

2023/24

All Saints RC Secondary School



SENIOR PHASE

OPTION

CHOICE

BOOKLET

Dear Parent/Carer

This booklet aims to support you in helping your child to make the correct choices in their senior phase.

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 over the coming weeks.

If you feel 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 McDermott

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 levels which are appropriate to their needs.

The courses on offer will be at National 3, 4 or 5.

English, Mathematics, PE, Religious Education and Personal 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 etc.

Learners already study a specialised Science, Social Subject, Expressive Art, Modern Language and Technology. If they wish to continue with one or all of these subjects then they should choose the one they are studying presently.

Learners who study Design Technology presently will have to specialise in a discrete subject at this stage.

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)
- 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 MRS HUSSAIN AS SOON AS POSSIBLE.

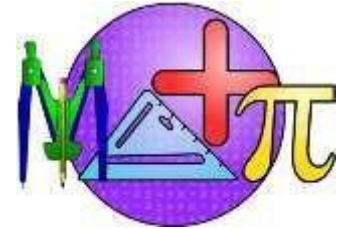
Opportunities for Further Study

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: N3 Applications of Maths with N4 Numeracy, N4 Applications of Maths, N5 Applications of Maths, N5 Maths.

S5/S6 Courses offered are: N5 Numeracy with Finance & Statistics, N5 Applications of Maths, N5 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 - N3 Applications of Maths with N4 Numeracy

- Leads on from level 2 in the Broad General Education.
- There are four 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 N5 Numeracy (see over) only if a successful pass was attained at N4 Numeracy.

S4 - N4 Applications of 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 N4 Applications of Maths.
- Progression into S5 would be either N5 Applications of Maths, or N5 Numeracy (see over).
- The N4 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.

S4/5/6 – N5 Applications of Maths

- In S4 this course leads on from level 3_4 in the Broad General Education.
- In S5/6 this course leads on from a successful pass in N4 Applications of Maths.
- There are 3 internal assessments at SQA exam level throughout the year, as well as a final SQA exam in May.
- The final qualification would be a full award at N5 Applications of Maths.
- If pupils successfully pass N5 Applications of Maths in S4, there is currently no offer of progression to Higher in S5.
- N5 Applications of Maths offers learners a valuable qualification that will allow them to progress into a further education course or career that requires a high level of numerical & problem-solving competency.

S4/5/6 - N5 Maths

- In S4 this course leads on from level 4 in the Broad General Education.
- In S5/6 this course should only be picked by anyone wanting to repeat N5 Maths from the previous year.
- There are 3 internal assessments at SQA exam level throughout the year, as well as 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 from S4 only into S5 could be Higher Maths.
- National 5 Maths offers learners a valuable qualification that will allow them to progress into a further education course or career that requires a high level of mathematical competency.

S5/6 - N5 Numeracy with Finance & Statistics

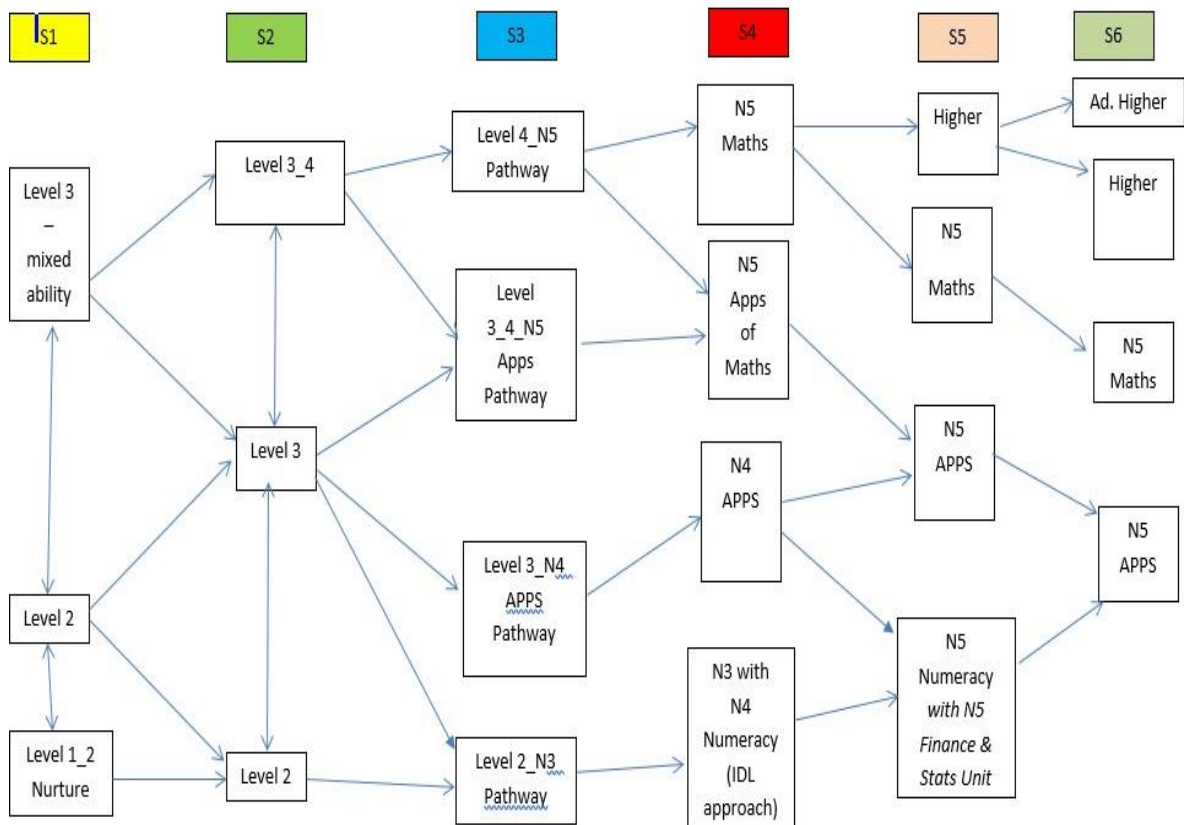
- Leads on from a pass at N4 Applications of Maths or N4 Numeracy in S4.
- There are two internally assessed units.
- N5 Numeracy offers learners to demonstrate to potential employers that they are competent problem solvers and have a capacity for solid logical thinking.

