



# ALL SAINTS RC SECONDARY SCHOOL

Session 2019 -2020

*Senior Phase  
Options  
Booklet*

Dear Parent/Guardian

This booklet aims to support you in helping your child to make the correct choices in their senior phase as they move into S4.

Within this document you will find information on each subject and the levels at which that subject is offered in S4/S5/S6. This will help your son/daughter to make their choices at the options meeting which will take place in school over the coming weeks. Your child will bring a copy of the option form home to allow discussion around subject choices, and for you to sign. You are welcome to attend your child's options interview in school if you wish.

Alternatively, if you are unable to attend the options interview and your son/daughter requires more support in making options choices, then please do not hesitate to contact the school and speak to the relevant pupil support teacher or year head whose details you can find at the end of this document.

In All Saints we endeavour to try and ensure that young people are given the maximum possible chance of having choices which are tailored to meet their individual needs. As such I hope that the choices on offer will provide your child with this opportunity.

Mr Brian Feeney

Head Teacher

Below is a table that explains the structure of senior phase qualifications



In addition to the courses which we offer internally the school works in partnership with local colleges and training providers to offer our young people vocational and industry recognised qualifications.

### How to choose Subjects

#### S3

Learners in S4 will study 7 subjects at level which is appropriate to their needs. The courses on offer will be at National 3, 4 or 5.

English, Mathematics, PE, Religious Education and Personnel Support are mandatory. Learners will have the option to select a further 5 subjects. These subjects should be linked to their level of attainment in S3, career choice.

Learners already study a specialised science, social subject and modern language. If they wish to continue with one or all of these subjects then they should choose the

one they are studying presently. They can, if they wish, opt for a second subject in any of these faculty areas.

Learners who study Design Technology or Business Education presently may choose up to two subjects from the options available in these faculties if they wish.

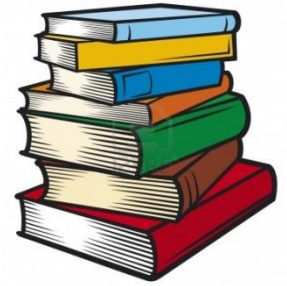
If a learner has an aptitude in physical education or it is their intended career then they may choose to opt for National PE.

#### **S4/5**

Learners should opt for subjects and courses which will allow them to build on their previous attainment.

The subjects and levels learners opt for should be linked to their post school destination and take into account the requirements of potential college, university or apprenticeship courses.

**FACULTY:      ENGLISH AND MEDIA STUDIES**



**Subject: English**

Level(s) Offered: National 3, 4 and National 5 in S4

National 5, Higher English, and Higher Media  
in S5/6

National 3, 4, 5 & Higher ESOL (English for Speakers of  
other Languages) in S4, S5/6

**Subject Description**

With the advent of CfE and the Broad General Education for S1-S3, a text is no longer solely words on a page. A text can be anything ranging from a text message to a blog, a comic strip to a graphic novel, a poster to a leaflet, a letter to a story, or a photograph to a short film. English promotes creativity and flexibility whilst always meeting the needs of our young people. Our young people are exposed to different kinds of literacy on a daily basis and the English course has been planned to develop keen understanding, analysis and evaluation skills.

Communication is a key aspect in English and pupils studying English will develop in confidence using media, prose, drama and critical literacy. Pupils will also develop transferrable skills in all four modes of Reading, Writing, Talking and Listening through studying a range of texts and producing a variety of outcomes, which can be anything from a leaflet to a solo talk, or an essay on Shakespeare. The development of higher order thinking skills means that our young people will be able to make sound judgements about their own learning and assess what they need to do improve.

**National 4 English**

The English National 4 course provides you with purposeful reading, writing, talking and listening. These activities enable you to improve and extend your communication skills and help you to enjoy the English Language in prose, poetry and drama. The general aim of this course is to provide you with the opportunity to develop reading and listening skills in the contexts of literature, language and media. You will develop the skills needed to understand, analyse and evaluate straightforward

texts. In addition, you will have the opportunity to develop talking and writing skills in familiar contexts along with the skills needed to create and produce straightforward texts in both written and oral forms. The units covered in National 4 English (SCQF Level 4) will be: Analysis and Evaluation; Creation and Production; Literacy and the English Assignment (Added Value Unit).

### **National 5 English**

The English National 5 course will give you the opportunity to learn how to read and listen to a detailed text in order to understand, analyse and evaluate in a familiar context.

In addition, you will learn how to develop and extend talking and writing skills in a wide range of contexts. You will develop the skills needed to create and produce texts in both written and oral forms. English National 5 (SCQF Level 5) requires that you sit an external examination which consists of two papers:

- Paper 1 - Reading for Understanding, Analysis and Evaluation
- Paper 2 - Critical Reading encompassing Scottish Text and critical essay
- An internally assessed Spoken Language Unit
- A portfolio, which will contain two pieces of writing

### **Higher English**

The Higher English course will provide you with the opportunity to develop and extend reading and listening skills. Learners develop the skills needed to understand, analyse and evaluate a wide range of detailed and complex texts and spoken language in the contexts of literature, language and media. In addition, you will learn how to develop and extend talking and writing skills in a wide range of contexts. You will develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

You are required to sit an external examination to achieve Higher English, which will consist of two papers:

- Paper 1 - Reading for Understanding, Analysis and Evaluation
- Paper 2 - Critical Reading encompassing Scottish Text and critical essay

- An internally assessed Spoken Language Unit
- A portfolio, which will contain two pieces of writing



## Higher Media Studies

The Higher Media Studies course provides you with high-quality skills to make media for film, television and digital streaming. Learners will develop technical skills, confidence and desire to make an impact on the world of media. The course brings together theory, critical thinking skills, as well as practical experience in planning and creating your own media text.

You are required to sit an external examination to achieve Higher Media Studies, which will consist of two papers:

- Paper 1 – Media Content Analysis and Media Literacy
- Paper 2 – The Role of Media in Society
- Media Assignment – create your own short film/trailer and written assignment externally assessed by the SQA.

## ESOL (English for Speakers of Other Languages)



ESOL is appropriate for bilingual pupils who have come to Glasgow from another country at some point during their secondary education (or in some cases, upper primary). Decisions on who does ESOL are made by the school in consultation with the pupils and with their families.

ESOL is accepted by colleges and universities as an equal qualification with English. Each level of ESOL has four outcomes and candidates must pass assessments in:

Reading  
Writing  
Listening  
Speaking

There are **two Units**: ESOL for Everyday Life and ESOL in Context (Study)

At **National 4**, there is no exam. To complete the course at **National 4**, candidates have to pass the assessments for both Units and they also have to complete an Added Value Unit. The AVU involves researching a topic and making an oral presentation to the class.

**National 5** candidates will sit an SQA exam in the summer term which has two papers:

Paper 1 is the Listening paper (20 marks) and Paper 2 is the Reading / Writing paper (50 marks). There are also 30 marks available for Performance (Speaking + Listening) which is recorded and marked in school.

**IF YOU ARE INTERESTED IN STUDYING ESOL, PLEASE SPEAK TO MRS WILSON OR MS GILLIES AS SOON AS POSSIBLE.**

### **Opportunities for Further Study**

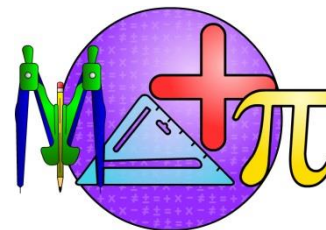
Higher English, Higher Media Studies, National 5 and National 4 English as well as ESOL courses will be offered in the Senior phase, depending on pupils' success in S4. English remains the subject most employers and universities require as a result of its deeply complex, analytical base and promotion of all forms of communication, which is an essential skill in this brave new world!

