****

All Saints Secondary School

Session 2015 -2016

Senior Phase Options

**Dear Parent / Guardian**

**This booklet aims to support you in helping your child make the correct choices in their senior phase (S4 – S6).**

**Within this document you will find information on each subject and what level(s) that subject is offered at. In addition is included the option form from which your child will select their options.**

**As is often the case young people may require additional support in helping them make the correct choice. If this is the case with your child 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 pupils are given the maximum possible chance of having choices which are tailored to their needs. As such I hope that the choices on offer will provide your child with this opportunity.**

**Below is a table that that explains the structure of the new qualifications and the qualifications that they have replaced.**

|  |  |  |
| --- | --- | --- |
| **Year Group** | **New Qualification** | **Old Qualification** |
| **Open to students in S4/S5 and S6** | **National 3** | **Foundation / Access** |
| **National 4** | **Intermediate 1 / General** |
| **National 5** | **Intermediate 2 / Credit** |
| **Open to students in S5/6** | **Higher** | **Higher** |
| **S6 only** | **Advanced Higher** | **Advanced Higher** |

**Please do not hesitate to contact the school if you require further information.**

**Peter Holmes**

**Head Teacher**

**Faculty: English and Media Studies**

**Subject: English**

Level(s) Offered: National 4 in S4, with the possibility of presenting a selected number of high performing pupils at National 5.

**Subject Description**

With the advent of CfE 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. English promotes a creativity and flexibility whilst always meeting the needs of our young Scottish 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 doing so confidently – pupils in English will develop media, information 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 – anything from a leaflet to a solo talk to 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. English studies a range of genres – poetry, prose, drama and media – so that pupils are able to choose their preferred texts and explain their reasons with knowledge and confidence. S1 – S3 has been planned carefully so that skills have been developed to a point where the exit exams of National 4. National 5 and Higher are always in sight. By the end of S3 pupils will be ready to embark upon National 4/5/ Higher. English comes hand in hand with all aspects of Literacy but it also lends itself extremely well to the other underpinning elements of CfE, Numeracy and Health and Wellbeing.

**Opportunities for Further Study**

Higher English, National 5 and National 4 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.

**Suitability**

English is a subject whose skills transfer into many other subjects. Pupils who enjoy and perform well in Media Studies, Art, History, Drama, Music, Business Management, Computing, and Economics, will also do well in English. The demands of English are substantive and a high level of essay writing skills are essential for pupils to cope with the demands of the course.

**Faculty: English and Media Studies**

**Subject: Media Studies and Scottish Studies**

Level(s) Offered: National 4 in S4, with the possibility of presenting a selected number of high performing pupils at National 5.

**Subject Description**

In Scotland, media is one of the fastest growing industries. Additionally, CfE promotes a creativity and flexibility in a curriculum where it must also meet the needs of our young Scottish people. Our young people are exposed to the messages, consciously and subconsciously, contained in texts on a daily basis. Bearing both these thoughts in mind, the Media Studies course is designed to develop critical understanding and appreciation of the media and its products. Pupils will also develop practical skills in media technology by creating and producing their own media texts (short film, documentary, advertisement, news report, etc) which will be part of the Added Value Unit in Production. The course is a balance of theoretical and practical work, as the theoretical aspect will directly inform choices pupils will make about their practical project. The development of independent critical thinking skills means that a student of Media Studies is equipped to make reasoned, well balanced judgements about what is being communicated through the media, and able to make decisions based on fuller understanding and deconstruction of the ‘messages’ that media products contain. The technology of mass communication is changing rapidly, and the speed of this means that Media Studies will offer pupils the opportunity to develop skills and an understanding of the responsibility that comes with using and publishing media products. Pupils will be analysing a range of genres and using the conventions to inform their own production project and creation, such as: fiction and non-fiction films, short films, documentaries, music videos, dramas, “reality” TV programmes, docu-dramas, game-shows, news reports, soap operas. The range is very extensive meeting their ever changing needs, as viewers and producers, in a world where media is continually manipulated for impact and bias. Media lends itself extremely well to all aspects of Literacy (one the underpinning elements of CfE, along with Numeracy and Health and Wellbeing) – the course doesn’t just cover media literacy it also means pupils can develop their information literacy and their critical literacy.

