

HUTCHESONS' GRAMMAR SCHOOL

S3 Prospectus



Session 2018 - 2019

ADJUSTMENTS TO SQA EXAMINATION COURSES 2018 - 2020

As you may be aware, beginning this session the SQA have been making some changes to the nature of the assessment for examinations. This means that, over time, the requirement for formal internal unit assessments will be phased out and this will be compensated for by changes to the external examinations and assessments to ensure full coverage of each course. These changes will come in for National 5 in 2017-18, for Higher in 2018-19 and for Advanced Higher in 2019-2020. This will therefore affect those making subject choices this year in S2 and S4 but not those in S5. We are very confident that the teachers at Hutchesons' will prepare each pupil with the same care and professionalism and to the high standards they showed in delivering courses culminating in examinations defined by the more substantial changes of recent years.

CONTENTS

Part 1 Subject Choice and Curriculum Guidance

Introduction
The S3 Curriculum
Extra Courses
Subject Choice for S3
General Notes for Guidance of Pupils in S3/4
Games and Extra-curricular Activities

Part 2 S3, S4 and Beyond

The Academic Curriculum S3 - S6

- * Art
- Biology
- Business Management
- Chemistry
- Classics : Classical Greek, *Latin
- * Computing Science/ICT
- * Drama
- Economics
- * Engineering Science
- English
- Geography
- * Graphic Communication
- History
- ** Home Economics (Fabric Skills)
- Mathematics
- Modern Studies
- Modern Languages: French, German, Spanish
- * Music
- ** Philosophy and Religion
- Physics

* Subject available in normal timetable and as an extra course

** Subject available as an extra course only.

PART 1

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, abilities 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 eight subjects: There are external examinations at the end of S4. English and Mathematics are compulsory for all pupils as is the selection of a foreign language. In addition, pupils will take 'non-examination' courses including Personal and Social Education, PE and Games, International Education and Religion and Philosophy.

EXTRA COURSES/TWILIGHT

Some of our pupils with strong ability across a number of subjects wish to broaden their subject choice in S3 and S4. The School therefore is offering the option of taking an eighth course in ONE of the following subjects:

**Art : Computing Science : Drama : Engineering Science : Fabric Skills :
Graphic Communication : Latin : Music : RMPS**

These subjects, apart from Fabric Skills and RMPS, 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. It is also important that this opportunity is used to broaden your choice rather than do 'more of the same'. For example, if you are doing three 'STEM' subjects (Science and Technology) within the timetable you should certainly not do an additional technology subject in Twilight.

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 on exactly the same basis as any other subject.** If you change your mind it may not be possible to drop your twilight. If circumstances change during S3 and S4, you will need to consult the Year Tutor and Director of Curriculum.

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 for you to make good progress.

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 at Higher which you will sit in S5 and continue with in S6 will 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 many 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?

No. 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 60% 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 **International Education, Personal and Social Education, Physical Education/Games and Philosophy and Religion**. The other available subjects fall into the following categories:

- **Expressive Arts** (Art, Drama, Music)
- **Humanities/Social Subjects** (Business Management, Economics, History, Geography, Modern Studies, Philosophy and Religion)
- **Languages** (Latin, Classical Greek, French, German, Spanish)
- **STEM: Sciences** (Biology, Chemistry, Physics) and **Technologies** (Computing Science, Engineering Science, Graphic Communication,)

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

Over emphasis on one of the categories above will give an unbalanced curriculum and may restrict later options. Therefore, we would not normally recommend that any pupil studies 3 subjects from any of these categories.

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.

The School recommends that all pupils opt for at least one science and at least one subject drawn either from the Humanities group, from the Expressive Arts group. Pupils should consider very carefully before embarking upon a relatively narrow course which includes, for example, 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. Latin may be taken as an *additional* language in Twilight.

The advice that pupils should not take three subjects of one type is a strong recommendation, not a mandatory requirement. **If pupils *exceptionally* wish to study three Sciences *and* Computing Science or Engineering Science, then the latter *must* be taken in twilight. However, this combination of four 'STEM' subjects is in itself a dangerous one in closing down a pupil's options for the future. The combination of Economics and Business Management is also not permitted.**

Which subjects should I study?