### **Suitability**

English, Media and ESOL are subjects which develop skills transferable skills. Pupils who enjoy and perform well in Art, History, Drama, Music, Business Management, Computing, and Economics, will also do well in English, Media and ESOL. The demands of English are substantive, and a high level of essay writing skills are essential for pupils to excel in these courses.



## FACULTY: MATHEMATICS



### **Subject: Mathematics**

**S4 Courses offered are:** National 3 Applications of Maths, National 4 Maths, National 4+ Maths, National 5 Maths.

**S5/S6 Courses offered are:** National 4 Applications of Maths, National 5 Numeracy, National 5 Maths, Higher Maths.

#### **Subject Description**

S4 Learners will be provided with the opportunity to build on the skills already developed during the S1 to S3 phase.

S5/6 Learners will be provided with the opportunity to advance into a senior phase course suited for their stage in mathematics and attain that all important maths qualification that will open the door to the next stage in education or work.

Each course is split into units and each of these units are internally assessed.

#### **S4 - National 3 Applications of Maths**

- Leads on from level 2 in the Broad General Education.
- There are three internally assessed units.
- The Applications of Maths courses offer the opportunity for learners to build up their confidence in everyday mathematical skills, essential for a successful career and life.
- Progression into S5 would be National 4 Applications of Maths (see over).

#### **S4 - National 4 Maths**

- Leads on from level 3 in the Broad General Education
- There are three internally assessed units and a final timed exam, all done in class.
- The final qualification at the end of S4 would be a full or partial award at National 4 Maths.
- Progression into S5 would be either National 4 Applications of Maths, or National 5 Numeracy (see over).

#### **S4 - National 4+ Maths**

- Leads on from level 3\_4 in the Broad General Education.
- Pupil will be extended into some National 5 skills during this course.
- There are four internally assessed units and a final timed exam. The final exam will be at level 5.
- The final qualification at the end of S4 would be a full award at National 4 Maths.
- Progression into S5 would either be National 5 Numeracy or National 5 Maths (see over).

#### **S4/5/6 - National 5 Maths**

- Leads on from level 4 in the Broad General Education or National 4+ Maths.
- There are three internally assessed units and a final SQA exam in May.
- This course can be done over two years; learners could obtain their unit passes with N5 Numeracy during the first year and sit the SQA exam in the second year.
- Progression into S5/6 could be Higher Maths.
- National 5 Maths offers learners a qualification that will allow them to progress into a further education course or career that requires a high level of mathematical competency.

#### **S5/6 - National 4 Applications of Maths**

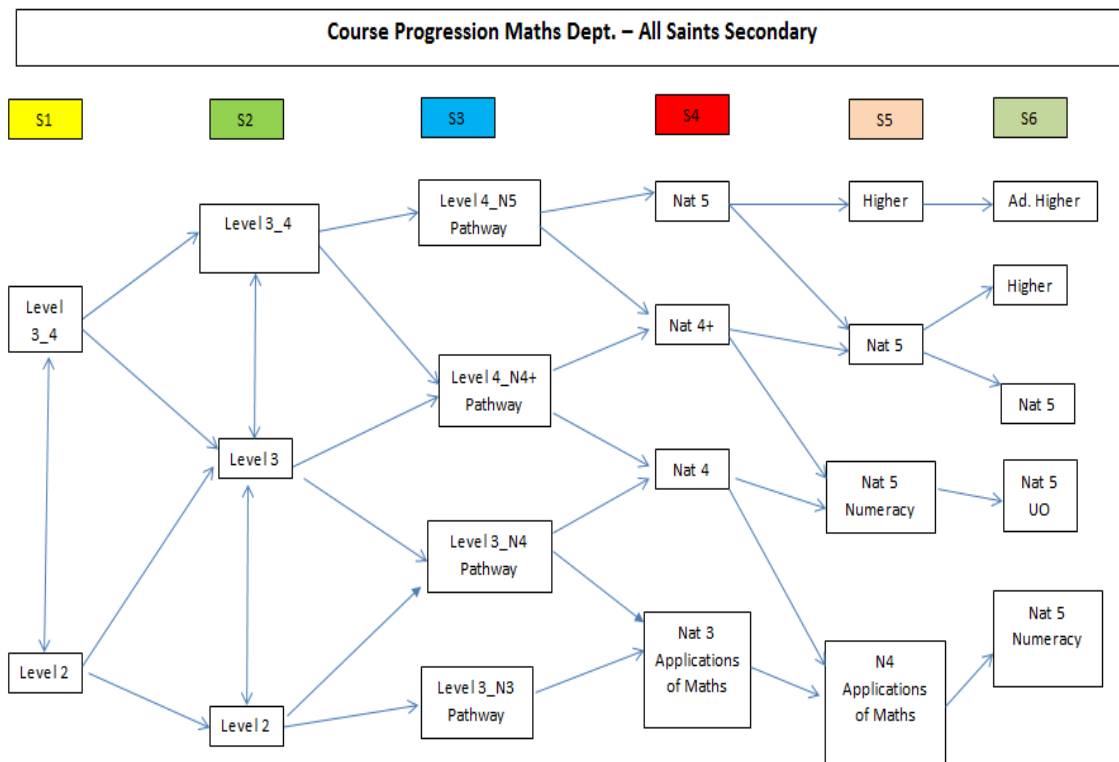
- Leads on from National 3 Applications of Maths.
- It can also be an option for those learners wanting to broaden their understanding from National 4 Maths in S4, or who only have a partial National 4 Maths award.
- There are three internally assessed units.
- The Applications of Maths courses offer the opportunity for learners to build up their confidence in everyday mathematical skills, essential for a successful career and life.

### S5/6 - National 5 Numeracy

- Leads on from a successful pass at National 4 Maths or National 4 Applications of Maths.
- There are two internally assessed units.
- National 5 Numeracy offers learners to demonstrate to potential employers that they are competent problem solvers and have a capacity for solid logical thinking.

### S5/6 - Higher Maths

- Leads on from a good pass at National 5 Maths.
- There are three internally assessed units and a final SQA exam in May.
- Higher Maths offers learners a qualification that will allow them to progress into a further education course or career that requires a very high level of mathematical competency.



## FACULTY: SOCIAL SUBJECTS



### **Subject: HISTORY National/4/5**

In the National 5 History course, you will develop your understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps you to develop an understanding of the past and of the forces which have shaped the world today. Throughout the course you will have the opportunity to develop a wide range of skills including research, IT, critical thinking and group work skills.

The National 5 courses consists of 3 units, 1 exam paper and 1 external assignment.

The National 4 course consists of 3 units, internal course assessments and an added value unit (AVU).