S5/6 - Higher Maths

- Leads on from a good pass at National 5 Maths.
- There are 3 internal assessments at SQA exam level throughout the year, as well as 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.



Course Progression Maths Dept. – All Saints Secondary



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 v**
- 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: MODERN STUDIES Higher

Introduction to Higher Modern Studies

Candidates will develop a range of research, analytical and evaluating skills, and an understanding of:

- the democratic process and complex political issues
- complex social and economic issues at local, Scottish, national and international levels, and ways of addressing needs and inequalities
- different views about the extent of state involvement in society
- the nature and processes of conflict resolution
- the importance of human and legal rights and responsibilities, and their application in different societies

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

Paper 1 (52 marks)

Unit 1: Democracy in Scotland and the United Kingdom: Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system

Unit 2: Social issues in the United Kingdom: Candidates will focus on social inequality (reasons why income and wealth inequality exists, reasons why health inequalities exist, effect of inequality on a group or groups in society)

Unit 3: World Powers: The study of a world power focuses on political and socio-economic issues. Candidates will focus on the USA (extent to which the political system allows democratic participation, political institutions and their ability to dominate government decision-making, socio-economic inequality and its impact on a specific group in society).

Paper 2 (28 marks)

Paper 2 is a skills unit that focusses on progression of skills from National 5 such as a Conclusions, Objectivity and Source Reliability questions.

Pupils will also gain an understanding of source handling and bias.

Assignment (30 marks)

Candidates choose any modern studies topic or issue that refers to a contemporary political, social or international issue. Their choice is not constrained by the content of question paper 1.

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.

POLITICS

Higher (S6 with a Higher Social Subject/ English OR S5 N5 A in Modern Studies & studying Higher Mods)

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 uncodified 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.

Criminology

National 5 (Entry Requirements: N4 Social Subject)

Introduction to Criminology

This National Progression Award (NPA) introduces learners to criminology, including its history, the role of the media and crime prevention.

It develops knowledge and understanding of the way crime and criminal justice operates and provides bite-sized chunks of learning that are straightforward for centres to adopt and for learners to study.

It covers areas such as crime in the community and crime scenes.

Units covered

1. Social Issues in the UK
2. Crime Scenes
3. Crime in the Community

This course has no formal examination, course coverage is assessed all year round.

WHY CRIMINOLOGY?

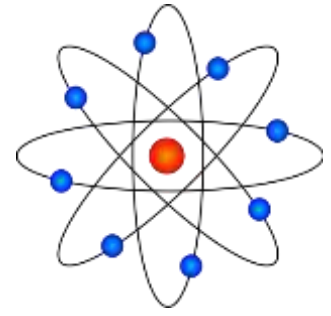
Criminology students have numerous different career options at their fingertips. Exciting roles include in immigration, education, law enforcement, people protection, community planning, advocacy, policing, consulting, public administration and international development.

Studying criminology can be seen as multi-disciplinary, as it contains elements of psychology, biology, statistics, law, and sociology. Criminology deals with both theoretical and practical work, seeking to understand and tackle crime and criminals, as well as the legal and criminal justice system, and its wider social ramifications.

FACULTY: SCIENCE

Subject: PHYSICS

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



Subject Description

Course Units:

Dynamics

Waves

Space

Properties of Matter

Electricity

Radiation

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, 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.

Subject: BIOLOGY



Level(s) Offered: National 4, National 5

Higher: Human Biology

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 5

Our 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 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 **N5 Health Sector** course is open to all S4-6 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 **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 took place to Stuttgart where we had time to visit the historical sights of the city and went into our 'Partnerschule' and met 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.

We have various pupil events: S1 French trips to the World Buffet, 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.

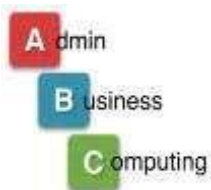
Support classes run after school, including Saturday School, within the Senior Phase to help support pupils in preparing for assessments, prelims and SQA final examinations.

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 2023 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)

National 3, 4, 5 and Higher Offered:

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 Ed diary 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.

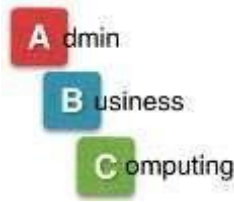
The course is designed to increase learners' skills in analysing information, decision making and communicating with others – the life skills they will require throughout their working lives.

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



Higher Physical Education

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 SQA.

Recommended entry requirements to the Higher Physical Education Course -

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

National 5 Physical Education

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 and participation in Sport and Physical Activity
- Level 4 Performance Skills in S3

Sports Leadership and Dance Leadership

Sports and Dance Leadership qualifications are designed to use sport and physical activity to help young people develop their leadership skills whilst helping themselves and others stay physically active.

Young people undertaking a qualification in Sports or Dance 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 and people within the community.

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

NPA Exercise and Fitness

The NPA in Exercise and Fitness Leadership was developed to support S6 Learners wishing to pursue Exercise and Fitness as a possible career path. The competences achieved will allow candidates to make other career decisions and follow different pathways.

The National Progression Award is designed to equip candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications.

(Higher) Units include

- Exercise and Fitness: Cardiovascular Training
- Exercise and Fitness: Fixed Weight Training
- Exercise and Fitness: Free Weight Training
- Exercise and Fitness: Circuit Training
- Exercise and Fitness: Exercise to Music

Hospitality; Practical Cookery



Practical Cookery aims to develop learners' practical cookery skills and enhance their personal effectiveness in the kitchen and to develop the attributes required for those wishing to progress to further study or employment working with food or in hospitality. In preparing learners for learning, life or employment, the course anticipates their future needs -enabling them 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