The majority of careers do not require you to have studied a particular subject to a higher level. By making English, Maths and Modern Languages compulsory we have already provided a breadth of essential skills, knowledge and understanding for your diet of subjects in S3 and S4.

Therefore, “*what subjects should I study?*” 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. 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.

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

Advice and Guidance

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

a) In School

Mr Bagnall will have already spoken to you about the Curriculum choices ahead and Mr Campbell will speak about the Subject Choice process at assembly on **Wednesday 7 March**, launching your Subject Choice Week.

- **Subject Choice Week**

Your subject teachers and the Heads of Department will be able to give you 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. As well as taking some time in class we are also holding a **Subject Fair on Thursday 15 March** in the Assembly Hall from 12.45pm so you can ask questions of subject representatives.

- **Parents' Subject Choice Evening**

Your parents are invited to this event on **Tuesday 20 March** when they too can meet department representatives, hear about the support and advice on offer and ask any questions they may have.

- **Individual Interviews**

After you enter your draft Subject Choices on **Friday 23 March** we will use the next fortnight to speak to each one of you individually about your choices. These interviews will be conducted by your Year tutors and by members of the Careers and Higher Education Department. If you are having particular difficulties with making a decision Mr Campbell will also discuss your options with you at a second interview.

- **Specialist Staff**

Mr Campbell, in charge of Higher Education matters, is available to give advice on university/college entry requirements as well as on particular careers. His office is in A14 and you are welcome to knock on his door any time.

Miss Chisholm, Head of Careers, and the Careers Team are also available in the Career Development and Higher Education Office to give advice and support.

- **Careers Library**

The library contains prospectuses for most UK universities and colleges, information on employment opportunities and the qualifications required. Individual institutions also have their own dedicated websites as you might expect.

b) **Outwith School**

- Your parents are the most obvious source of information.
- 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.**

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

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 Advanced Highers.

Because of this focus, four subjects – Mathematics (for a proportion of the year group), Geography, History and Modern Studies, will prepare pupils for Higher courses from the beginning of S4, bypassing National 5 examinations in the summer of 2020. For some pupils thinking of taking six Highers in S5 it is particularly helpful to take subjects that bypass National 5 in S4.

For Twilight pupils there will not be a formal external assessment at the end of S4 in Computing Science, Art, Drama, Fabric Skills or Music as that will not be possible in the shorter weekly time slots for these subjects. Instead pupils will be encouraged to develop their skills and understanding to the point where the subject will be a possible additional option for study at Higher level in S5 and, hopefully, enjoy the opportunity to deepen their skills and understanding in these subjects for their own sake. In other after school subjects pupils will be prepared for National 5 examinations. There is no assessment in Fabric Skills at or beyond S4.

ENGLISH

Pupils in S3 will be presented for the National 5 examination in S4. Both the Higher and National 5 examinations and course-work require the abilities to make a personal, focused and detailed response to literature, to show evidence of close reading skills, and to demonstrate proficiency in both creative and discursive composition work. In such composition work pupils will consolidate their skills in redrafting, helping to prepare them for the demands of the externally assessed Folio required in National 5 in S4 and Higher in S5. In addition, pupils will practise and develop their skills in talking and listening.

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 and there is further reinforcement of the key techniques in Critical Essay writing. Skills are developed in the close reading of texts of all kinds, with training given in the proper written responses required by Higher.

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 drama, a wide range of poetry and a prescribed novel of literary merit.

MATHEMATICS

In S3 all pupils follow the National 5 Course. Classes are organised by ability and pupils work through the course at an appropriate individual rate. All classes enhance their learning through the use of a variety of materials as supplementary extension resources.

National 5 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 at the start of S4 to consolidate their mathematical learning before moving onto Higher Mathematics.

Assessment takes various forms. Continuous assessment in the form of topic tests is ongoing throughout the year. There are whole course assessments in November and May of S3.

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

Since 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 and software packages and so it is advantageous to have internet access at home.

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 National 5 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 National 5 examination in May of S4.