What you will study

A Scottish Context (Migration and Empire, 1830-1939)

- Immigration to Scotland, 1830s-1939
- Experiences of immigrants to Scotland, 1830s-1939
- Scottish Emigration, 1830s-1939
- Experience of Scots abroad, 1830s-1939

A British Context (The Atlantic Slave Trade, 1770-1807)

- The Triangular Trade
- Britain and the Caribbean
- The captive's experience and slave resistance
- The abolitionist campaigns

A European and World Context (Free at Last? Civil Rights in the USA, 1918-1968) (studied in S3)

- The 'Open Door' policy and immigration to 1928
- 'Separate but equal' to 1945

- Civil rights campaigns, to 1968
- The ghettos and black American radicalism

### Course Assessment

Checkpoint assessments carried out at various points throughout the academic year.

There is an external assessment for National 5 with a total mark awarded out of 100 marks - 80 marks for the external examination and 20 marks for the successful completion of a research based project.

### WHY HISTORY?

History does not only teach you about the past, but helps provide you with a deeper understanding of the present. The skills you learn in history will help you to engage critically with the world around you and think about things in a different way. A National 5 in history could open the door to a number of careers including, but not limited to:

- Law
- Teaching
- Journalism
- Politics

## **Subject: HISTORY Higher**

### **Introduction to Higher History**

This course is designed to enable you to develop a greater understanding of the world by learning about other people and their values in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

Throughout the course candidates will have the opportunities to develop important attitudes including an open mind and respect for values, beliefs and cultures of others.

Higher History consists of 3 units, 2 exam papers and 1 external assignment.

**Component 1 (Paper 1):**

This part of the course involves studying two different units of work; a British section and a European and World History Unit. This section is essay based and candidates must write two essays in the final exam worth a combined 44 marks.

**Component 2 (Paper 2):**

This section of the course is based on a Scottish unit of work. Candidate's ability to answer skills questions and their ability to interpret sources are examined within this unit. It is worth 36 marks.

**Component 3 (External Assignment):**

This section of the course is an external assignment where candidates must independently create an extended essay on a topic of their choice, written in exam conditions. It is worth 30 marks.

**WHY HIGHER HISTORY?**

In addition to developing an understanding of the world today, as well as past societies and conflicts, those who choose to study Higher History will learn to think independently. They will develop their ability to give a detailed historical perspective in a variety of different contexts. More importantly, they will learn to analyse different interpretations of historical sources and be able to critically evaluate a variety of views. They will gain an understanding in how to properly research complex historical issues and apply them to in a modern context.

Higher History offers a variety of different skills highly valued by employers and universities and provides students valuable career opportunities' and key knowledge which they can apply to the world around them.

**Subject:    GEOGRAPHY    National 4 & 5**



**Subject Description**

The National Geography course builds on the principles and practices for social studies and for science. You will develop a framework of geographical knowledge and increase your understanding of the environment, sustainability and the impact of global issues.

The course emphasises the development and application of **skills** and on the interpretation of sources, including maps, graphs and charts.

You will gain experience in contributing to group work and also working individually through investigative and critical thinking activities.

You will develop skills in literacy, numeracy, health and well-being and employability.

The course at All Saints Secondary encourages young people to develop an open mind and respect for the values, beliefs and cultures of others.

There are 3 units of study within the National Geography Course:

**1) Physical Environments**

You will gain a detailed **knowledge and understanding** of the processes and interactions at work within physical environments. Key topics include: Glaciation and Coastal landscape features, land use management and sustainability, and weather.

**2) Human Environments**

You will be able to compare developed and developing countries in relation to development, world population distribution and change, and issues in changing urban and rural landscapes.

**3) Global Issues**

Pupils will learn about the impact of both Natural Hazards and Trade and Globalisation on the people and the landscape of the affected areas.

**Assessment**

Checkpoint assessments carried out at various points throughout the academic year.

There is an external assessment for National 5 with a total mark awarded out of 100 marks - 80 marks for the external examination and 20 marks for the successful completion of a research based project.

## **Subject:     GEOGRAPHY Higher**

### **Introduction to Higher Geography**

This course is designed to enable you to use geographical analysis to develop a detailed understanding of important aspects of the contemporary world. This involves studying the ways that people and the environment interact and examining the environmental issues that arise in a rapidly changing world. Throughout the course you will have the opportunity to develop a wide range of **skills** including research, evaluation and presentation, IT, mapping and statistics.

The Higher Geography courses consist of 3 units, 2 exam papers and 1 external assignment.

#### ***Physical Environments (paper 1)***

- “ **Atmosphere:** the characteristics and effects of the atmosphere on global and regional scales.
- “ **Hydrosphere:** the hydrological cycle, hydrographs and the Drainage Basin.
- “ **Lithosphere:** erosion and deposition features in glaciated and coastal landscapes.
- “ **Biosphere:** Soil Profiles.

#### ***Human Environments (paper 1)***

- “ **Population:** demographic systems, population change, migration.
- “ **Rural:** Rural Land Degradation (the causes, conflicts and management strategies used in The Lake District & The Sahel of Northern Africa).
- “ **Urban:** urban management and impact strategies in both developed and developing cities (Glasgow/ Mumbai & Shanghai).

#### ***Global Issues (paper 2)***

From 5 Global Issues you will study 2.

- 1. River Basin Management – The Colorado River ✓**
- 2. Development and health — Differences in Development, Malaria and Primary Health Care.**

#### ***Application of Geographical Skills (paper2)***

The aim of the geographical skills question is to apply the geographical knowledge learnt throughout the Higher Geography course to a real-life situation. It will include the use of a map alongside other pieces of information typically used in geography exam questions such as photos,



field sketches, cross-sections/transects, various styles of graphs, tables of information, newspaper articles and extracts from various sources.

## **WHY GEOGRAPHY?**

**In addition to knowing about our planet and its people, those who choose to study geography will learn to think critically, research, and communicate their thoughts through writing and other means of communication independently. They will thus have skills that are valued in all careers. Geography is a well-rounded discipline that provides students not only with ample career opportunities but it also provides students with knowledge about our rapidly-changing world and how humans are impacting our planet.**

### **WHY GEOGRAPHY?**

***“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” –Barack Obama***

## **Subject: MODERN STUDIES National 4 & 5**



### **Subject Description**

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the Course Units which focus on the

- Democratic political system in Scotland and the UK,
- Social issues in the UK
- International issues.

Through the course, you will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across units.

Studying Modern Studies will develop **skills** to help you interpret and participate in the social and political processes you will encounter now and in the future.

### **The main aims of this course are to enable learners to:**

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

### **Assessment**

Checkpoint assessments carried out at various points throughout the academic year.

There is an external assessment for National 5 with a total mark awarded out of 100 marks - 80 marks for the external examination and 20 marks for the successful completion of a research based project.

### **WHY MODERN STUDIES?**

**Modern Studies is an ideal subject for students who take a keen interest in current affairs, politics and the world in which we live. It is a fantastic subject for those who like to keep up-to-date with events around the world and those who long for social justice and true democracy. Power to the people!**

## **Subject: TRAVEL & TOURISM National 4 & 5**



### **Subject Description: Skills for Work Course**

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

Skills to become effective job-seekers and employees

Skills to deal effectively with all aspects of customer care and customer service in travel and tourism

The product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

**The National 4 & 5 Skills for Work Course in Travel and Tourism consists of four mandatory Units:**

#### **CUSTOMER SERVICE**

- Establish and respond to customer needs in a travel and tourism environment.
- Promote a range of products and/or services from the travel and tourism industry.
- Deal with a customer issue in a travel and tourism environment.

#### **EMPLOYABILITY**

- Investigate different job roles from across the travel and tourism industry.
- Demonstrate employability skills and attitudes in a work-related practical activity.
- Evaluate own potential for employment for a chosen job role in the travel and tourism industry.

