils will study extracts from Thucydides' History relating to the outbreak of war between Athens and Sparta, the two "superpowers" of the day, and the subsequent plague. To provide a contrast we also read the story of Odysseus' escape from the Cyclops by Homer, the first writer in the western tradition of literature. The variety and vividness of these stories give them a unique appeal.

At the end of S4 Greek pupils will be presented for the Intermediate 2 examination which is similar in style to the Latin Intermediate 2, containing two papers, interpretation and translation. They will then have the opportunity to continue their studies to Higher and Advanced Higher or A Level. The Department has a superb classical library for pupils to use and an excellent record of pupils continuing to take Classics at university – more often than not at Oxford or Cambridge.

The appeal in studying Greek is the opportunity to read in the original language some of the most important and original works of Western Civilization. Tragedy, history, philosophy, political and scientific writing all started with the Greeks. Above all, however, the Greeks were superb story tellers of legends, of their own history and of the personalities which shaped their lives.

## LATIN

In S1 and S2 pupils have been encouraged to appreciate the value of Latin in developing their skills in English and other European languages, while laying the foundations for future study.

In S3, knowledge of the language is consolidated and pupils are introduced to Latin poetry – personal love poems by Catullus, satirical jibes by Martial and myths and legends narrated by Ovid. This develops both confidence in reading authentic Latin and the critical and aesthetic appreciation of literature, skills which pupils are already developing through their study of English literature.

In S4 we read part of a speech by Cicero prosecuting the Roman senator Verres for his cruelty and crimes while governor of the province of Sicily. The behaviour of some Roman politicians has an uncanny resemblance to the more notorious politicians of today's world. We also read part of Virgil's famous work, the Aeneid, where the hero, Aeneas, descends to the Underworld where his dead father shows him the fate of souls past and future.

Pupils will be presented for Intermediate 1 in S3 and Intermediate 2 in S4, where there are two papers in the final exam, translation and interpretation. If they wish, they will be able to continue their study of Latin to Higher level and, ultimately, Advanced Higher or A Level. The Department has a superb classical library for pupils to use and an excellent record of pupils continuing to read Classics at university – more often than not at Oxford or Cambridge. The intellectual rigour involved in learning any language, particularly Latin, is well recognised by universities and employers, and is therefore an impressive feature of a pupil's broad education.

Knowledge of Latin gives an opportunity to study, through its own language, probably the most influential and long-lasting of empires, and develops an understanding of the way power, politics and culture work today through comparison with the past. The orderly and logical structure of the Latin language itself develops clarity of thought and rigorous analytical skills which are important in many careers. The close relationship between Latin and other European languages, particularly French, Spanish and Italian means that those with knowledge of Latin can pick up new languages at school, or at a later date with remarkable ease. Notwithstanding these benefits, the decision to study Latin should be based primarily on enjoyment.

## **BIOLOGY**

**This course fosters an appreciation and understanding of all living things and their interaction with the environment.**

Pupils will follow the Standard Grade Credit and General Level syllabus in S3 and S4, the aim being to present pupils for the Standard Grade examination at the end of S4. This course will lead directly to courses in Higher Biology and Higher Human Biology, which are pre-requisites for post-Higher courses.

The Standard Grade course is composed of 7 units, 4 of which will be covered in S3. These are 1) Animal survival 2) Investigating Cells 3) the World of Plants and 4) The Biosphere. In S4 the topics are 5) The Body in Action 6) Biotechnology and 7) Inheritance.

The course will place emphasis on the development of practical skills such as use of the microscope, making simple biological drawings, ecological techniques and basic food chemistry. Individual investigative skills will be encouraged in the form of practical investigations. In general the content of the course is designed to be relevant to the perceived needs of society now and in the future.

The Standard Grade course will involve the assessment of 3 major abilities - Knowledge and Understanding (40%), Problem Solving (40%) and Practical Abilities (20%). The first two will be assessed by external written examination; whereas the practical abilities will be continuously assessed within the school. It is intended to have regular internal assessment of the first two abilities throughout the course in order to monitor each pupil's progress.

## CHEMISTRY

Pupils will study the Standard Grade Chemistry course which will prepare them for General and Credit level examinations at the end of S4. The aim of the course is to contribute to the pupils' general education by making them aware of the application of Chemistry in everyday life and to provide a suitable base for further study.