MODERN LANGUAGES: French, German, Spanish

All main 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, talking and writing. The emphasis is on personal language and everyday situations. We use a wide range of up-to-date resources including interactive textbooks, worksheets, sound files, websites and APPs. Where possible, there is also some input from the Foreign Language Assistants

Progress is monitored by class tests, regular home exercises, on-going assessment of talking, and an examination in the summer term.

The course is structured towards presentation at National 5 at the end of S4, although it is hoped that some pupils will embark upon Higher-level work during S4. The areas of study for National 5 are broadly the same as those in the Higher course with a focus on four contexts, Society, Culture, Learning and Employability.

In S3 it is also possible, numbers permitting, to start a new language. No prior knowledge of this language is required.

CLASSICAL GREEK

All pupils will have been briefly introduced to the ancient Greek language at the end of S2. In S3, they can choose to continue their study of the language, and proceed to the GCSE qualification. **We strongly recommend that pupils who opt for GCSE Classical Greek continue their study of Latin to National 5 level.**

This course is assessed by externally marked exams at the end of S4, and prepares pupils for entry to AS Level in S5, and A2 Level in S6.

The Course aims include:

- Study of the language, its grammar and vocabulary
- Close reading of literature from the Classical period
- Development and application of critical skills
- Understanding of the historical and social context of literary texts

The Course has two Units :

UNIT	KEY AREAS
Classical Greek Language	<ul style="list-style-type: none">• Applying knowledge of vocabulary, accidence and syntax• Conveying overall meaning using appropriate language, style and structure
Classical Greek Literature : Prose and Verse	<ul style="list-style-type: none">• Understanding of genres and themes• Exploration of literary techniques and their effects• Communication of appropriate critical responses• Awareness of relevant aspects of Greek culture

At GCSE, pupils will study a range of ancient texts from genres as diverse as Homeric epic, legal oratory, military history and mythology. Pupils will develop skills of critical appreciation, and become more fluent and confident in reading, and writing about, complex texts.

The study of Classical Greek requires clarity in thinking, and precision in written expression – skills which are highly regarded by universities and employers. Classical Greek is a stimulating, complex subject, and a demanding choice, but one which supports study in English, Drama and the social sciences.

LATIN

All pupils have been introduced to Latin language and culture during S1 and S2. In S3, they can choose to continue their study of the language, and proceed to the National 5 qualification. This course is assessed by two externally marked exams at the end of S4, and prepares pupils for entry to Higher Latin in S5.

The Course aims include:

- Study of the language, its grammar and vocabulary
- Close reading of literature from the Classical period
- Development and application of critical and analytical skills
- Understanding of the historical and social context of literary texts

The Course has two Units :

UNIT	KEY AREAS
<i>Translating</i>	<ul style="list-style-type: none">• Applying knowledge of vocabulary, accidence and syntax• Conveying overall meaning using appropriate language, style and structure
<i>Literary Appreciation</i>	<ul style="list-style-type: none">• Understanding of ancient genres and themes• Exploration of literary techniques and their effects• Communication of appropriate critical responses• Awareness of relevant aspects of Roman culture

At National 5, pupils will study a range of ancient texts, and can choose from genres as diverse as epic poetry, legal oratory, romantic verse and mythology. Pupils will develop skills of critical appreciation, and become more fluent and confident in reading, and writing about, complex texts.

The orderly, logical nature of the Latin language itself encourages clarity in thinking and in written expression – skills which are highly regarded by universities and employers. Latin is a stimulating subject, and a demanding choice, but one which supports study in English, Modern Languages and the sciences.

BIOLOGY

This Course leads to a National 5 qualification at the end of S4 and provides the necessary foundation for further study of the subject.

AIMS

The main aims of this Course are for learners to:

- develop scientific and analytical thinking skills in a biology context;
- develop an understanding of the role of biology in scientific issues;
- acquire and apply knowledge and understanding of concepts in biology; and
- consider applications of biology on our daily lives, as well as environmental and ethical implications.

COURSE CONTENT

The course content includes the following areas of biology:

- Cell biology;
- Biology: multicellular organisms; and
- Biology: life on Earth.