#### **SCOTLAND**

- Carry out an investigation of travel and tourism in Scotland.

#### **UK & WORLDWIDE**

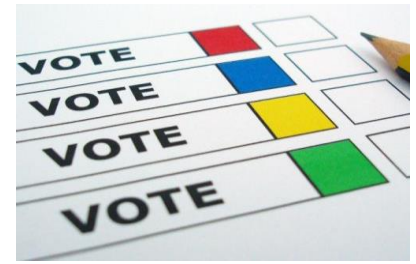
- Carry out an investigation of Travel and Tourism in the UK and rest of the world

**Assessment**

All assessments for Travel & Tourism are internally assessed; therefore there is no external exam in the SQA diet.

**Subject: POLITICS**

**Higher (S6 only)**



## **Introduction to Higher Politics**

Politics makes a distinctive contribution to the curriculum through its study of important political concepts and ideologies, the comparison of different political systems, and the evaluation of factors that impact on the electoral performance of political parties. Candidates develop knowledge and understanding of key political concepts. The theoretical perspective of the course enables candidates to identify, analyse and explore political issues in order to develop their own opinions and perspectives.

The Higher Politics course consists of 3 units, 2 exam papers and 1 external assignment.

### ***Political Theory (paper 1)***

- “ ***Power, Authority and Legitimacy:*** Definitions of power, authority and legitimacy and how these are effectively used in politics
- “ ***Democracy:*** Different views on democracy and the positives and negatives of direct and indirect democracy
- “ ***Political Theory:*** Comparing and contrasting the key beliefs and ideologies of political theorists and political ideologies

### ***Political Systems (paper 1)***

- “ ***Constitutions:*** Importance of constitutions, difference between constitutions and an analysis of codified and uncoded constitutions.
- “ ***Legislatures:*** Comparison of the influence of the legislative branch in passing legislation in two political systems
- “ ***Executives:*** Comparison of the effectiveness of the executive branch in two political systems

### ***Political Parties and Elections (paper 1)***

- “ ***Dominant ideas:*** An analysis of the dominant ideas behind a party and the impact they have on electoral success.
- “ ***Campaign management strategies:*** Analyse and evaluate the effectiveness of campaign management strategies

“ **Voting Behaviour:** An analysis of the factors which influence voting behaviour

***Application of Political Skills: Compare and Conclusion Source Questions (paper2)***

The aim of the Higher Politics Political Skills Section is to assess candidate’s skills in comparing and contrasting information and interpreting, synthesising and evaluating a wide range of electoral data

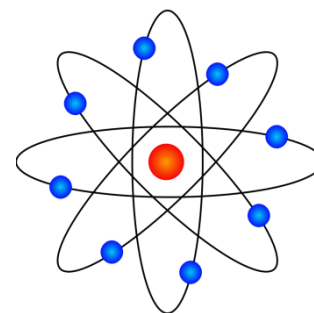
**WHY HIGHER POLITICS?**

Politics offers learners an opportunity to actively engage with the world around them. Candidates develop a wide range of skills including a broad and deep knowledge and understanding of key political concepts. Through the study of political theory, political systems and political parties and ideologies, candidates develop a deep understanding of politics. Politics helps support learners to become more enfranchised and active participants in society and politics. It also offers opportunities for further study at college and University level.

## FACULTY: SCIENCE

**Subject: PHYSICS**

Level(s) Offered: National 4, National 5



### Subject Description

Course Units:

<i>Dynamics</i>	<i>Waves</i>
<i>Space</i>	<i>Properties of Matter</i>
<i>Electricity</i>	<i>Radiation</i>

All National 4 / National 5 Physics units consist of a good balance of practical work (experiments and investigations), theoretical work and problem solving to enable pupils to achieve a good understanding of the many new and exciting concepts that will be introduced to them.

Our Physics courses will develop and progress many of the skills you have gained during S1-S3, including building electrical circuits, using a light ray box and measuring forces.

### Opportunities for Further Study

### PROGRESSION TO HIGHER LEVEL IN S5/S6

### Suitability

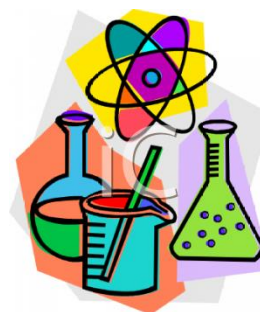
Pupils who have enjoyed and been successful in the physics-based science topics during S1-S3 (Energy and Electricity, Forces and Space, Light and Radiation and Alien Life & Climate Change) will enjoy the experience they will have in National 4 and National 5 Physics.

No special Maths skills are required as these will be taught; however, you should be confident in handling numbers.

Good problem solving skills are also an advantage.



## **Subject: CHEMISTRY**



Level(s) Offered: National 4, National 5

### **Subject Description**

Course Units:

Chemical Changes Nature's Chemistry Chemistry in Society

All National 4 / National 5 Chemistry units consist of a good balance of practical work (experiments and investigations), theoretical work and problem solving to enable pupils to achieve a good understanding of the many new and exciting concepts that will be introduced to them.

Our Chemistry courses will develop and progress many of the skills you have gained during S1-S3, including using chemicals, safe operation of a bunsen burner and observing chemical reactions.

### **Opportunities for Further Study**

Progression to national 5 and higher level

### **Suitability**

Pupils who have enjoyed and been successful in the chemistry-based science topics during S1-S3 (Atoms and Elements, pH and Solutions, Metals and Reactivity and Rocks & Minerals) will enjoy the experience they will have in National 4 and National 5 Chemistry.

No special Maths skills are required as these will be taught; however, good problem solving skills are an advantage.

**Subject: BIOLOGY**



Level(s) Offered: National 4, National 5

### **Subject Description**

Course Units:

Cell Biology

Multicellular Organisms

Life on Earth

All National 4 and National 5 Biology units consist of a good balance of practical work (experiments and investigations), theoretical work and problem solving to enable pupils to achieve a good understanding of the many new and exciting concepts that will be introduced to them.

Our Biology courses will develop and progress many of the skills you have gained during S1-S3, including preparing a microscope slide, operating a microscope and preparation of bacterial cultures.

### **Opportunities for Further Study**

Progression to national 5 and higher level

Please note that at Higher level the option is Human Biology

### **Suitability**

Pupils who have enjoyed and been successful in the biology-based science topics during S1-S3 (Cells and Reproduction, Body Systems, Microbes and Disease and Biodiversity) will enjoy the experience they will have in National 4 and National 5 Biology.

Good problem solving skills are an advantage.

## **Subject: HEALTH SECTOR National 4 & 5**

**Our N4 and N5 Health Sector courses are an excellent choice for students who have an interest in a wide range of careers including nursing, occupational therapy, childcare, physiotherapy, radiotherapy and other healthcare and social work related careers.**



### **At N4 level this course consists of the following units:**

An Introduction  
Roles and Responsibilities  
Health Awareness  
Working Safely  
Life Sciences Industry

### **At N5 level this course consists of the following units:**

Working in the Health Sector  
Life Sciences Industry  
Improving Health and Wellbeing  
Physiology of the Cardiovascular System  
Working In Non-Clinical Roles

The **N4 Health Sector** course is open to all S4-S6 students who have an interest in healthcare related careers and have not opted for **N4/N5 Biology** as a course choice.