**Scottish Studies**

Scottish Studies is an option also available to **many pupils**. This exciting course allows pupils the chance to learn about Scotland, to explore Scottish places and culture and also includes gaining unit passes in: English, Media, Ethics and John Muir. This is an exciting course that is highly competitive and one that allows learners to develop and perfect a range of skills. Following Scottish Studies; pupils may wish to study media further and use their range of production and analysis skills.

**Opportunities for Further Study**

Higher Media Studies will be offered in the Senior phase, depending on pupils’ success in S4, but National 5 will also be available to Senior pupils in order to progress further in the subject. This is strongly recommended, particularly if pupils intend to study media, work in the media industry or modern technologies after leaving school.

**Suitability**

Media Studies will be of particular interest to pupils who enjoy and perform well in the creative and analytical components of English, Art, History, Drama and Music.

**Faculty: Mathematics Subject: Mathematics**

Level(s) Offered: National 3 Life-skills Mathematics, National 4, National 5 and Higher

**Subject Description**

The new National Level Mathematics Courses have been designed to [progress from the Mathematics and Numeracy](http://www.sqa.org.uk/sqa/files_ccc/ProgressionPathwaysMathematics.pdf) experiences and outcomes. Courses are split into units with a variety of assessment methods. Higher Mathematics is designed to follow on from National 5 Mathematics.

**National 3 Lifeskills Mathematics**

Manage Money and Data (National 3)

Shape, Space and Measures (National 3)

Numeracy (National 3)

**National 4 Mathematics**

Expressions and Formulae (National 4)

Relationships (National 4)

Numeracy (National 4)

Added Value Unit (National 4)

**National 5 Mathematics**

Mathematics: Expressions and Formulae (National 5)

Mathematics: Relationships (National 5)

Mathematics: Applications (National 5)

**CFE Higher Mathematics**

CFE Higher Grade Mathematics builds on the achievements of National 5. It develops a deeper understanding of Mathematics and its applications and introduces students to the powerful ideas of Calculus.

**New Higher Course content**

**Expressions and Functions Relationships and Calculus Applications**

**Functions & Graphs Polynomials The Straight Line**

**Exponential & Logarithmic Trigonometric Equations The Circle**

**Functions**

**Trigonometric Functions Differentiation Sequences &**

 **Recurrence Relations**

**Vectors Integration Applications of**

 **Differentiation &**

 **Integration**

At the end of each unit, students are required to pass a competence test.

There is a final national examination in May.

***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 event and competitions and we have also been able to arrange language based work experience for learners as well.

Learners are supported outside of class with foreign language assistants and extra classes after school and of course the famous “Saturday School “at various points in the year.

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

*@allsaintslingo #allsaintsallstars*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *French*  | *Spanish* | *Italian* | *German* | *ESOL* |
| *S4* | *N4/5**\*Language for life & Work*  | *N4/5**\*Language for life & Work* | *\*Language for life & Work* | *National 4/5* | *National 3/4/5* |
| *S5* | *N4/5**\*Language for life & Work**Higher* | *N4/5**\*Language for life & Work**Higher* | *\*Language for life & Work* | *National 4/5* | *National 4/5**Higher* |
| *S6* |  *- N4/5**\*Language for life & Work* *- Higher* *- Advanced Higher* | *N4/5**\*Language for life & Work* *- Higher* *- Advanced**Higher* | *Higher* | *National4/5**Higher* | *National 4/5**Higher* |

*Language for life and work is available at 3rd and 4th levels and this can be done in either one language or a combination of 2 depending on availability.*

*Crash Highers in French/Spanish and Italian are available to S6 students who already have another Higher Language.*

Faculty: **SCIENCE**

Subject: **PHYSICS**

Level(s) Offered: **NATIONAL 5 / HIGHER**

**Subject Description**

**Course Units:**

**Waves and Radiation Electricity and Energy Dynamics and Space**

**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 NATIONAL 5 AND HIGHER LEVEL**

**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 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.**

Faculty: **SCIENCE**

Subject: **CHEMISTRY**

Level(s) Offered: **NATIONAL 4/NATIONAL 5/HIGHER**

**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.**

Faculty: **SCIENCE**

Subject: **BIOLOGY**

Level(s) Offered: **NATIONAL 4/NATIONAL 5/HIGHER**

**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.**

Faculty: **SCIENCE**

Subject: **SCIENCE**

Level(s) Offered: **NATIONAL 4**

**Subject Description**

**National 4 Science is offered for pupils who have enjoyed working through the S1-S3 Science Curriculum and would like to continue their studies into S4.**

**It is available as an entry point for further study in cases where choosing Physics, Chemistry or Biology would not be advisable.**

**Opportunities for Further Study**

**NO FURTHER PROGRESSION POSSIBLE BEYOND N4.**

Faculty: BUSINESS & COMPUTING SCIENCE

Subject: **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 (eg 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.