	KEY AREAS
<i>Cell Biology</i>	Cell structure Transport across cell membranes DNA and the production of proteins Proteins Genetic engineering Respiration
<i>Biology: Multicellular Organisms</i>	Producing new cells Control and communication Reproduction Variation and inheritance Transport systems – plants and animals Absorption of materials
<i>Biology: Life On Earth</i>	Ecosystems Distribution of organisms Photosynthesis Energy in ecosystems Food production Evolution of species

Course assessment

The Course assessment has two components which are set, and marked, by SQA:

Component 1 — question paper	80%
Component 2 — assignment	20%

GRADING

Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

CHEMISTRY

Pupils will study the National 4 and National 5 Chemistry courses which will prepare them for the National 5 examination at the end of S4.

The aim of the course is to provide opportunities for learners to develop skills, knowledge and understanding of chemistry. The Course develops scientific understanding of chemistry issues and aims to develop learners' interest and enthusiasm for chemistry by using a variety of approaches, with an emphasis on practical activities.

COURSE CONTENT

The Course has three Units:

UNIT	KEY AREAS
<i>Chemical Changes and Structure</i>	a) Rates of reaction b) Atomic structure and bonding c) Formulae and reaction quantities d) Acids and Bases
<i>Nature's Chemistry</i>	a) Homologous series – the study of alkanes, alkenes and cycloalkanes b) Everyday consumer products: alcohols and carboxylic acids. c) Energy from fuels
<i>Chemistry and Society</i>	a) Metals b) Properties of plastics c) Fertilisers d) Chemical analysis e) Nuclear chemistry

ASSESSMENT

Course assessment

National 5 courses include assessment of 'added value'. The added value will be assessed in the course assessment. The Course assessment has two components which are set and marked by SQA.

Component 1 — question paper	80%
Component 2 — assignment	20%

GRADING

Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A-D. The grade is determined on the basis of the total mark for all Course assessments together.

The National 5 course links with the Higher Chemistry course and therefore contributes towards the preparation of pupils for the Higher Chemistry examination at the end of S5. However, the National 5 is complete in itself and provides a suitable course of study for those who do not intend proceeding towards Higher.

PHYSICS

This Course leads to a National 5 qualification at the end of S4 and provides the necessary foundation for further study of the subject.

Aims

The main aims of this Course are for learners to:

- develop scientific and analytical thinking skills in a physics context
- develop an understanding of the role of physics in scientific issues
- acquire and apply knowledge and understanding of concepts in physics
- develop understanding of relevant applications of physics in society

Course Content

The Course has three Units:

Unit	Key areas
<i>Electricity and Energy</i>	Conservation of energy; Electrical charge carriers and electric fields; Potential difference (voltage); Practical electrical and electronic circuits; Ohm's law; Electrical power; Specific heat capacity; Gas laws and the kinetic model
<i>Waves and Radiation</i>	Wave parameters and behaviours; Sound; Electromagnetic spectrum; Light; Nuclear radiation
<i>Dynamics and Space</i>	Vectors and scalars – displacement and velocity; Velocity-time graphs; Acceleration; Newton's Laws; Projectile motion; Space exploration; Cosmology

Assessment

The Course assessment has two components which are set, and marked, by SQA:

Component 1 — question paper	80%
Component 2 — assignment	20%

Grading

Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

BUSINESS MANAGEMENT

Business Management is relevant to everybody, no matter what route their life takes. We all come into contact with business on a daily basis, from using public transport, to buying something in a shop, to watching the TV. Business has a powerful influence and impact on us, the economy and the world. This course will help you to understand how businesses operate and the activities they undertake.

The main focus of the National 5 course is to develop knowledge and understanding of the role and types of business within our contemporary society and the environment within which they operate. Areas of work will include Finance, Human Resource Management, Marketing and ICT.

The National 5 course consists of three units, an assignment and a final examination.

The three units are:

- **Understanding Business**
 - The business environment (types of business and objectives)
 - Business influences (internal and external factors)
- **Management of Marketing and Operations**
 - The marketing mix and market research
 - Stock management, methods of production and quality
- **Management of People and Finance**
 - Recruitment and selection, training, motivation and legislation
 - Sources of finance, breakeven, budgeting and profit statements

Assessment is through an assignment and a question paper. The assignment will require pupils to complete a short report on a specific area of a business they have chosen. This is worth 25% of their final mark and is marked by the SQA.