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 and includes

- Designing
- Implementing
- Evaluating

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

FACULTY: DESIGN TECHNOLOGY

Subject: **Design and Manufacture**

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



About you

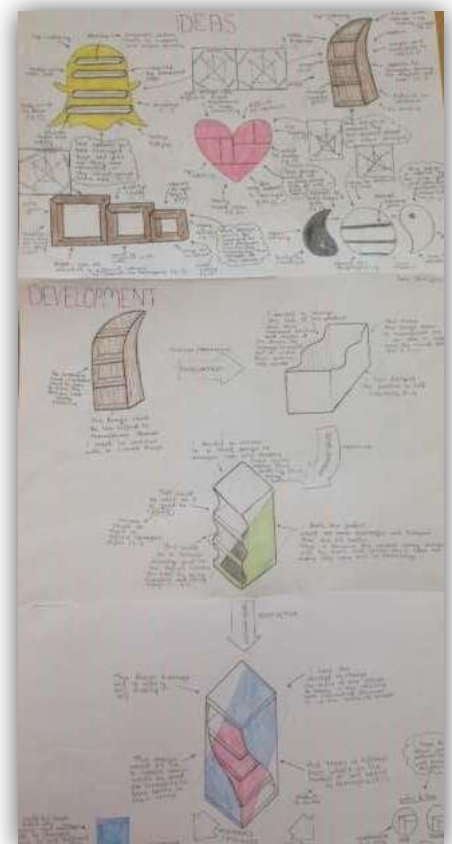
Do you enjoy **solving problems** and working on **challenging** projects? Do you like to understand how products are made and how they work? Do you like to **develop** designs and to manufacture **creative** solutions? Are you interested in using your **creativity** to make things happen? If so, then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

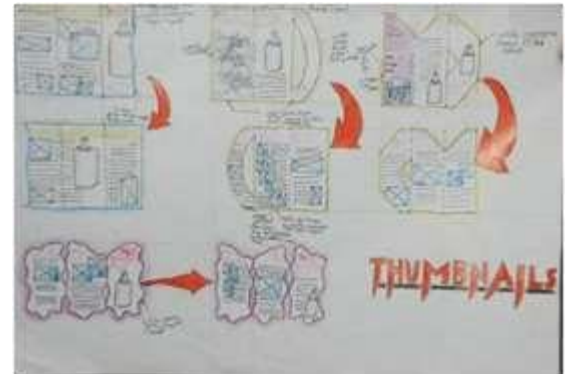
- skills in sketching, technical drawing, Computer aided design and desk top publishing
- skills in numeracy, particularly measuring.
- Creativity and problem-solving skills
- Knowledge of new software and other drawing equipment and technologies.
- Understanding of the many roles of graphic communication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

The course is split into the following units:

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

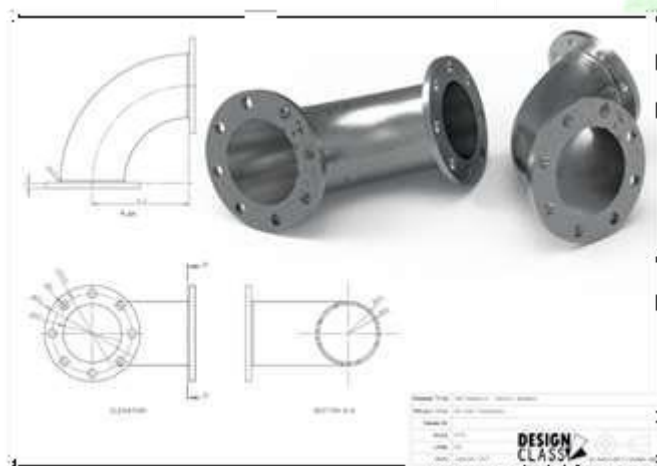
Final assessment grade is based on a final assessment task and a written exam paper. In the assessment task learners must apply the graphics skills developed over an 8 hour assessment period. The exam assesses the knowledge and understating of the whole course.

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 o 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:

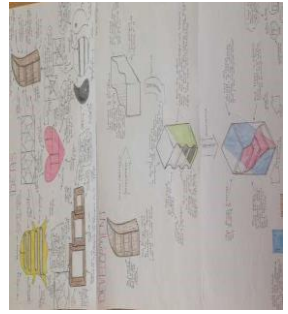
- Building Industry
- Apprenticeships within the building Industry
- Mechanic
- Mechanical Engineer
- Town Planning
- Building Maintenance



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

Creative Thinking (S6 only)

SCQF Level 5 and 6

Creative thinking is deliberately gaining new insights and different ideas through existing information and research. Creative thinking is an essential skill for everyone in this fourth industrial revolution.

In this course you will learn a wide variety of strategies to ideate, test and discover new solutions in every area of your life.



Our learning outcomes



Research

Learn to find information to explore a problem. Demonstrate the use of two or more research methods and be able to draw conclusions from the outcomes.



Conceptualise

Propose imaginative and creative concepts, which demonstrate understanding of the research outcomes.



Fail & Fix

Test and improve initial ideas. Compare, contrast and develop solutions to deal with a problem, situation, or issue.



Communicate

Independently select and use appropriate media to clearly and creatively communicate ideas and potential solutions.



Evaluate

Demonstrate creative bravery in the evaluation of independent work and show awareness of roles and potential for improvement in own practices and performance.

The course has four 'Challenges' for you to show how well you meet the learning outcomes described above. Simply put, they are:

1. Circular Fashion – research the circular economy and develop your own fashion brand
2. Van of Dreams – Repurpose a van to spread some good in the community
3. Campaign for Kindness – design a campaign that encourages people to show kindness/raise awareness of causes.
4. Thoughts Become Things – design a calming installation for a hospital area.

You will be encouraged to **think differently, break the rules, fail, collaborate and generate creative, innovative solutions and ideas**. That being said, you will be assessed on your journey to realising these ideas, **not the end product**.

Entry requirements

There are no entry requirements for this course, but if you have studied Art & Design, Fashion & Textiles, Design & Manufacture or Graphic Communication, or any other creative subject, you will be at an advantage. This new course celebrates the importance of creativity, problem-solving and critical thinking; meta-skills that will be required of a future workforce. It carries 24 SCQF credit points at SCQF Level 5 and 6.

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 : N5 & Higher

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 VALUE 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: 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.

NATIONAL 5 MUSIC TECHNOLOGY

The purpose of the National 5 Music Technology course is to enable candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music.

Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The course aims to enable candidates to: develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres, develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights.

Candidates will also develop skills in the use of music technology hardware and software to capture and manipulate audio using “Garageband” on their iPad. They will use music technology creatively in sound production in a range of contexts and critically reflect on their own work and that of others.

Candidates should note they can choose both “Music” & “Music Technology” courses. It is important to remember that if you pick Music technology, you do not have to be able to play an instrument!