**Opportunities for Further Study**

The Higher Business Management course is an excellent introduction to the many Business courses offered today in universities. Similarly National 5 Business Management prepares learners for courses in Further Education establishments.

**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.

Recommended prior learning and progression

|  |  |  |
| --- | --- | --- |
| *To study National 4* | *To study National 5* | *To study Higher* |
| *National 3 Business**or**Level 3 Literacy* | *National 4 Business**or**National 4 English* | *National 5 Business**or**National 5 English* |

Faculty: BUSINESS & COMPUTING SCIENCE

Subject: **COMPUTER 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, economics, 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
	+ create Games and Apps
	+ develop web sites and multimedia information systems
* understand and 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 3 Units**

1. Software Design & Development
2. Information System Design & Development
3. Computing Science Assignment

The course is predominately practical based, using computers to develop skills, develop programs and record progress.

**Opportunities for Further Study**

This Higher course is an excellent introduction to the many Computing courses offered today in universities. Computing Science can also count as an aspect of the Scottish Science Bacc.

**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.

Recommended prior learning and progression

|  |  |  |
| --- | --- | --- |
| *To study National 4* | *To study National 5* | *To study Higher* |
| *Interest in Computing**Level 3 Numeracy* | *National 4 Computing Science* *Level 4 Numeracy* | *National 5 Computing Science**National 5 Maths* |

Faculty: BUSINESS & COMPUTING SCIENCE

Subject: **ADMINISTRATION and 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 (eg 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 FOR ADMINISTRATORS 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.

**Opportunities for Further Study**

The Higher Administration course is an excellent introduction to the many Business courses offered today in universities. Similarly, National 5 Administration prepares learners for courses in Further Education establishments.

**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.

Recommended prior learning and progression

|  |  |  |
| --- | --- | --- |
| *To study National 4* | *To study National 5* | *To study Higher* |
| *National 3 Administration**Aptitude for ICT* | *National 4 Administration**Aptitude for ICT* | *National 5 Administration* |

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.**

**Subject Description**

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 provides a broad practical introduction to design, and materials and manufacturing processes. It provides opportunities for learners to gain skills in **designing** and in **communicating** design proposals through **sketching**, **modelling** and **annotation**. It allows learners to explore the properties and uses of materials and to make prototypes of products.

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.

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

● skills in design and manufacturing models, prototypes and products

● knowledge and understanding of manufacturing processes and materials

● an understanding of the impact of design and manufacturing technologies on our environment and society

**Course structure and conditions of award**

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

**Design and Manufacture: Design**

This Unit covers the product design process from brief to resolved design proposals, including specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

**Design and Manufacture: Materials and Manufacturing**

This Unit covers the product design process from design proposals to prototype or product. It helps learners to ‘close the design loop’ by manufacturing their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques. It allows them to evaluate, refine and resolve design and manufacturing solutions.

In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

**Conditions of award and Course assessment**

To gain the award of the Course, the learner **must pass all of the Units** as well as the course assessment.

The course assessment will be assessed in the design assignment and question paper. The assignment is worth **60 %** of overall marks and the exam paper **40%**. The learner will draw on, extend and apply the skills and knowledge they have developed during the Course.

The Design and Manufacture assignment adds value by introducing challenge and application. Learners will draw on their range of design knowledge and skills, knowledge of materials and manufacturing and apply practical skills, in order to produce an effective overall response to the assignment brief.

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

**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.

**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.

Faculty: **Design Technology**

Subject: **Practical Woodworking**

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

**Course Outline**

This course will contribute to the knowledge, understanding and practical experience of candidates whose aspirations and abilities are towards practical work, or who are considering a career in industry that involves practical activity in any capacity. Candidates may wish to extend skills developed in National Design & Manufacture. They may wish to progress to education or training in practical areas through studies and practice focused on practical aspects of such work.