The course consists of the following topics:

- |                                    |  |
|------------------------------------|--|
| 1. Chemical Reactions;             | 2. Speed of Reaction;                        |
| 3. Atoms and the Periodic Table;   | 4. How Atoms Combine;                        |
| 5. Fuels                           | 6. Structures and Reactions of Hydrocarbons; |
| 7. Properties of Substances;       | 8. Acids and Alkalis;                        |
| 9. Reactions of Acids;             | 10. Metals                                   |
| 11. Corrosion;                     | 12. Making Electricity;                      |
| 13. Plastics and Synthetic Fibres; | 14. Fertilisers;                             |
| 15. Carbohydrates.                 |  |

To fulfil the aims of the course pupils should be able to demonstrate:

- (a) Knowledge and Understanding of chemical facts, ideas and applications in society;
- (b) Problem Solving Ability in Chemistry;
- (c) Practical Abilities - basic, procedural and investigative.

The above elements form the assessment categories for the final award, of which 20% is allocated to Practical Abilities and the remainder is divided evenly between the two remaining categories. The first two categories will be assessed by external written examinations; a Credit Level paper assessing grades 1 and 2 and a General Level paper assessing grades 3 and 4. Throughout the course regular end-of-unit tests assessing Knowledge and Understanding and Problem Solving are used to monitor the pupil's progress. Practical Abilities will be assessed internally and this will cover two areas of work, namely, Techniques and Investigations.

The Standard Grade course links with the Higher course and therefore contributes towards the preparation of pupils for the Higher Chemistry examination at the end of S5. However, the Standard Grade is complete in itself and provides a suitable course of study for those who do not intend proceeding towards Higher.

## PHYSICS

### 1. Design of the Course

The strategy in the design of the Standard Grade course is to introduce Physics through its impact on everyday life. The study of Physics applications is intended to stimulate interest and increase motivation. Although an understanding of the applications is a first objective, the concepts underlying the applications are firmly and systematically established, thus providing the essential foundation necessary for study at Higher Grade.

### 2. Course Content

The following seven units have been chosen to allow pupils to achieve the aims outlined above:

1) Telecommunications 2) Using Electricity 3) Health Physics 4) Electronics 5) Transport 6) Energy Matters 7) Space Physics.

### 3. Assessment

In achieving the course objectives a variety of abilities will be developed. These abilities are grouped into three assessable elements called:

- a) Knowledge and Understanding
- b) Problem Solving
- c) Practical Abilities.

There will be external and internal assessment.

An external examination paper in Knowledge and Understanding, and Problem Solving will be set at two Levels, Credit and General. The Credit paper, assessing Grades 1 and 2, will last 1 hour 45 minutes. The General paper, assessing Grades 3 and 4, will last 1 hour 30 minutes.

Practical Abilities will be internally assessed. This will be done during on-going classwork and where appropriate by using practical tests.

## **BUSINESS MANAGEMENT**

The Standard Grade course aims to develop knowledge and understanding of business in contemporary society, how it is organised and how it functions. Areas of work will include location, finance, human resource management and marketing and ICT. How a business is structured and managed will also be covered. Pupils develop the skill of Decision Making as an integral part of the testing procedure

Part of the course involves a computer-based simulation of setting up your own business and eventually trading your product. One third of the Standard Grade exam - the Practical Abilities element - is based on this simulation.

This course leads smoothly into the Higher in Business Management and pupils have the option of choosing this in S5 or S6. An A Level course in Business Studies will be available in S6 for those who have successfully completed the Higher course in S5.

## ECONOMICS

The Intermediate 2 course is designed to equip pupils with the knowledge and skills to help them to understand the role of Economics in their lives.

In the study of Economics we examine (among other things):

- *Ourselves as consumers, and what factors affect our standard of living;*
- *How firms determine their most profitable level of production;*
- *How businesses compete effectively against others in the same market place;*
- *The role of the Stock Exchange in providing finance.*

Other key areas of study include:

*International Trade and Exchange Rates;*  
*Trends in Inflation and Unemployment;*  
*The role of the government in the economy particularly in public spending and taxation.*

Pupils who choose Economics in S3 will be prepared for the Intermediate 2 examination in S4. Students will be required to sit three internal assessments over the two years, before completing the external written exam at the end of the course.