The final examination is an end-of-course exam which is set and marked by the SQA. This is worth 75% of the final mark.

Pupils will be asked to keep a learning journal throughout their National 5 Business Management course. This journal is not part of the formal assessment but will get pupils thinking about their learning and is a place where they can keep different things they have learned.

The course leads on either directly to a Higher in Senior 5 or presents the possibility for students to revisit in Senior 6 to take the Higher exam. Advanced Higher Business Management is available in S6 for those who successfully complete the Higher course in S5.

ECONOMICS

Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals to the structures created by governments and businesses. An economic way of thinking can help pupils make better choices relating to their life and work.

The course looks at governments, firms, global trade and their economic contexts.

The course will appeal to pupils with an **enquiring, logical and analytical mind**. Pupils will **analyse economic data** and information in order to find solutions to economic problems and will communicate these solutions effectively.

The National 5 course offers a blend of practical and theoretical experiences. Skills, knowledge and understanding are developed through a range of contexts within the broad discipline of economics.

The course consists of three units, an assignment and a final examination.

The three units are:

- **Economics of the Market**
 - Basic economic problem
 - Allocation of resources
 - How markets operate
- **UK Economic Activity**
 - Government taxation, revenue and spending
 - Inflation, employment and economic growth
 - Role of Scotland in the UK economy
- **Global Economic Activity**
 - Global trade
 - Effect of currency fluctuations
 - Role of aid to developing countries

The assignment will require pupils to apply their research and analytical skills within the context of an economics topic or issue they have chosen. (25% of the course assessment, marked by the SQA)

The final examination is an end-of-course exam which is set and marked by the SQA. This is worth 75% of the final mark.

The course leads on either directly to a Higher in Senior 5 or presents the possibility for students to revisit in Senior 6 to take the Higher exam. Advanced Higher Economics will be available in S6 for those who successfully complete the Higher course in S5.

GEOGRAPHY

Geography is a unique and flexible subject as it bridges the humanities and the physical sciences, which helps to keep options open for the future. It provides a wide range of transferable life skills through the study of natural environments and human activities. The curiosity of a geographer is virtually unbounded; we are observers and analysts of space, place and environment on scales from the local to the global.

Transferable skills developed in Geography:

- * logical reasoning
- * investigation and research
- * awareness of different values and attitudes
- * problem solving and decision making
- * photo interpretation
- * team work
- * fieldwork
- * communication
- * use of ICT
- * map reading

The **S3 course** offers our students an opportunity to study a variety of important topics in Geography and provides a valuable foundation for Higher in S4 & S5. There is no external examination in S4.

Course Structure

	Description
Autumn Term	Weather, Energy, Settlement and Industry
Spring Term	Trade, Aid & Geopolitics, Limestone and Farming
Summer Term	Tourism and an Enquiry Project

Assessment

At the end of S3 & S4 the students will sit an internal examination marked at SQA standard. They will then sit their Higher **examination** at the end of S5, which is set and marked by the SQA; contributing towards 73% of the final grade.

The Higher **assignment** is an individual investigation, which involves fieldwork and library research. It requires students to apply their research and analytical skills within a geographic context. This will make up 27% of the overall grade and is marked by the SQA. Pupils begin the research for the assignment during the final term of S4.

Progression

The course provides excellent progression to Higher Geography. Advanced Higher Geography will be available in S6 for those who successfully complete the Higher course in S5.

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. There is no external examination in S4.

In terms 1 and 2 we look at the First World War:

- Reasons for the outbreak of war
- The Schlieffen Plan and trench warfare
- Important battles on the Western Front
- Reasons for Allied victory
- Making peace after the war

Later in term 2 and in term 3 we look at the Cold War 1945 -1989:

- Reasons for the emergence of the Cold War
- Flashpoints – Poland, Hungary, Berlin and Cuba
- Life in East Germany
- Changing relations between the Superpowers, 1968 - 89

MODERN STUDIES

How powerful is the British Prime Minister?

What difference has the Scottish Parliament made to the lives of the people of Scotland?

What are the causes of crime in the UK and what are the government's responses to crime?

What are the benefits and drawbacks of being in the European Union?

Why is life expectancy as low as 40 in some African countries?