All the practical work will be completed on your iPad. Come with a can-do attitude and expectancy to work independently when required!



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”

Developing the Young Workforce at All Saints Secondary

An ambition of Developing the Young Workforce is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workforce.¹

At All Saints Secondary we endeavour to do this in the following ways:

- Improving learning and teaching by bringing real-life contexts into the classroom - this can be done through STEM, My World of Work, Languages, etc.
- A better understanding of the labour market - this means that our young people are equipped with the correct skills and knowledge.
- Advanced careers information, workshops, and carousel events
- Developing skills for job applications, CV writing and interviews
- Development and recognition of skills required for life, learning and work.
- Meaningful and high-quality work placements, work visits and industry insight events
- Internships and Holiday placements
- Embedding Career Education Standards and Work Placement Standards into Curricular Areas

Our young people have already engaged with several partners to meet the points above:

- BAM Construction
- Prince's Trust
- Mosaic Project through Prince's Trust
- YOMO
- SDS
- BAE
- Police Scotland
- Glasgow Housing Association
- Caritas
- and many more!

My World of Work

- My World of Work is part of the careers service offered by Skills Development Scotland.
- Throughout school they will help you develop the skills you need to make choices and manage your future career

¹ <https://www.gov.scot/publications/developing-young-workforce-guidance-school-employer-partnerships-guidance-schools/>

- My World of Work offer advice and tools to help you find out more about yourself and the opportunities open to you.
- Your My World of Work account will help you discover careers which match your skills, strengths, and personality type.

Access: <https://www.myworldofwork.co.uk/account/register#/>

Steps for registration:

Register

1. Your role 2. A few details about you 3. Your sign in details

To get the best out of My World of Work tell us a bit about yourself. It won't take long and will help us give you content that's right for you.

Why are you using My World of Work?

To help plan my own career Or To support someone else with their career plans

Feedback

Why are you using My World of Work?

To help plan my own career Or To support someone else with their career plans

Choose the role that best describes you

Primary pupil Secondary pupil College or university student Employed Unemployed

Feedback

Register

1. Secondary pupil Change role 2. A few details about you 3. Your sign in details

Secondary pupil

Personal details

First name * Last name *

First name Last name

Date of birth *

Day Month Year

Home postcode * (Enter your address to find your postcode. We'll only save your postcode.)

Feedback

Required here - full name, DOB, Home Address, Name of School, Year Group.

On the next page you will need to enter your email address. Use your Glow email address.

Complete your Profiles and the website will match your personality type and skills to jobs that may suit you or you might enjoy!

Other Useful Links/Sources

An excellent site to search for courses from college to university, including all requirements and links to institutions: www.planitplus.net

A useful site for modern apprenticeships: www.apprenticeships.scot/

Jonathan Brown (Careers Advisor) - SDS

Donna Baillie - MCR Pathways

Mrs Farooq - PT Developing the Young Workforce

Foundation Apprenticeships

What is a Foundation Apprenticeship?

Foundation Apprenticeships are work-based learning opportunities for senior phase secondary school students. They typically last 2 years and students normally begin their Foundation Apprenticeship in S5. There are some options to complete these in 1 year where students can begin them in S6.

Students will spend time out of school at College or with a Local Employer and complete the Foundation Apprenticeship alongside their National 5/Higher subjects.

This is a brilliant chance to gain valuable work experience and an industry recognised qualification.

Who is a Foundation Apprenticeship for?

Students with good N5 results who are capable of 1/2 Highers

Not appropriate for 4/5 Higher level students or National 4 students

What qualifications will you gain with a Foundation Apprenticeship?

On successfully completing the course you will achieve a Joint Qualification Certificate for Foundation Apprenticeship of your chosen subject.

This is a group award at SCQF Level 6 which comprises a National Progression Award (NPA) or National Certificate (NC) and a Scottish Vocational Qualification (SVQ).

Where can a Foundation Apprenticeship take me?

Foundation Apprenticeships can be used to get into a Modern Apprenticeship, Graduate Apprenticeship or straight into work!

It can also count as an entry qualification into colleges and universities in Scotland.

What is a Modern Apprenticeship?

Modern Apprenticeship is a job with structured training where the apprentice works towards a qualification and can continue to degree level qualifications throughout their employment.

What is a Graduate Apprenticeship?