**Method of Delivery**

The course is of a Practical nature, is workshop-based and provides many skills, which are appropriate to a wide range of applications. The course will develop skills in marking out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice, such studies will help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

**ASSESSMENT ARRANGEMENTS**

There are four aspects to be considered in determining the grade of award:

1. **The range of working practices demonstrated.**
* The range of working practices will extend from covering a limited number of processes and skills from the units.
1. **The level of difficulty of the project.**
* The projects will contain jointing, shaping and assembling tasks that may vary in degree of difficulty from simple and straightforward to complex and will reflect suitable limits for accurate working at this level. Tasks at Intermediate 2 level may involve accommodating mouldings, rebates or interpenetrating joints into the jointing and shaping methods being employed.
1. **The overall quality of the finished artefact.**

This will be based on:

* Quality of Manufacture
* Quality of finish
* Functionality of the artefact.
1. **The degree of independence and the amount of practical assistance required.**
* It is anticipated that most candidates will require some guidance to proceed with a significant piece of work. Some practical assistance may be required with certain processes such as machine routering. These aspects should be recorded as being done by the teacher/lecturer and would not be considered in the assessment.

**Entrance Requirements**

Entry is at the discretion of the department, SLT and Pupil Support Staff. It is envisaged that parents and pupils will also be part of this transparent process.

Attention must be brought to the tolerance level requirements for the national course and the importance of numeracy in meeting these. These are detailed below:

National 5 pupils will manufacture to the following tolerances:

· Tolerance in marking out = **+/- 1mm**

· Planing or similar = **+/- 1mm**

· Joint gaps not to exceed **+/- 1mm**

· Overall sizes within **+/- 3mm**

 National 4 pupils will manufacture to the following tolerances:

**National 4**

**Value Added Unit**

The Value Added Unit for National 4 will be

assessed by the manufacture of a finished product in wood. This will be assessed within the course.

National 4 pupils will manufacture to the following tolerances.

 Marking out = +/- 2 mm

 Planing or similar = +/- 2 mm

 Construction joint gaps not to exceed +/- 2mm

 Flat-frame overall sizes within +/- 5mm

**National 4**

**Value Added Unit**

The Value Added Unit for National 4 will be

assessed by the manufacture of a finished product in wood. This will be assessed within the course.

National 4 pupils will manufacture to the following tolerances.

 Marking out = +/- 2 mm

 Planing or similar = +/- 2 mm

 Construction joint gaps not to exceed +/- 2mm

 Flat-frame overall sizes within +/- 5mm

· Marking out = **+/- 2 mm**

· Planing or similar = **+/- 2 mm**

· Construction joint gaps not to exceed **+/- 2mm**

· Flat-frame overall sizes within **+/- 5mm**

Therefore an adequate level of **numeracy** is necessary.

**Associated careers and Progression to Higher/Full Time Education**

Associated Careers:

Building Industry

Apprenticeships within the building Industry

Mechanic

Mechanical Engineer

Town Planning

Building Maintenance

HE/FE Courses:

As Above

The skills learnt can also be used in adult life simply as a set of life skills, problem solving, spatial awareness, awareness of Health & Safety, measuring and dexterity in using hand tools/machines.

Faculty: **Design Technology**

Subject: **Practical Metalworking**

Level: **National 4 /5**

**Course Outline**

This Course is a broad-based qualification for all learners with an interest in crafts. It is suitable for learners with an interest in practical metalworking and those wanting to progress to higher levels of study or a related career.

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

Course activities also provide opportunities to build self-confidence and to enhance generic and transferable skills in numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self- and peer-evaluation.

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

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

**Method of Delivery**

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

The course is workshop-based and provides many skills, which are appropriate to a wide range of applications. Apart from giving an insight into industrial practice, such studies will help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

**ASSESSMENT ARRANGEMENTS**

As well as the Course assessment, the Course comprises three mandatory Units. Each of the Units of the Course is designed to provide progression from the corresponding Unit at National 4.

**Practical Metalworking: Bench Skills**

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

**Practical Metalworking: Machine Processes**

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

**Practical Metalworking: Fabrication and Thermal Joining**

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

In each of the Units above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues in a practical metalworking context.

**Entrance Requirements**

Entry is at the discretion of the department, SLT and Pupil Support Staff. It is envisaged that parents and pupils will also be part of this transparent process. However, learners would normally be expected to have attained some relevant skills and knowledge through prior experience.