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 workbooks, we rely on a variety of other sources. Pupils are encouraged to become familiar with these and to learn to detect bias, exaggeration and contrasting viewpoints.

S3 pupils are also given the opportunity to meet and question MPs and MSPs, as well as visit the Scottish Parliament to see democracy in action.

ART & DESIGN

This course leads to a National 5 Qualification at the end of S4, and provides excellent progression to Higher Art and Design.

The course aims to enable pupils to:

- Develop their creative practical skills, using materials, equipment and technology when developing their ideas.
- Develop a range of problem-solving skills in the context of their expressive and design work, and learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.

Course content:

Practical Portfolio

Expressive with Critical Activity

Pupils will identify a theme and produce a portfolio of work using a variety of media and techniques including drawing, painting, collage and printmaking. They will develop a knowledge of the work of significant visual artists in both historical and contemporary contexts.

Design with Critical Activity

Pupils will be given the opportunity to explore aspects of design in both two and three dimensions. Using a design brief as a basis for investigation and development pupils will be able to work within the field of jewellery, textiles, graphics, product design or architecture. They will develop a knowledge of the work of significant designers in both historical and contemporary contexts.

Question paper:

A written paper tests pupils' knowledge and understanding of visual artists, designers and their practice.

Assessment

75% of marks to the portfolio (design and expressive)

25% of marks to the question paper

Twilight Art and Design

Pupils who opt to do Art and Design as a Twilight Class will be expected to demonstrate high levels of motivation and commitment to their studies. The class teacher will monitor progress to ensure that all the course requirements are met. The course will not be accredited at the end of S4. Instead pupils will follow an 'access to Higher course' designed to ensure progression and balance of skills required to continue with Art and Design in either S5 or S6.

DRAMA

This is a two-year course working towards a National 5 qualification at the end of S4.

Students will experiment with a range of Acting, Directing and Theatre Production Skills and learn how to apply them imaginatively in performance. Reflective skills will also be developed as learners evaluate their own work and that of others.

The course consists of two areas of study designed to provide progression to the Higher course in S5. The areas of study are as follows;

Drama Skills

Students explore and develop a range of dramatic techniques and ways of communicating ideas to an audience. Students will work individually, in pairs and in groups, allowing them to develop self-confidence and foster effective communication skills. Topics will include Mime, Movement, Mask and Voice. They will learn how to respond to text and stimuli, and how to interpret role and character.

Production Skills

Students investigate theatre arts, production and technologies. They learn how to apply problem solving skills in order to utilise these in the creation and presentation of a drama. They learn how to appreciate staging, performance styles, approaches and conventions.

Assessment

To gain the award of the Course, students must complete all areas of study, as well as the external course assessment. The external course assessment structure is as follows: -

Component 1	-	60%	-	Performance (students may be assessed in an Acting or Production role)
Component 2	-	40%	-	Question Paper

The external course assessment is graded A-D.

Twilight Class

There will continue to be an option to take this two-year course after school once a week at Twilight. However, this alternative option will *not* result in a National qualification.

This course will allow pupils to develop their practical performance and production skills and focus on creating, devising and presenting different forms of Drama.

There will be no formal assessment, but pupils will be expected to engage in a variety of activities over the course. Full commitment and attendance is essential. It is important to note that pupils who take this course will still cover the skills necessary to progress to the Higher course in S5.

MUSIC

Taking Music as a timetabled subject during the school day i.e. 3 hours per week, a National 5 qualification will be accredited at the end of S4.

There are **3** areas of study in the National 5 course: Performing, Composing and Understanding Music. All three areas are assessed externally, with the following weightings: performance 50%, question paper 35% and composing assignment 15%.

The Course

Performing Skills: Pupils perform an agreed programme of music using selected instruments, or instrument and voice.

Composing Skills: Pupils create music using compositional methods and a range of musical concepts.

Understanding Music: Pupils develop understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts.

All of these skills will be developed on an on-going basis throughout S3 & 4 using an integrated approach.

Assessment

Performing: (50%)

Pupils will prepare a programme of pieces for either two instruments or one instrument and voice. The programme of music should last 8 minutes in total and should contain two contrasting pieces of music of an appropriate standard /level of difficulty. Pupils must perform for at least 2 minutes on one instrument/voice, making up the rest of the programme on the other instrument/voice.