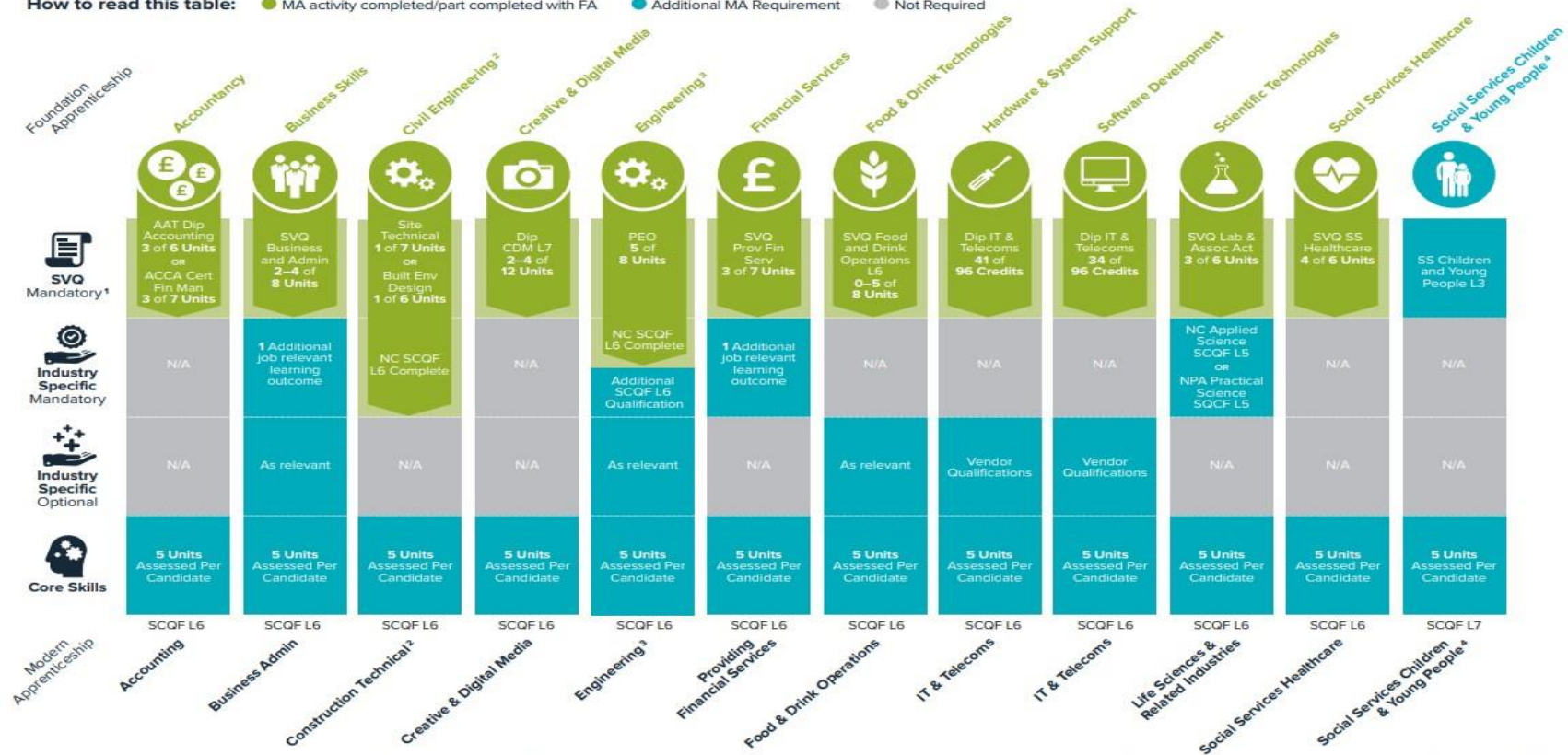
Graduate Apprenticeships provide work-based learning opportunities up to Master's degree level for new and existing employees. The apprenticeships combine academic knowledge with skills development to enable participants to become more effective and productive in the workplace.

Foundation Apprenticeships into Work

FOUNDATION APPRENTICESHIP TO WORK OPPORTUNITY V2

Detailed below is the alignment between the Foundation and related Modern Apprenticeship frameworks. This shows how much of the MA is covered on completion of the FA in the same subject. Completing the FA increases your employability across the 80+ MA frameworks, not only those listed below!

How to read this table: ● MA activity completed/part completed with FA ● Additional MA Requirement ● Not Required



¹ SVO units completed according to assessment guidance/evidence required ² assumes same pathway EG: FA Civil Engineering into MA Construction Technical Site Technical Support SVO & NC ³ assumes same pathway EG: FA Engineering Systems into MA Engineering for SVO & NC ⁴ although no overlapping content, the FA in SS Children and Young People leads directly to the MA at SCQF L7

Foundation Apprenticeships into College

FOUNDATION APPRENTICESHIP TO COLLEGE OPPORTUNITY

How to read this table:

Same subject area applications

(e.g. FA Accounting to HNC Accounting)

- ✓ Direct entry with FA, no additional qualifications required
- ✓¹ Entry with FA plus unspecified qualifications (e.g. FA plus additional Higher and/or Nat 5s)
- ✓² Entry with FA plus specified qualifications (e.g. FA plus Higher English and/or Nat 5 Maths)

Different subject area applications

(e.g. FA Accounting to HNC Healthcare)

FA recognised as a Higher

- No HNC/D provision for this FA (e.g. FA will be recognised as a Higher)



College	Accountancy	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food & Drink Technologies	ICT Hardware	ICT Software	Scientific Technologies	Children & Young People	Healthcare
Ayrshire College	●	✓	✓	●	✓	●	●	✓ ²	✓ ²	✓	●	●
Borders College	●	✓	●	✓ ²	✓ ²	●	●	✓	✓	●	✓	✓ ²
City of Glasgow College	✓	✓	✓	✓ ²	✓	●	●	✓ ²	✓ ²	●	✓ ²	✓ ²
Dumfries & Galloway College	✓	✓	●	✓	✓	●	●	✓	✓	●	✓	✓
Dundee & Angus College	✓	✓	✓	✓	✓	●	●	✓	✓	●	✓	✓
Edinburgh College	✓	✓	✓	✓	✓	●	●	✓ ¹	●	●	●	✓ ¹
Fife College	✓ ¹	✓ ¹	✓ ²	✓	✓	●	●	✓ ¹	✓ ¹	✓ ²	✓ ²	✓ ²
Forth Valley College	✓	✓	✓	✓ ²	✓	●	●	✓ ²	✓ ²	✓ ¹	✓	✓ ²
Glasgow Clyde College	✓	✓	●	✓	✓	●	●	✓	✓	✓ ²	✓ ²	✓ ²
Glasgow Kelvin College	●	●	✓	✓	✓	●	●	✓	✓	●	✓ ²	✓ ²
New College Lanarkshire	✓	✓	●	✓ ²	✓	✓ ²	✓ ²	✓ ²	✓ ²	✓ ²	✓ ²	✓ ²
North East Scotland College	✓	✓ ¹	●	✓ ¹	✓ ²	●	●	✓ ²	✓ ²	✓ ²	✓ ²	✓ ²
South Lanarkshire College	✓	✓	✓	✓	●	●	●	●	●	✓ ²	✓ ²	✓ ²
University of Highlands and Islands	✓	✓	✓	✓	✓	✓ ²	✓	✓	✓	✓ ²	✓	✓
West College Scotland	✓	✓	✓	✓	✓	●	●	✓	✓	✓ ²	✓ ²	✓ ²
West Lothian College	✓ ²	✓ ²	✓	✓ ²	✓	●	●	✓ ²	✓ ²	✓ ²	✓ ²	✓ ²

Foundation Apprenticeships into University

FOUNDATION APPRENTICESHIP TO DEGREE OPPORTUNITY

How to read this table:

- ✓ The university offers a degree in this subject area
- ★ The university offers enhanced recognition if applying for a degree in the same subject area (e.g. FA Accountancy into Degree Accountancy)
- The university doesn't offer a degree in this subject area, FA recognised as a Higher towards other subjects (e.g. FA Accountancy into Degree Engineering)
- ✗ The university does not recognise FA frameworks in this subject area (FA in this subject area is not recognised as a Higher towards same/other subjects)