Pupils may continue to study Economics in S5 and S6 and be presented for the Higher exam at the end of that year. An A-level course in Economics will also be available for those who have successfully completed the Higher course in S5.

## **GEOGRAPHY**

Geography pupils in S3 follow the Intermediate 2 syllabus. This course has been chosen because it builds on the work done in S1 and S2 and also dovetails into the Higher course which they all begin in S4.

Throughout the course the pupils develop a wider knowledge and a deeper understanding of the forces shaping the physical landscape (by studying natural disasters, rocks, glaciers and coasts) and those forces shaping the human landscape (by studying the countryside, towns and cities). Case studies for this work are drawn from around the world, for example, Loch Lomond National Park, Mumbai, Dorset, Hurricane Mitch in Central America, Paris, rural India, the Yorkshire Dales, Mt. St. Helens and Mexico. In addition the pupils examine major issues such as global differences in standards of living, developments in National Parks and redevelopment in cities. As they do this work, they should also improve their mapwork and graphical skills.

The pupils sit three internal assessments during the year and achieve SQA certification in these three Units, although they do not sit the SQA Intermediate 2 examination at the end of the year.

At the start of S4 all pupils begin the Higher Geography course and, by the end of the year, will have completed two SQA-certificated Units. They may then choose to complete the Higher courses in S5, defer course completion until S6 or discontinue the subject altogether.

## HISTORY

The S3 course is an introduction to more detailed work in History and it deals with important topics that provide a useful foundation for Higher.

In terms 1 and 2 we look at international events from the 1890s to the 1920s, concentrating on the First World War:

- The reasons for war
- The course of the war
- The Versailles Peace Treaty
- The League of Nations

Later in term 2 and in term 3 we examine Revolutionary Russia:

- Social and economic problems in the early 20<sup>th</sup> century
- The revolution of 1917
- Lenin in power
- Stalin's Russia

The S3 course is an important bridge between History in junior years and the Higher History course. It allows time to study historical issues in reasonable depth and helps to develop pupils' skills in source handling and more extended writing.

Assessment in S3 includes source and fact tests at the end of each topic and an examination in May.

Our pupils bypass Standard Grade and they begin work for Higher at the start of S4.

## MODERN STUDIES

*Should Members of Parliament be loyal to their constituents or to their political party?*  
*What are the benefits and drawbacks of being in the European Union?*  
*Why are young black men in the USA more likely to end up in prison than their white contemporaries?*

These are just some of the questions which we set out to answer in the S3 Modern Studies course. Underpinning all of the topics are key concepts such as **Participation, Power, Representation** and **Need**; these are studied in the broad context of UK politics, UK society and international relations.

In addition to using core textbooks, we rely on a variety of other sources including the Internet, newspapers and journals. Pupils are encouraged to become familiar with these and to learn to detect bias, exaggeration and contrasting viewpoints.

In the S3 course pupils will study:

- Political Parties and elections in the UK
- Pressure groups and the role of the media
- The Scottish Parliament
- International Political issues – The USA, the EU and The UN

Pupils will bypass Standard Grade and begin Higher work in S4.

The aim of the course is to produce well-informed citizens who are aware of contemporary issues in Scotland, the UK and the world, and who approach these issues in an objective and tolerant way.

## RELIGIOUS STUDIES

Religious Studies at Standard Grade offers a course with considerable breadth: two religions are studied plus a more general examination of issues of belief and of morality. The course therefore aims at broadening knowledge and encouraging an attitude of empathy and tolerance.

Christianity, its practices and beliefs and the study of Christian texts drawn from Luke's gospel, is a compulsory area of study. The other religion to complement it is Buddhism, Hinduism, Islam or Judaism. (Pupils' backgrounds and interests can be acknowledged in the choice.) "Issues of belief" is a portmanteau phrase which incorporates such areas as the classic arguments for the existence of God, and the science versus religion debate. Morality, the other remit of Religious Studies, is again a wide area. The course therefore includes ecology, medical ethics, personal relationships, world poverty, prejudice and discrimination - and more! Pupils are required to select a topic for investigation and ultimately to produce a report upon their findings; this affords the opportunity to explore a topic of interest in greater depth.