Question Paper: (35%)

A question paper tests pupils' knowledge and understanding of music concepts and music literacy.

Composing Assignment: (15%)

This new assignment will assess composing skills and will be externally marked by SQA.

Twilight Music

Taking music during twilight time, a National 5 qualification will **NOT** be accredited at the end of S4. Instead pupils will follow an 'access to Higher course' designed to ensure progression and balance of skills required to continue with Music in either S5 or S6. Pupils will be expected to demonstrate high levels of motivation and commitment, while the class teacher will monitor progress to ensure that all the course requirements are met.

COMPUTING SCIENCE

The Computing Science course at National 5 level is made up of four areas: *Software Design and Development, Computer Systems, Database Design and Development and Web Design and Development.*

Software design and development

Pupils develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by pupils. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems

Pupils develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database design and development

Pupils develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows pupils to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by pupils.

Web design and development

Pupils develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows pupils to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by pupils.

COURSE ASSESSMENT STRUCTURE

The course assessment is made up of two components: the question paper (examination) is worth 69% and the assignment (coursework) is worth 31%. The assignment is an annually issued task to be completed under-supervised conditions and marked by SQA.

TWILIGHT

Pupils can opt to take Computing Science as a twilight session, after school, one evening per week. It is aimed at well disciplined, self-motivated pupils with the ability to take responsibility for their own learning and work independently. The course will **not** be accredited with a National 5 qualification at the end of S4. The twilight class will, not only, allow pupils to gain a good grounding of the concepts of modern Computing Science (*no matter what their intended career may be*) but will also equip them with the skills necessary to continue with Computing Science in S5. They must however, have reached the required standard of work in the practical and theory elements.

ENGINEERING SCIENCE

The Engineering Science course provides pupils with an opportunity to explore aspects of the many varied and fascinating engineering disciplines. S3 pupils will be offered National 5 Engineering Science as a mainstream subject, and also as an extra twilight course taking place one afternoon per week.

The course aims to develop knowledge and understanding of engineering concepts. It also seeks to foster creativity and help pupils to develop practical skills through project work, involving the design and building of working systems. The course consists of three units: Electronics and Control, Mechanisms and Structures, and Engineering Contexts and Challenges. Throughout the course pupils will use an extensive range of resources such as pneumatics kits, microcontrollers and Lego Dacta, to construct and test prototype engineered systems.

The experiences the course provides are undoubtedly of great benefit to those considering a career in engineering-related subjects such as Electronic Engineering, Mechanical, Engineering Civil Engineering and Architecture. However, all learners will benefit from the opportunity to develop essential skills in problem solving, project planning and working to given specifications.

Assessment

In addition to sitting the final examination, candidates must complete the Course Assignment in S4. The assignment requires pupils to apply the knowledge and skills they have gained throughout the course to an engineering problem.

The overall grade awarded is a combination of the assignment grade (31%) and the final (1½ hour) examination grade (69%).

NOTE - The main timetable *and* extra twilight course lead to a National 5 qualification at the end of S4. Twilight course pupils have performed extremely well in this subject.

GRAPHIC COMMUNICATION

The Graphic Communication course provides pupils with the opportunity to explore the skills and techniques used to create visual communications.

S3 pupils will be offered National 5 Graphic Communication as a mainstream subject, and also as an extra twilight course taking place one afternoon per week. The course consists of two units: 2D Drawing, and 3D and Pictorial Drawing. The course aims to develop theoretical knowledge and skills in a wide range of visual communication techniques, including manual drawing and sketching, engineering drawing using drawing boards, computer-aided design (CAD), and graphic design. Throughout the course pupils will make extensive use of computer software such as Autodesk Inventor, for the creation of 3D models, and Adobe Creative Suite to create presentation and promotional work.

The experiences the course provides are undoubtedly of great benefit to those considering a career in engineering or design related subjects, such as Product Design Engineering, Architecture, Civil Engineering and Graphic Design. However, all learners will benefit from the opportunity to develop essential skills in problem solving, project planning and working to given specifications.