The **N5 Health Sector** course is open to all S5 and S6 students who have an interest in healthcare related careers and have previously studied **Biology** at **N4** or **N5** level.

If you need any further information on **N4/N5 Health Sector** please speak to Mr Brown (Faculty Head) or any other member of the science teaching staff.

## FACULTY: MODERN LANGUAGES



Subjects: **FRENCH,GERMAN,SPANISH**

Level(s) Offered: National 3, National 4, National 5, Higher, Advanced Higher (HUB arrangements within Glasgow City Council)

### Subject Description

#### *Why Modern Languages? Why not?*

Being able to communicate in a foreign language is a **skill** that everyone should have the opportunity to learn. Being able to **understand** not only **other cultures** but **other languages** give young people the chance to **enhance** their literacy skills, learn **transferable skills** to take into other subject areas and give them **an advantage** in the world of further education and work!

Modern Languages in All Saints are delivered in a communicative way where collaborative learning and personalisation and choice are at the heart of everything we do. Learners have the chance to work on all of their skills in an environment that brings in not only language learning but film studies, ICT, personal research, trips to the Glasgow Film Theatre and also outside support from our local Universities and Cultural Institutions. Pupils are able to take part in national events and competitions and we are looking to arrange language based work experience for learners as well through Scottish CILT based at Strathclyde University. In the summer term of 2019, our first ever school trip to Germany takes places to Stuttgart where we will have time to visit the historical sights of the city and go into our 'Partnerschule' to meet the pupils who visited All Saints back in 2017 and again in 2018. The department has also been awarded the status of a German Language Choice school allowing us to work more closely with the Goethe Institute in Glasgow and our primary schools.

We have various pupil events: S1 French and Spanish plays, trips to the World Buffet in Bishopbriggs, S3 French/Spanish restaurant visits and a

German language taster day. European Day of Languages in September, Meet the Language Ambassadors from Strathclyde University (senior careers event), to name but a few.

"You live a new life for every new language you speak, if you only speak one language, you live only once!"

Pupils in senior phase can follow various progressions routes both **vertically and horizontally.**

Language for Life and Work is gradually forming part of the BGE curriculum and this provides learners with an officially recognised SQA award, an SQA certificate and points towards future college or university applications.

Support classes run after school, including Saturday School, within the Senior Phase to help support pupils in preparing for assessments, prelims and SQA final examinations.

Senior pupils from the department have taken part in the annual Euroscola trip to visit Strasbourg and the European Parliament and in 2018 we were offered three places.

In the 2019 SQA examination diet we will present pupils for examinations in French, Spanish, German and Italian.

*Bonne Chance! Buena Suerte! Viel Glück! In bocca al lupo! Good Luck!*

## FACULTY: BUSINESS & COMPUTING SCIENCE



### **Administration & IT**



**Level(s)  
Offered:**

**National 3, 4, 5 and Higher**

#### **Subject Description:**

Administration and IT aims to develop ICT skills as whilst focussing on the role of administration in today's workplace. This course contains a significant practical element focussing on the ICT skills and problem solving scenarios.

Administration and ICT consists of 3 units:

**Administrative Practices** where learners will carry out a variety of administrative tasks (e.g. organising business meetings/trips; ensuring the workplace meets health and safety standards, ensuring good customer relations) as well as learning about the legal requirements of firms.

**IT Solutions** is skills based focussing on Word Processing, Spreadsheets and Databases as used in today's modern workplace.

**Communication in Administration** also focuses on IT skills. Learners will improve their research and communications skills by using the internet to gather information, multimedia, desk top publishing and presentation software to report and presenting their findings. Effective use of Email and Ediary are also integral parts of the courses.

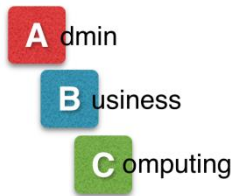
These courses will involve learners' participating in many practical tasks which will improve their awareness of the importance of technology and administration in today's business world.

#### **Suitability**

Due to the broad range of ICT skills developed in Administration (at all levels) it will equip learners with essential skills for today's modern workplace.

#### **Opportunities for Further Study**

**HIGHER** Administration involves pupils learning complex functions in computer applications commonly used in the business world. They will also learn the important role IT plays in the industry and how IT has changed how businesses operate.



**Faculty of Business & Computing  
Science**

**Business Management**



**Level(s) Offered:** National 3, 4, 5 and Higher.

### **Subject Description:**

All learners will one day enter the world of work and this course will be useful to them whether they become an employee, a manager or self-employed.

The course consists of a combination of practical and theoretical tasks some of which are ICT (computer) based and linked to real life business situations. Business Management consists of 3 units:

**UNDERSTANDING BUSINESS** where learners are introduced to the many different types of organisations which exist today, and the aims and objectives of each of them.

**MANAGEMENT OF PEOPLE AND FINANCE** where learners will study how organisations deal with employees (e.g. hiring; appraisal, promotion etc.) and how they raise and manage their finances culminating in the study of an organisation's Final Accounts.

**MANAGEMENT OF MARKETING AND OPERATIONS** where learners will discover the importance to an organisation of marketing their products and the different methods of production in the business world today.

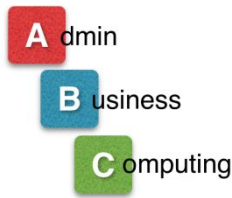
The course is designed to increase learners' skills in analysing information, decision making and communicating with others – the life skills they will require throughout their working lives.

### **Suitability**

Business Management has been designed to ensure there are no barriers to entry and is particularly suitable to learners who work well with others and who have an interest and ability in exploring real life situations, analysing them and coming up with solutions

### **Opportunities for Further Study**

**Higher** Business Management is an excellent introduction to the many Business courses offered today in universities. Candidates will take in in-depth look at world of business and will have the opportunity to explore a business of their choice, analyse an aspect of its operations and make a recommendation on how it could make improvements.



**Faculty of Business & Computing  
Science**

**Computing Science**



**Level(s) Offered: National 3, 4, 5 and Higher.**

### **Subject Description:**

Computing affects every aspect of modern day life. Computing Science helps develop skills useful in a wide range of areas including technology, science, business and industry.

The aims of the Course are to enable learners to:

- understand the place of computers in modern society
- understand key facts and ideas in computing
- apply skills and knowledge in analysis, design, implementation and testing
- Use a wide range of computer tools and program to:
- create computer programs to solve problems
- develop web sites and multimedia information systems
- communicate computing concepts clearly using appropriate terminology
- understand the impact of computing science in changing and influencing our environment and society

The Course is made up of 4 Units

1. Computer Systems.
2. Software Design & Development
3. Database Design & Development
4. Web Design & Development

The course is a mix of practical and theory based activities, using computers to develop skills, develop programs and record progress.

### **Suitability**

This Course is suitable for learners who may be considering Computing at College or University, or wish to develop skills in numeracy and problem solving, or have a keen interest in technology.

### **Opportunities for Further Study**

**Higher** Computing Science course is an excellent introduction to the many Computing courses offered today in universities. The Higher course will prepare all learners for further education at university or collage, developing problem solving and computational thinking skills.



## **FACULTY: HEALTH AND WELL BEING**

### **Subject: PHYSICAL EDUCATION Higher**

Higher Physical Education offers young people the opportunity to study Physical Education at a challenging level and to build on previous skills and performances. Young people will develop Mental, Emotional, Social and Physical Factors that impact on their Performance.