External assessment of the Standard Grade is by written examination at the end of the course.

In addition to the Standard Grade course, time is allotted to the subject in S3 and S4 as part of the 'carousel' subjects. This complements the Standard Grade course and is self-contained but nevertheless contributes towards preparing pupils for the 'Higher' syllabus which may then be studied in S5 or S6.

## **ART & DESIGN**

Pupils will follow the Standard Grade Art and Design course in S3 and S4. The course has three main areas of study - Expressive Activity, Design Activity and Critical Activity. Pupils experience these throughout the two years of the course.

Expressive Activity involves pupils in practical work exploring a theme chosen with the help of the teacher. Pupils produce work in drawing and painting, expressing visually their own ideas and feelings from a selection of materials.

Design Activity gives pupils the opportunity to tackle practical two and three dimensional design problems in graphics, product design, jewellery and fashion.

Critical Activity enables pupils to express opinions and issues relating to visual art, design and the environment. Through personal research and investigation pupils will be required to complete two critical essays linked to Expressive and Design Activity.

Work is assessed on performance in each of the three activities, Expressive, Design and Critical.

At the end of S4 Expressive Activity is assessed by the Scottish Qualifications Authority on the basis of work produced during a five hour examination spread over one day.

The Design Activity is assessed internally with standards moderated by the SQA.

Critical Expressive and Design Activity is submitted to SQA for assessment.

Pupils who intend studying Art to Higher level in S5 are advised to follow the Standard Grade course in S3 and S4.

## DRAMA

Drama is an excellent medium for personal and social development. The links between drama and personal growth have long been acknowledged: the methodology of the subject is founded upon the development of a fuller awareness and understanding of self and others, and of the promotion of personal and interpersonal skills in communication and co-operation.

Standard Grade Drama uses a variety of dramatic forms to explore the nature of relationships between people, between people and ideas and between people and their environment. In addition it promotes students' knowledge and understanding of theatre.

The course assessment consists of three components:

1. **Creating** - test pupils' ability to explore a variety of stimuli, initiate and select ideas in group discussion, adopt roles and experiment in the use of voice and movement.
2. **Presenting** - test pupils' ability to prepare a piece of drama for an audience displaying skills in acting, directing and use of theatre arts (set design, sound, lighting, props, costume).
3. **Knowledge and Understanding** - test pupils' ability to describe and evaluate in written form, their experience of the dramatic process and their understanding of theatre terminology.

## MUSIC

There are three areas of study in the Standard Grade Music course and these are detailed below together with an indication of assessment methods. It must be emphasised that this examination course is **not** aimed at 'specialists' - i.e. those pupils who might regard themselves as 'musicians' and who perhaps have instrumental tuition outwith school. The highest possible mark can be achieved purely as a result of work done in the classroom. This is a broadly based music course available and accessible to **all** pupils.

### The Course

1. **Performing:** Pupils engage in the study of two instruments (e.g. guitars, keyboards, percussion, any orchestral instrument) or one instrument and singing during the two years. They make recordings of their classwork solo and in groups and this element is assessed by the teacher over the whole of the course. This is the core of the examination - the essential practical work!
2. **Listening:** An adjunct to performing and tested by a short multiple-choice examination paper at the end of the course.
3. **Inventing:** From performing and listening to other people's music we come to compose or arrange our own music. During the two years a small portfolio of such work will develop and this element is assessed by the classroom teacher.

All three elements carry equal marks.

### After Standard Grade.

The Higher follows on and develops the three areas of study above and allows you to concentrate on one of them.

## **COMPUTING/ICT**

Pupils will follow the Standard grade syllabus in Computing Studies and will sit the Standard Grade Credit and General papers at the end of S4.

Computers are now used by most professions and in most places of work. The ability to make use of computers and their applications is becoming an almost essential and often profitable occupational skill. Everyone will be affected by the use of computers. Therefore it is important that everyone understands the implications of the increasing use of computer technology and its applications. The Standard Grade course addresses these points. It also aims to develop practical abilities in the use of computers and computer software in order to solve practical problems.