Please check with universities for specific details



University	Recognition	Accountancy	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food & Drink Technologies	ICT Hardware	ICT Software	Scientific Technologies	Children & Young People	Healthcare
Abertay University	1 Higher A, ★ 2 Highers B	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
Edinburgh Napier University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow Caledonian University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow School of Art	1 Higher A	●	●	✓	✓	●	●	●	●	●	●	●	●
Heriot Watt University	1 Higher A	✓	✓	✓	✓	✓	✓	●	✓	✓	●	✓	✓
Open University	Open Recognition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Queen Margaret University Edinburgh	1 Higher A	✓	✓	●	✓	●	●	●	●	●	✓	✓	✓
Robert Gordon University	1 Higher B, ★ 2 Highers B	✓★	✓★	✓★	✓★	✓★	●	✓★	✓★	✓★	✓★	✓★	✓★
Royal Conservatoire of Scotland	1 Higher A	●	●	●	●	●	●	●	●	●	●	●	●
Scotland's Rural College	1 Higher A	✓	✓	●	●	●	●	●	●	●	✓	●	●
University of Aberdeen ³	1 Higher B	✓	✓	✓	✓	✓	●	✓	✓	✓	●	●	●
University of Dundee ¹	1 Higher A	✓	✓	✓	✓	✓	●	✓	✓	✓	✓	✓	✓
University of Edinburgh	1 Higher B	✗	✗	✓	✗	✓	✗	✗	✓	✓	✓	✓	✓
University of Glasgow ²	1 Higher A	✓	✓	✓	✓	✓	●	✓	✓	✓	●	●	●
University of St Andrews ³	1 Higher A	✓	✓	●	✓	●	●	✓	✓	✓	●	●	●
University of Stirling	1 Higher B	✓	✓	●	✓	●	●	✓	✓	✓	✓	✓	✓
University of Strathclyde ⁴	1 Higher B	✓	✓	✓	✓	✓	●	✓	✓	✓	✓	✓	✓
University of Highlands and Islands ⁵	1 Higher A, ★ 2 Highers	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
University of the West of Scotland	1 Higher A	✓	✓	✓	●	✓	●	✓	✓	✓	✓	✓	✓

¹ Excludes Medicine and Dentistry ² Excludes Law, Medicine, Dentistry, Vet Medicine ³ Excludes Medicine ⁴ Excludes Law. If applying for Engineering, only FA in Civil or Engineering will be recognised ⁵ Enhanced recognition varies per framework, equivalent to 2 Highers for most frameworks

Colleges - all colleges vary in their study options.

Degrees

Some colleges offer a range of undergraduate degree programmes in association with specific universities. Degree programmes take four years to complete and usually start with an HND here at the college. The degree then continues into years three and four, still based at the college. Smaller class sizes and plenty of student support means more students are choosing to stay with us through to degree level.

Higher National Qualifications

A Higher National Diploma (HND) will take two years full-time. Successful completion may allow you direct entry to year three or four of a related degree programme at university.

A Higher National Certificate (HNC) will take one year to complete. On successful completion, it's normal to go on to the second year of an HND, but some courses may also allow direct entry to year two of a related degree programme at university.

HNCs consist of a minimum of 12 subject units over the year, while HNDs have 15 per year. One subject unit is equivalent to approximately 40 hours of learning. HNCs and HNDs are designed to equip you with both practical skills and theoretical knowledge in your chosen subject. They are vocationally focused and are therefore geared towards specific careers.

National Qualifications

National Qualifications (NQ) and National Certificates (NC) — these are first level courses which usually require one year of study. Upon completion, you can choose to progress to a Higher National Certificate (HNC) or Higher National Diploma (HND).

Scottish Vocational Qualifications (SVQs) — these are employment-based qualifications that give you the necessary knowledge and skills to do a specific job. To undertake an SVQ, you must be employed or able to secure a work placement.

Universities - all universities vary in their study options.

Many universities and colleges set a combination of entry requirements. This could be a specific qualification, **subject**, or grade, or a certain grade in a certain **subject** (or **subjects**) relevant to the course you are applying for. Some universities and colleges use UCAS Tariff points in their entry requirements. You generally need around 3-5 strong Highers to get into University.

The Scottish Bachelor's Degree

The Ordinary Degree is typically offered through the equivalent of three years' full-time higher education. The Ordinary Degree is recognised as the normal entry to several professions across the UK.

The Scottish Bachelor's Degree with Honours

The Honours Degree is typically offered through the equivalent of four years' fulltime higher education. The Honours Degree is recognised as the normal entry to postgraduate study.

Master's Degree

Master's Degrees are available through several different routes: as a programme for graduates or equivalent through the equivalent of at least one year of full-time study; as a programme of, typically, the equivalent of five years of full-time study that integrates undergraduate study with the Master's Degree.

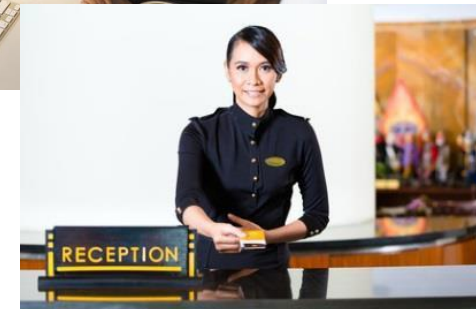
Pathways

- The Pathways above are designed to help students to be as informed as possible about the routes they can take into the world of work and further study.
- The purpose of the above information is to show parents and students that there are multiple routes that can be taken to achieve your goals and to have a more focussed and more relevant experience in school.
- All students must complete the essential subjects which will be highlighted on the Options Forms and by your Year Heads/PT Pupil Support.