Candidates will be assessed on their practical performance in two activities. This assessment constitutes 50% of the overall grade. The other 50% of candidates overall assessment grade will be examined in a formal, written examination set by the Scottish Qualifications Authority.

#### **Recommended entry requirements to the Higher Physical Education Course**

- National 5 PE at level B or above
- Enjoyment of Sport and Physical Activity
- National 5 English Candidate



### **Subject: PHYSICAL EDUCATION National 5**

National 5 Physical Education offers young people the opportunity to study Physical Education at a challenging level and to build on previous skills developed during their S1-S3 broad general education. Young people will develop Mental, Emotional, Social and Physical Factors that impact on their Performance.

Candidates will be assessed on their practical performance in two activities. This assessment constitutes 50% of the overall grade. The other 50% of candidates overall assessment grade will be examined through a written portfolio and sent to the Scottish Qualifications Authority to be marked externally.

#### **Recommended entry requirements to the National 5 Physical Education Course**

- Enjoyment of Sport and Physical Activity
- Level 4 Performance Skills in S3

## **Sports Leadership**

Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.

The courses involve both guided & peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

We offer qualifications in Sports Leadership at Level 4, 5 & 6 to ensure that learners have a structured leadership pathway that helps them develop along the way. These qualifications even carry UCAS points.

## **Dance National 5**

Dance allows you to express yourself in a creative and practical way. It's fun, physical and demanding. It can improve fitness and confidence, as well as introducing you to a wide range of different dance styles.

It will appeal to you if you love dancing, telling stories or expressing emotions using rhythm and movement. Dance helps you to develop important skills such as: communication, planning, critical thinking, teamwork and self-management.

These skills are valuable in a wide range of careers, including: choreography, community dance work, dance performance health and fitness instruction, dance teaching and dance movement therapy.

This SQA qualification requires pupils to develop practical and evaluative skills, knowledge and understanding of the origins of dance, technical dance and performance and choreographic skills. Young people may choose from a number of options to build your own National 5 Dance including Hip Hop, Jazz, and Contemporary. (Choreography is a compulsory SQA Unit)

## **Higher Refereeing Award**

The SQA Referee Development Award provides an opportunity for secondary school pupils to become involved in refereeing and broaden their football knowledge.

The award, run in partnership with the Scottish Qualifications Authority and Specsavers, is a core part of the Scottish FA Referee Operations department's strategy to encourage and increase participation in refereeing.

There are two units:

**Level 1: Laws of the Game** - This is mainly theoretical, and focuses on identifying and interpreting the laws.

**Level 2: Practical Refereeing** - This requires pupils to apply theoretical knowledge to interpret situations, and includes a fitness component, report writing, and the opportunity to referee a match.

Upon successful completion of the course, candidates will be able to join their local Referees' Association and start a career in refereeing. This is a great opportunity for candidates to keep physically active, be involved in football and generate additional income.

The award started in 2011 and in the last year the Scottish FA delivered the course to 30 secondary schools and to over 450 pupils. The course is subsidised by the Scottish FA with no cost to schools, thanks to the support of Specsavers and Cashback. Each school is provided with a pack of footballs and refereeing equipment, plus each pupil receives a Laws of the Game book. The Scottish FA appoints a referee instructor to assist teachers with delivery of key laws.

## **Subject: Hospitality; Practical Cookery**

Level(s) Offered: National 4 and National 5



### **Subject Description:**

Practical Cookery aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

Learners should be able to:

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

## **Subject: Hospitality; Creative Cake Design**



The course focuses on the development of practical, technical and creative skills in cake baking and cake finishing. It will enable you to develop an understanding of the nature of cake production, how to adapt basic recipes and create new flavour combinations, as well as develop and demonstrate highly imaginative techniques in the design and production of a range of cakes and other baked items.

The assessment requires you to demonstrate your knowledge and understanding of cake baking, finishing and evaluating in response to a given design brief.

There are three areas for your attention.

- Designing
- Implementing
- Evaluating

A cake design brief will be provided by the SQA and practical assessment will be carried out under supervised conditions.

### National 4

The Course aims to enable learners to:

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

### National 5

This course aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

## **Opportunities for Further Study**

### **National 4**

This Course opens up a range of progression routes — both vertical and lateral — to further education, including other National Qualifications, Skills for Work Courses, National Certificates and Scottish Vocational Qualifications. It may also lead to employment and/or training in the hospitality industry.

### **National 5**

This course opens up a range of progression routes — both vertical and lateral — to further and higher education, including other National Qualifications and to working in the hotel and hospitality industry.

### **Suitability:**

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

## FACULTY: DESIGN TECHNOLOGY



Subject: **Design and Manufacture**

Level: **National 4 /5 /Higher**

### About you

Do you enjoy **solving problems** and working on **challenging** projects? Do you like to understand how products are made and how they work? Do you like to **develop** designs and to manufacture **creative** solutions? Are you interested in using your **creativity** to make things happen? If so, then perhaps you should study **Design and Manufacture**.

### Course Outline

The Course introduces learners to the multi-faceted world of product design and manufacturing. **Creativity** is at the heart of this Course - and its combination with technology makes it exciting and dynamic.

The Course is balanced with both theory and practical activities, which are exploratory and experiential in nature. It combines elements of **creativity** and **designing** for aesthetic or visual impact with a requirement to consider a product's function and performance.

A more detailed description can be found on the **SQA website**:  
<http://www.sqa.org.uk/sqa/45645.html>



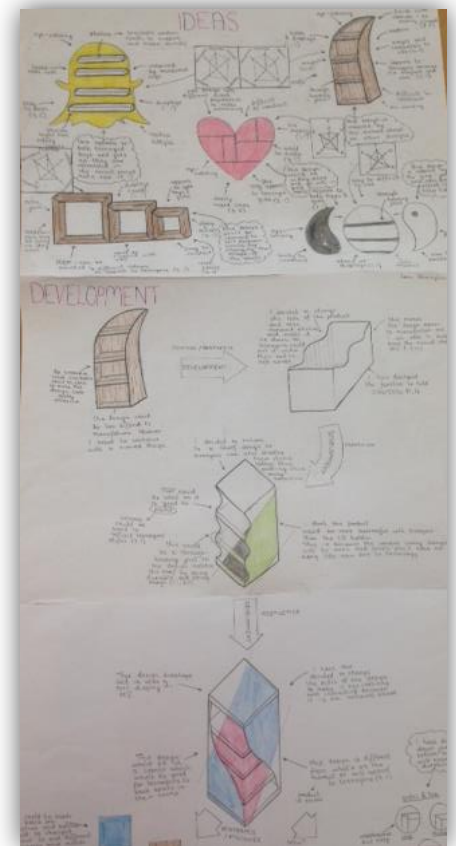
### Suitability

Learners who have displayed an **aptitude for design and technology** in the BGE would be particularly suited to this course, as would those who have displayed **skills in art, design and crafts skills**. There is also a requirement for learners to possess **sound literacy skills** to deal with the theoretical aspects of the course.

It is a valuable course for those learners hoping to continue their studies in this area beyond school at college or university.