Assessment

In addition to sitting the final examination, candidates must complete the Course Assignment, which requires pupils to demonstrate the knowledge and skills they have gained throughout the course.

The overall grade awarded is a combination of the assignment grade (33%) and the final (1½ hour) examination grade (67%).

NOTE - The main timetable and extra twilight course lead to a National 5 qualification at the end of S4. Twilight course pupils have performed extremely well in this subject.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

Twilight Course - 3.45 – 5.15 (Thursday)

This 2 year course does not run during the school day but as a twilight class.

RMPS is a course that is relevant and applicable to everyone. Our day to day interactions in life, at school, university and in our jobs brings us into contact with people of different beliefs; religious, ethical and philosophical. No matter what career you choose you may be faced with making ethical decisions or implementing critical thinking, and National 5 RMPS will help you develop the necessary skills.

RMPS enables learners to investigate, critically analyse and evaluate religious and non-religious responses to religious, moral and philosophical questions. The course is set up to allow learners to engage in debate about current ethical and philosophical issues, developing their critical thinking skills and ability to think independently.

UNIT	KEY AREAS
World Religion- Buddhism	Academic study of Buddhism as a world religion. Pupils will develop in-depth factual and abstract knowledge and understanding of the impact and significance of Buddhism today, through the study of sources, key beliefs and practices, on the lives of their followers.
Morality and Belief – Morality and Relationships	Current topics from the area of morality and relationships are discussed and evaluated from both religious and non-religious viewpoints. Pupils will engage critically with issues such as gender roles, marriage, equality and exploitation; as well as UK and European law regarding these issues.
Religious and Philosophical Questions – Origins	The unit focuses on the interaction between religion (faith) and science (reason) when trying to understand and explain the origins of the universe and life. Pupils will analyse and evaluate the strengths and limitations of the religious and scientific views), as well as any apparent compatibility between the two viewpoints.

This course leads to a full National 5 Qualification at the end of S4 and will run as a Twilight completing the course on a reduced timetable of 1½ hours per week. It consists of three units, an assignment and a final examination.

Course Structure

Assessment

The final **examination** is an end-of-course exam which is set and marked by the SQA; contributing towards 80% of the final grade. The **assignment** is an individual investigation which involves personal study. It requires students to apply their research and analytical skills within a Moral or Philosophical context. This will make up 20% of the overall grade and is marked by the SQA. Pupils begin the research for the assignment during the final term of S3.

Progression

The course provides excellent progression to Higher RMPS or presents the possibility for students to revisit in S6 to take the Higher exam.

HOME ECONOMICS

Practical Fabric Skills - Twilight Course - 3.45 – 5.15 (Thursday)

This 2 year course does not run during the school day but as a twilight class.

This is a basic needlework course which introduces pupils to hand and machine stitching, the appropriate choice of fabrics and the use of paper patterns. Pupils should have reasonable practical skills, be able to motivate themselves and learn to work in an organised and structured manner.

The following units will be offered over 3rd and 4th year;

- Fashion and Textile Technology: Textile Technologies
 - Fashion and Textile Technology: Fashion/Textile Item Development
 - Fashion and Textile Technology: Fashion and Textile Choices
-

Heads of Department

Art	Mrs S Breckenridge
Biology	Mr A Kerr
Chemistry	Mr P Uprichard
Classics	Mrs E Carey/Dr H Cochrane
Computing	Ms R Housley
Drama	Mrs V Alderson
Economics/Bus Man	Mrs C Keddie
English	Mr M Symington
Geography	Mrs E Prentice
History	Dr A McQueen
Mathematics	Mr A Eadie
Modern Languages	Mrs E Bertram
Modern Studies	Mr G Broadhurst
Music	Mr E Trotter
Philosophy and Religion	Ms S Carey/ Mr M Hughes/Mr C Bagnall
Physical Education	Mr S Lang
Physics	Dr S Lonie
Psychology	Mrs A Luker
Technology	Mr C McCormick

Career Development and Higher Education Department

Mr D G Campbell (Depute Rector)

Miss K Chisholm (Head of Department)

Mrs L M McNeill

Mrs L Munro

Mrs L Stewart

Dr M Walker