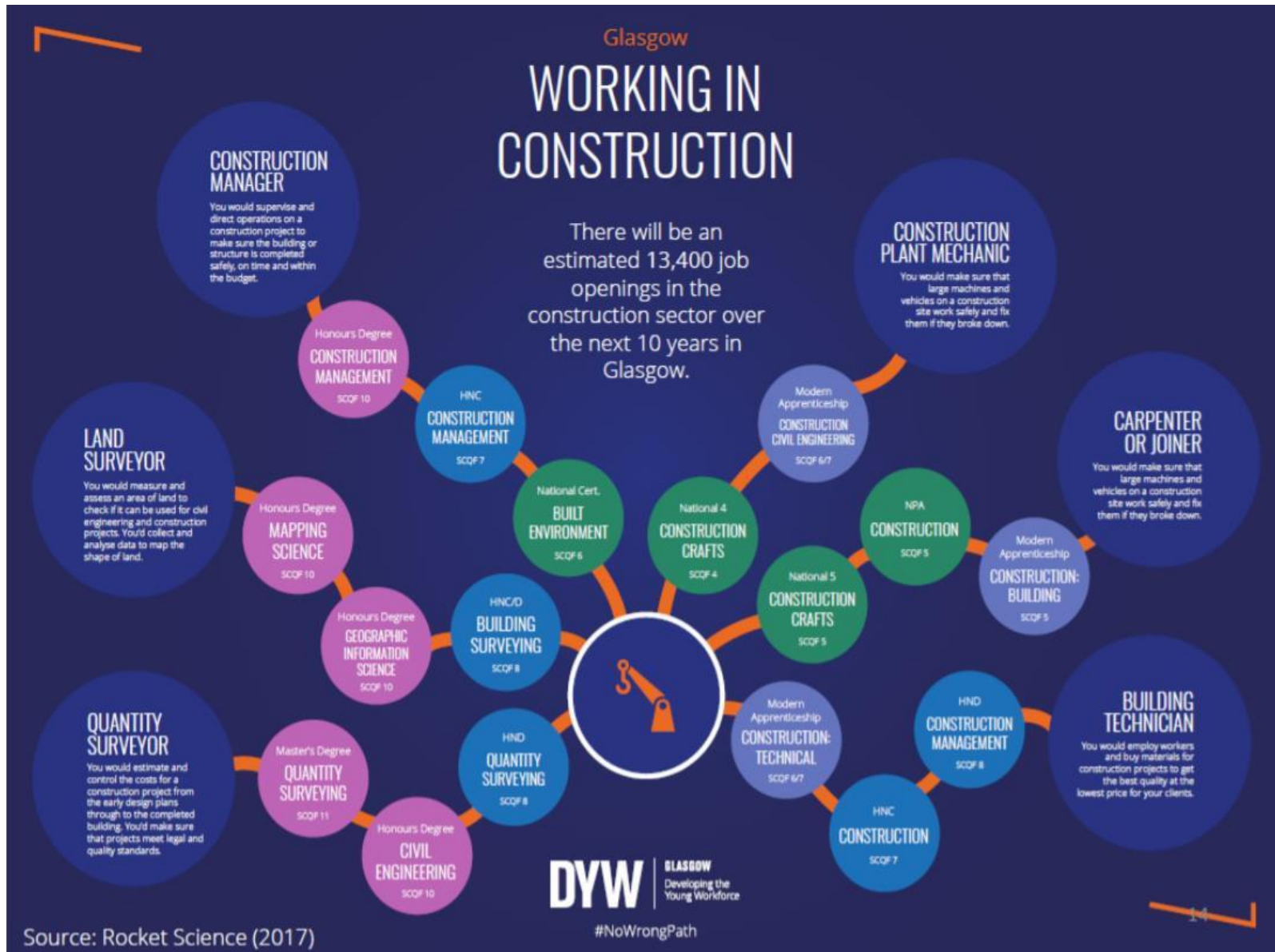
Widening Participation Opportunities

- All Saints Secondary School is a Focus West Widening Participation school. This means that pupils of the school have opportunities available to help them secure access to university and college, many of which are not open to other schools, including campus visits, university inputs, college visits, one-to-one personal statement support and much more.
- This covers a wide array of subject areas, including: - Engineering, Medicine, Vet Medicine, Law, Teaching, Business & Finance, The Creative Industries (Music, Drama, Dance etc)
- Being involved in any of these programmes can result in a reduction in requirements for university entry by one grade (e.g. an A requirement becomes a B etc)
- It also gives our pupils the edge on other applicants in terms of their experience and readiness to study at higher education level.
- Most of these programmes begin in S4. It is therefore very useful for pupils to have an idea about their prospective career choices so they can be linked into an appropriate programme.

Where do you see yourself in the future?



Working in Construction/Engineering?



Source: Rocket Science (2017)



**Directly into University
(Typical Requirements):**

Widening Access entry: 4 Highers at AAAB including Maths and Engineering Science or Physics plus English at National 5. Higher English preferred. Advanced Higher Maths and Physics recommended.

Essential Subjects:

Higher Maths, English, Physics

Potential Careers:

Mechanical Engineering
Civil Engineering
Chemical Engineering
Electronic Engineering
Design

Directly into College (Typical Requirements):

The Engineering Academy: is a collaboration between the University of Strathclyde and Kelvin College. It provides a pathway to Engineering degrees at Strathclyde University. (year 3 entry) 4 Highers including Maths and Physics at B.

Essential Subjects:

Higher Maths and Physics

Potential Careers:

Same as university and for entry into University

**Directly into Work
(Employment 16+):**

My World of Work

Essential Subjects:

National 5 Maths/Science and English

Potential Trades:

Electrician
Joiner
Plumber
Roofer
Plasterer
Painter/Decorator
Stone Mason

Skills and Qualities:

Communication, Teamwork, Problem Solving, Organisation, Design, Creativity, Digital, Literacy, Numeracy.

Working in Education?

Glasgow WORKING IN EDUCATION

There will be an estimated 19,400 job openings in the education sector over the next 10 years in Glasgow.



Source: Rocket Science (2017)

DYW | GLASGOW
Developing the Young Workforce

#NoWrongPath

**Directly into University
(Typical Requirements):**

Widening access entry- Primary Teaching: 4 or 5 Highers at AABB or ABBBB including English plus Maths or Applications of Maths at National 5 at B (Strathclyde- C). May be considered for offer at BBBB. Completion of pre-entry programme is necessary.

Essential Subjects:

Higher Maths and English

Potential Careers:

Primary Teacher
Secondary Teacher
Pastoral Care Teacher
Depute Head/Head Teacher

NB.