### Opportunities for Further Study

Learners who overtake National 4 in S4 would naturally progress onto National 5 while those who overtake National 5 in S4 would progress to Higher Design and Manufacture. This course is particularly suited to those learners who may be considering a career in design and technology and who are particularly interested in product design and manufacture





Faculty: **Design Technology**

Subject: **Graphic Communication**

Level: **National 4/5/ Higher**



### About you

Do you enjoy **communicating through the media of drawing**? Are you able to **understand, interpret and create** graphics? Are you able to work **accurately** with measurement? Do you enjoy the challenge of **problem solving**?

### Course Outline

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

- skills in sketching, technical drawing, Computer aided design and desk top publishing
- skills in numeracy, particularly measuring.
- Creativity and problem-solving skills
- Knowledge of new software and other drawing equipment and technologies.
- Understanding of the many roles of graphic communication in our world.

The course is split into the following units:

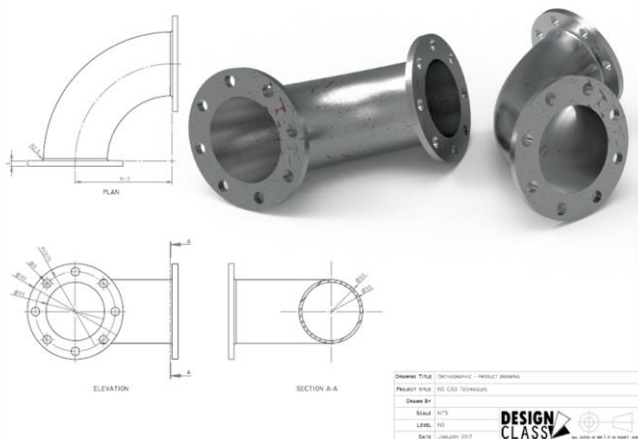
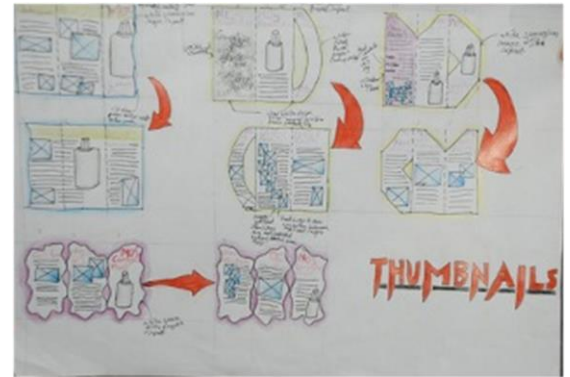
- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Final assessment grade is based on a final assessment task and a written exam paper. In the assessment task learners must apply the graphics skills developed over an 8 hour assessment period. The exam assesses the knowledge and understating of the whole course.

A more detailed description can be found on the **SQA website**:  
<https://www.sqa.org.uk/sqa/47459.html>

### Suitability

Learners who have displayed an **aptitude for design and technology** in the BGE would be particularly suited to this course, as would those who have displayed **skills in art** and computer based subjects such as **ICT**. There is also a requirement for learners to possess **practical numeracy skills** to deal with the measurement and accuracy elements of the course.



### Opportunities for further study:

On completion learners will have developed graphic skills which can lead into Higher level Design and Manufacture, or possible Higher Graphic Communication. These skills can also be applied to other National 5 subjects across the design & technology faculty.



Faculty: **Design Technology**

Subject: **Practical Woodworking**

Level(s): **National 4 /5**



### **About you**

Do you enjoy the **challenge** of being in the workshop and **practical learning**? Prefer **active learning** to theory? Can you work **accurately** and meet **tolerances**? Can you appreciate the importance of **working safely** in the workshop? Then practical woodworking could be for you.

### **Course Outline**

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

- skills in woodworking techniques
- skills in measuring out and marking, working within tolerance
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues
- Self confidence in practical tasks.
- Manual dexterity & control

The course is split into the following units:

- Flat frame construction
- Carcase construction
- Machining & finishing

Final assessment grade is based on a final practical project, in which learners must apply the practical skills developed over all three units. For National 5 there is also a 1 hour written exam.

### **Suitability**

Learners who have **excelled in the practical element of the design & technology curriculum** would be recommended for this course, as well as those who have **already achieved national 4** or above of any of the other courses offered by the faculty. Learners are required to work to very strict tolerances, as small as  $\pm 1\text{mm}$ , in some cases. A **high level of practical numeracy** is necessary to achieve this level of accuracy.

### **Opportunities for further study:**

On completion learners will have developed practical skills which can be applied to other national 5 subjects across the design & technology faculty.

The skills developed would support future study or careers in:

- Building Industry
- Apprenticeships within the building Industry
- Mechanic
- Mechanical Engineer
- Town Planning
- Building Maintenance



Faculty: **Design Technology**

Subject: **Practical Metalworking**

Level: **National 4 /5**



### About you

Have you displayed excellent **attention to detail**? Can you work **accurately** and meet **tolerances**? Are you interested in crafts and enjoy working with your hands? Do you enjoy learning by doing? Are you good at practical problem solving? Can you appreciate the importance of **working safely** in the workshop? Then practical metalworking could be for you.

### Course Outline

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

- skills in metalworking techniques
- skills in measuring out and marking metal sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical metalworking context
- Self confidence in practical tasks.
- Manual dexterity & control

The course is split into the following units:

- Bench Skills
- Machine Processes
- Fabrication and Thermal Joining

Final assessment grade is based on a final practical project, in which learners must apply the practical skills developed over all three units.

A more detailed description can be found on the **SQA website**:

<http://www.sqa.org.uk/sqa/45657.html>

### Suitability

Learners who have **achieved National 5 in Practical Woodwork Skills** would be recommended for this course. Learners are required to work to very strict tolerances, as small as  $\pm 0.5\text{mm}$ , in some cases. A **high level of practical numeracy** is necessary to achieve this level of accuracy.

### Opportunities for further study:

On completion learners will have developed practical skills which can be applied to other national 5 subjects across the design & technology faculty.

The skills developed would support future study or careers in:

- Building Industry
- Apprenticeships within the building Industry
- Mechanic
- Mechanical Engineer
- Town Planning
- Building Maintenance



**Faculty:** Expressive Arts

**Subject:** Art & Design

Level(s) Offered: National 4, National 5, Higher & Advanced Higher

### **Subject Description**



At **National 4** level, Art & Design is mainly practical. There are two major elements - Expressive and Design units, where learners will conduct research & develop ideas in a range of design fields, such as jewellery, lighting, furniture & textiles. Critical work, will take the form of personal research, where students will study artists and designers that inspire their work. There is a great emphasis on developing creativity, critical thinking and being Expressive in this course.

There are no external assessments at this level: units are marked Pass / Fail.

At **National 5 / Higher** level, like National 4, the three core elements remain; Expressive, Design and Art & Design Studies. At these levels, students sit a written exam using their personal study of artists & designers and responding to the work of other artists. All practical work is externally assessed by SQA.

### **Opportunities for Further Study**

For many learners, it is vital to have a balance of subjects studied and In the Expressive Arts, after success at National 4, there are opportunities to study Art & Design further at National 5 & Higher and Advanced Higher Levels. Personal led units are encouraged and as a result, many students go on to study more specialised areas at college and universities after their study at school. It should also be noted that Art & Design qualifications are valued by colleges and universities in the same way as other subjects.

### **Suitability**

Art & Design is an excellent subject for individuals that are motivated and enthusiastic- open to developing new skills, techniques and creative ways of solving problems. Pupils who wish to build on their experiences during their Broad General Education will enjoy the focus on technical skills and personalised critical study. Students are encouraged to work independently and in group activities, developing independent learning and building emotional intelligence.