Skills and knowledge developed through any of the following, are likely to be helpful as a basis for further learning for this Course.

Other SQA qualifications

● National 4 Practical Metalworking Course

● National 4/5 Practical Metalworking

Attention must be brought to the tolerance level requirements for the national course and the importance of numeracy in meeting these.

These are detailed over the below:

National 5 pupils will manufacture to the following tolerances:

Operation Tolerance

Individual components

Marking out ±0.5mm

Fitting work ±0.5mm

 Tolerance

Sheet metal work (cutting) ±1mm

Bending work — sheet metal ±2mm

Bending work — metal strip/bar ±5mm

Forge processes ±3mm

(twisting, drawing down and flattening)

Assembly, joining and fitting

Functional sizes ±0.5mm linear

Thermal joining Minimum length of 20mm consistent in width

Pedestal drill

Drilling and countersinking ±0.5mm

Centre lathe

Parallel turning, facing and chamfering ±0.5mm linear

 ±0.2mm diameter

Therefore a high level of **numeracy** is necessary to achieve this level of accuracy.

**Associated careers and Progression to Higher/Full Time Education**

Associated Careers:

Building Industry

Apprenticeships within the building Industry

Mechanic

Mechanical Engineer

Town Planning

Building Maintenance

HE/FE Courses:

As Above

The skills learnt can also be used in adult life simply as a set of life skills, problem solving, spatial awareness, awareness of Health & Safety, measuring and dexterity in using hand tools/machines.

Faculty : Social Sciences

Subject : History

Level(s) Offered : National 4, National 5 (both levels will be offered with opportunities to fine tune presentation at key points in the year)

**Subject Description :**

Learners will be provided with the opportunity to build on the skills already developed during the S1 to S3 phase. Out three units of study are:

▪ European and World **– Free at Last? Civil Rights in the USA 1918-1968**

▪ British – **The Atlantic Slave Trade 1770-1807**

▪ Scottish – **Migration & Empire 1830-1939**

The department uses a range of methodologies to suitably meet the needs of all learners and provide them with a scaffolded framework which allows progression and success for all.

**Opportunities for Further Study :**

Learners who have achieved a National 4 at the end of S4 can progress to National 5 in S5, those who have passed a National 5 can progress to Higher. The faculty has high success rate in Higher History with 40 presentations this year.

Pupils can also use transferable skills and sit Higher Geography in S5 or S6. A high number of learners achieve 2 Highers within this Faculty which enhances their prospects of progression to University where many learners continue with Social Sciences.

**Why History?**

History is for students who are curious about the past and how people lived amid very different times and circumstances. Studying history encourages you to question what you read about the past and to have a more enquiring mind about the present. You will develop key skills essential for lifelong learning and valuable in any line of work. Overall, studying history helps you to better understand our place in the modern world.

Any pupil who has completed the S1 – S3 Social Sciences course has the transferable skills to select History, Geography or both. As a faculty we are committed to both meeting learner’s needs and maximising their educational potential.

Faculty : Social Sciences

Subject : Geography

Level(s) Offered : National 4, National 5 (both levels will be offered with opportunities to fine tune presentation at key points in the year)

**Subject Description:**

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

▪ Global Issues – Health & Volcanoes, Earthquakes and Hurricanes

▪ Physical Geography – Ice Age, Coastlines & Weather

▪ Human Geography – Population, Cities & Countryside

The department uses a range of methodologies to suitably meet the needs of all learners and provide them with a scaffolded framework which allows progression and success for all.

**Opportunities for Further Study:**

Learners who have achieved a National 4 at the end of S4 can progress to National 5 in S5, those who have passed a National 5 can progress to Higher. The faculty has high success rate in Higher Geography with 30 presentations a year.

Pupils can also use transferable skills and sit Higher History in S5 or S6. A high number of learners achieve 2 Highers within this Faculty which enhances their prospects of progression to University where many learners continue with Social Sciences. Geography is counted as a Science when applying to University this has helped a number of learners in the past.

**Suitability:**

Geography is an academic and visual subject suited all who have an interest in the understanding of the people and places and an understanding of the environment in which we live. Assessment will be based on external exams and internal project elements and therefore a high degree of motivation throughout the year is required.

Any pupil who has completed the S1 – S3 Social Sciences course has the transferable skills to select Geography, History or both. As a faculty we are committed to both meeting learner’s needs and maximising their education potential.