Pupils who study Computing Studies at Standard Grade will find themselves using computer technology often during class time. Topics studied are : General Purpose Packages (Spreadsheets, Databases, Wordprocessing), Desktop Publishing, graphics, Programming, The Internet, Systems, Networks, Robotics and Automated Systems. There are practical projects and coursework tasks to test the pupils' practical abilities. The course also covers application of computers in Commercial Data Processing, Hardware and new technology for employment, privacy and security of information.

The assessable elements are Knowledge and Understanding, Problem Solving and Practical Abilities. Knowledge and Understanding and Problem Solving are assessed by external written examination. Practical abilities are assessed internally with external moderation by the Scottish Qualifications Authority.

### **Twilight Standard Grade Computing**

Pupils can opt to do Standard Grade Computing as a Twilight Class. All of the coursework tasks for the Practical Abilities grade are carried out during the twilight session. Pupils are required to cover a lot of the theory in their own time outwith the class. Their class teacher will guide and monitor their progress with the theory work making sure that the syllabus is covered.

The Twilight course is aimed at well disciplined, self motivated pupils.

## HOME ECONOMICS

Two courses are available as follows:

### **Cookery Skills**

The department offers a Hospitality-based course which is mainly practical and aims to provide the development of skills and techniques required for food production.

The following units are offered to pupils who are interested in food preparation:

- An introduction to Cookery Processes;
- An introduction to Food Preparation Techniques;
- Organisation of Practical Skills.

These units are followed in S4 by:

- Food for Health
- An Introduction to Food Hygiene
- Practical Cookery Skills for the Hospitality Industry.

There is no Standard Grade examination in S4. Pupils who continue with Hospitality will be presented for Intermediate 2 in S5.

The course in S3/4 allows pupils who have had no previous Home Economics experience, the opportunity to gain and develop practical skills while acquiring knowledge of all aspects of food pertaining to the Hospitality based environment.

### **Fabric Skills**

Twilight Course.

The following unit is offered, after school as an extra course, to pupils who are interested in design, fashion and dressmaking:

- Introduction to Fabric Skills
- Organisation of Practical Skills

This is followed in S4 by

- Developing Craft Skills in Textiles.

## TECHNOLOGICAL STUDIES

S3 pupils will be offered Standard Grade Technological Studies as a mainstream subject, and also as an extra Twilight course taking place one afternoon per week.

The course aims to develop a theoretical understanding of aspects of technology, and also to foster creativity through the design of working systems. The course content includes electrical circuits, electronics, mechanisms, pneumatics, programmable control and energy. In each part of the course there are principles and concepts to be understood, and knowledge to be gained. This knowledge and understanding is then applied to practical tasks and projects involving the design of working models. These practical tasks become more complex and challenging as the course progresses.

Assessment is by means of a 3-5 hour practical project and an examination paper.

## **GRAPHIC COMMUNICATION**

S3 pupils will be offered Standard Grade Graphic Communication as an extra Twilight course taking place one afternoon per week.

The course aims to develop theoretical knowledge and skills in a wide range of graphical presentation techniques, including manual drawing and sketching, technical drawing using drawing boards, and computer aided design (CAD). Additionally, the course aims to foster creativity through illustration and presentation assignments using a wide range of techniques and media.

The course content includes orthographic and isometric sketching and drawing; perspective drawing; exploded views and assembly drawing; 2D and 3D computer aided drawing; desktop publishing; and the 3D modelling of real items and packaging.

Assessment is by means of a portfolio of work, and an examination paper.

## Appendix

### HEADS OF DEPARTMENT

Art	Mrs S Breckenridge
Biology	Mrs M Jheeta
Business Studies/Economics	Mr M Bergin
Chemistry	Mr P Uprichard
Classics (Latin/Greek)	Mr D Gillies
Computing Studies/ICT	Ms R Housley
Drama	Mrs V Alderson
English	Mr A Dunlop
Geography	Mr C Clarke
History	Dr R Gaffney
Home Economics	Mrs D Green
Mathematics	Mrs M-T Fyfe
Modern Languages (French/German/Spanish)	Mrs E Bertram
Modern Studies	Mr G Broadhurst
Music	Mr E Trotter
Physical Education	Mr S Lang
Physics	Mr A Reid
Religious Studies	Mr S Branford
Technology/Graphic Communications	Mr R Furness