## Subject: **Fashion & Textile Technology**

FASHION & TEXTILE TECHNOLOGY National 4

This is a practical course and aims to develop the development of techniques and skills required for textile production, retail & the fashion industry. The aims of the course are to enable students to develop:



A range of practical skills & textile construction techniques to plan and make fashion /textile items

Knowledge & Understanding of textile properties & characteristics

Understanding a range of factors that influence fashion / textile choices

The ability to set up, adjust and use relevant tools and equipment safely  
Investigation & evaluation skills

There are 4 course elements marked internally ( PASS / FAIL) & verified by SQA

**TEXTILE TECHNOLOGIES:** Prepare to make a straightforward fashion / textile item using a pattern, then make the item (with at least 3 component parts)

**FASHION/ TEXTILE ITEM DEVELOPMENT:** Working to a brief, student will develop & make an item based on a fashion / textile trend. They will plan timing & resources.

**FASHION / TEXTILE CHOICES:** Research factors affecting fashion choices for a chosen group of consumers. Students will present their justifications for a simple straightforward fashion / textile item ( with 3 component parts)- reflecting consumer influences.

**ADDED ALUE UNIT:** Designing & researching a straightforward fashion / textile item (with 3 component parts)inspired by a design brief, using appropriate textile construction techniques . The process should then be evaluated.

Construction techniques could include: Knitting, weaving, hand / machine sewing.  
Component Parts could include: back, front, fastenings, surface decorations, elasticated waist, linings, pockets, handles, fringing, pom poms, applique, drawstrings.

Progression Pathway, once success at each National Level: N4 N5 H

## **Subject: Music**

Level(s) Offered: National 4, National 5, Higher & Advanced Higher



### **Subject Description**

Music is a creative subject where 50% of all courses are based on practical performing. All candidates will develop performing skills on two instruments to meet the course requirements. Learners will also have the opportunity to compose music and improve their listening skills. The courses cover music of all types and pupils will learn about instruments and styles from early music to the present day.

### **Opportunities for Further Study**

It is hoped that as part of a balanced curriculum, learners will be able to pursue further study in the Expressive Arts. Courses are available to challenge performers at all levels. It is however expected that learners would achieve National 5 level and then progress towards Higher and Advanced Higher levels. It should also be noted that Music qualifications are valued by colleges and universities in the same way as other subjects.

### **Suitability**

Anyone who is interested in developing their skills through performing is suited to studying music. Pupils who like to work individually, or as part of a group can study music, however this is a subject requires regular practise and dedication. Music is an excellent subject for developing independent learning and habits that have a positive impact on the learners' progress in other subjects. It is also a subject of interest that can stay with learners throughout their lives.



## Subject: Drama



Level(s) Offered: National 3, National 4, National 5, Higher & Advanced Higher

### Subject Description

The aim of the course is to provide a broad education in all aspects of drama and theatre; developing key skills in group work, communication, leadership and further developing the confidence and creativity of the individual. A range of themes and scripts are used, allowing for some choice and challenge. The course consists of **three practical units** which are assessed by both **written and practical coursework**.

Unit 1 - Drama Skills – develops skills in acting and directing, with all candidates participating in a devised group presentation.

Unit 2 - Theatre Production Skills – develops an understanding of the technical areas of the theatre (lighting, sound, costume, props, make-up and set) along with the roles and responsibilities.

Unit 3 – candidates use the skills they have developed and choose a production area to specialise in (**either** acting **or** a theatre production role) in order to create a piece of drama that will be performed to an audience.

*NB, National 5 candidates sit a final written exam and perform either an acting role or a theatre production role in front of a visiting examiner.*

### Opportunities for Further Study

Drama qualifications are taught at all levels from National 3 to Advanced Higher level.

### Suitability

This course would suit anyone with an interest in drama and the theatre. It is particularly suitable for those wishing to work in the theatre / film / television or the media or for those who need to develop good communication and/or team working skills for future employment opportunities. Good attendance is essential in order to fulfil all the rehearsal requirements.

# Personal Development



The Personal Development Award, for S5 & 6 Pupils, aims to help senior learners become more independent and to develop their potential as contributing members of society. The new Personal Development Award is available at Higher (Level 46)

and National 5. Students have come to value their real life experiences within the community and leave broadly equipped, having developed personal and practical skills that can be applied to all areas of life and work.



**Course Units: all requiring written evidence.**

- SELF AWARENESS
- SELF AND WORK
- PRACTICAL ABILITIES
- SELF IN SOCIETY

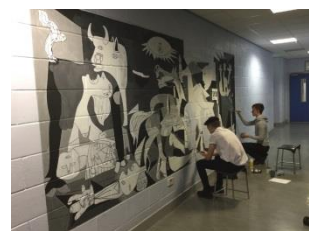
## Entry Requirements:

Students, who are **mature, responsible** and **prepared to work together** towards shared goals, will gain the greatest quality of experiences from the course. Pupils work on self-initiated projects, which require trust, motivation, absolute commitment to the group and encourage teamwork.



## Method of Delivery:

The Course is mainly practical and experiential. It combines elements of self-evaluation leading to the understanding and development of personal skills and qualities, which occur during the pupil led projects. Pupils will also work with school business partners- project dependant.



## Recent Projects include:

- Cookery sessions with chefs from North Glasgow Food Initiative
- Voluntary work at local charities
- Mural designs throughout the school
- Lunchtime Art Club
- Glasgow Food Initiative
- CV construction
- Youth work led reflective workshops
- Community litter picking



## **HAIRDRESSING: National 4**

**In the hairdressing course; learners will learn in a simulated salon environment. They will work in an enjoyable and relaxed atmosphere.** The Course provides a broad introduction to hairdressing, with practical experience of general salon duties, reception skills, communication and customer care. The focus is on experiencing the salon environment and developing vocational skills, knowledge and understanding. Learners will develop their skills in shampooing, conditioning, basic scalp massage, drying hair and learners will learn about current fashion trends, with the opportunity to experiment to produce an image that reflects these. Emphasis throughout all Units is on employability skills and attitudes.



**There are links to college courses and work experience is also available.**

**If this sounds like your kind of role, we would love you to be part of our team.**

### **Testimonials**

**“This course was fantastic. I learned so much and it gave me the confidence to progress to college.”**



**“At first, I did not know if I would be any good at hairdressing...I ended up loving it and know this is the career choice for me.”**

**“This is my favourite lesson that I attend. I enjoy making a folio of hairstyles and I always get a chance to try out new styles on others. I also like having a budget and making decisions about the salon”**



## **If You Need Support**

Please contact the relevant persons below if you require support.

PUPIL SUPPORT TEACHERS	Mrs Rafferty	St Margaret of Scotland
	Ms Brady	St Bernadette
	Miss Marlin	Pope John Paul II
	Mrs Henry	Maximilian Kolbe
	Miss Goldie	St Francis of Assisi
YEAR HEAD(S)	Mrs Murphy	S4
	Miss Hewitt	S5/S6
HEAD TEACHER	Mr Feeney	

Telephone: 0141 582 0010

Email: [headteacher@allsaints-sec.glasgow.sch.uk](mailto:headteacher@allsaints-sec.glasgow.sch.uk)

### **Helpful Websites**

PlanIT: <http://www.planitplus.net>

My World of Work: <http://www.myworldofwork.co.uk>