Faculty : Social Sciences

Subject : Travel and Tourism

Level(s) Offered : National 5 Skills for work

**Subject Description:**

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

▪ Employability – CVs / Jobs / Careers and Job Hunting Skills

▪ Customer Service - Developing Customer Service Skills

▪ Scottish Destinations – Scottish Holiday Case Studies

▪ UK & Abroad Destinations – Worldwide Cities and Resort Case Studies

National 5 Skills for Work course provides learning at National 5 level but is assessed internally using coursework. The department uses a range of methodologies to suitably meet the needs of all learners and provide them with a scaffolded framework which allows progression and success for all.

**Opportunities for Further Study:**

Learners who have achieved a National 5 will be well placed to continue studying Travel in one of the cities further education colleges.

Pupils can also use transferable skills and sit another Social Science in S5 or S6.

**Suitability:**

Travel and Tourism is a vocational subject suited all who have an interest in going on holiday, traveling for work and gaining employment in the near future. Assessment will be completely based on internal coursework pieces and therefore a high degree of motivation throughout the year is required.

Any pupil who has completed the S1 – S3 Social Sciences course has the transferable skills to select Travel and Tourism. As a faculty we are committed to both meeting learner’s needs and maximising their education potential.

Faculty: **Health and Well Being**

Subject: **Physical Education**

Level(s) Offered: **Nat 4, Nat 5, Higher**

**Subject Description**

Physical Education aims to analyse your performance in a number of activities and provide you with the knowledge and understanding required to improve. The assessment arrangements are different at each level but the course is delivered through practical, experiential learning meaning most of the learning experiences will take place in the games hall, gym or playing fields.

**Opportunities for Further Study**

The course will be available at National 4, National 5 and at Higher level.

**Suitability**

Pupils with an interest in Physical Education, Physical Activity and sport are encouraged to choose PE in the senior phase. Practical Performance is assessed at every level and so a capacity for sport and physical activity is recommended to achieve success.

As pupils progress from National 4 to Higher the theoretical element of the course increases and candidates are asked to write extended pieces about their PE experiences. Higher candidates are recommended to be studying English at Nat 5 or higher level.

Faculty: **Health and Well Being**

Subject: **Hospitality Practical Cookery**

Level(s) Offered: **Nat 4, Nat 5**

**Subject Description**

**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 further 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, Skills for Work April 2012, version 1.0 5

**Suitability**

**National 4**

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 : **Expressive Arts**

Subject: **Art & Design**

Levels Offered: **National 4/5, 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.

Faculty : Expressive Arts

Subject: Music

Levels Offered: National 4/5, Higher, Advanced Higher

**Subject Description**

Music is a creative subject where 60% 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 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 on their own, 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 impact on the learners progress in other subjects. It is also a subject of interest that can stay with learners throughout their lives.

Faculty: Expressive Arts

Subject: Drama

Level(s) Offered: National 3 / 4 / 5

**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**

Depending on success at S4, learners may progress to either National 5 or Higher in S5.

**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 teamworking 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 learners become more independent and to develop their potential as contributing members of their societies.

Learners will develop self-reliance, self-esteem and confidence through supported and independent learning. Personal Development Awards are available at Higher and National 5.

Pupils work on self-initiated and group projects, which require self- motivation, absolute commitment to the group and encourage teamwork. Students who are prepared to work together towards shared goals, will gain the greatest quality of experiences from the course. There are 4 units in the course, that require written evidence: Self Awareness, Practical Abilities, Self & Work and Self and Community.

Senior pupils have previously been engaged in pupil mentoring, “cooking for life” skills, job & work skills development and Charity fundraising events. Most students will be involved in the development and sustainability of the Community Garden at some point in their course.

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 areas of life and work.

**Support**

Please contact the relevant persons below if you require support.

|  |  |  |
| --- | --- | --- |
| **Year Group** | **Pupil Support** | **Year Head** |
| S3 | Ms McRae | Mr Houston |
| S4 | Ms Brady | Ms Higgins |
| S5 | Ms Rafferty | Ms Higgins |

Telephone: 0141 582 0010

Email: headteacher@allsaints-sec.glasgow.sch.uk

**SDS Careers Advisor**

Gillian Campbell

**Helpful Websites**

PlanIT http://www.planitplus.net

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