To become a Teacher, you must complete a qualifying degree.

1. Undergraduate: you will leave school and study teaching (either primary or secondary-subject specific). The benefit of this is you will have lots of experiences of the classroom before you eventually graduate.
2. Post Graduate: you leave and study a degree in a subject that interests you (eg, History & Politics). You graduate and then apply to study a one-year teaching add-on (postgraduate), either primary or subject specific secondary.

**Directly into Work
(Employment 16+):**

When you reach 16, you can apply for a Modern Apprenticeship with training providers like Carousel. Training last up to 18 months and you will be placed in a nursery for this time.

No formal qualifications are needed- just a genuine passion and communications skills. You will achieve Social Services (Children and Young People) at SCQF Level 7, the recognised qualification for a practitioner working with children.

Potential Careers:

Childcare Assistant
Early Years Practitioner
Nursery Manager

Skills and Qualities:

Listening, Communication, Creativity, Problem Solving, Decision Making, Caring, Helping Others, Digital, Organisation, Literacy, Numeracy.

Working in Hospitality, Tourism, Distribution and Retail?



Source: Rocket Science (2017)

Directly into University

(Typical Requirements):

Minimum Entry Requirements:

1st Sitting - AABB/ABBBB

2nd Sitting - AABBBB

Essential Subjects:

National 5 English and Higher Maths

Potential Careers:

Graduate Trainee Manager

Restaurant Supervisor

Trainee Accountant

Manager

Directly into Work

(Employment 16+):

My World of Work

Essential Subjects:

National 5 English

National 4/5 Maths

Foundation Apprenticeship

Potential Trades:

Air Cabin Crew

Bartender

Chef

Hotel Manager

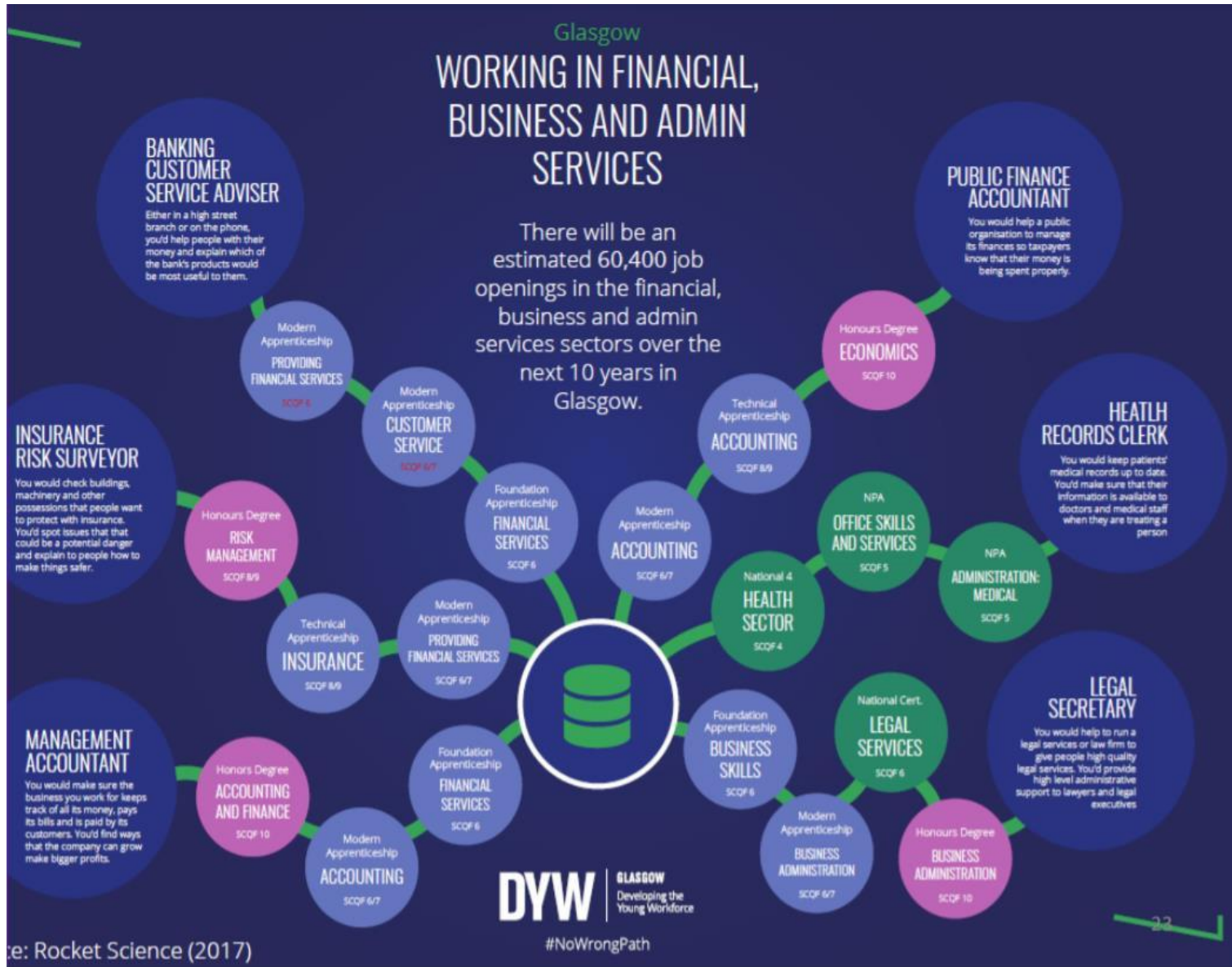
Hotel Staff

Resort/Tourist Representative

Skills and Qualities:

Communication, Taking the Lead, Being Physically Fit, Innovation, Budgeting, Planning, Organising, Decision Making, Problem Solving, Literacy, Numeracy.

Working in Financial, Business and Administrative Services?



Directly into University for Law (Typical Requirements):

You will need an LLB honours degree in Scottish Law which can be studied at ten universities in Scotland. qualifications are gained in one sitting.

GCU: Highers at AABBB including English plus National 5 Maths. A Foundation Apprenticeship is accepted in place of 1 non-essential Higher.

Essential Subjects:

Higher English and National 5/Higher Maths

Potential Careers:

Lawyer/Solicitor
Judge /Barrister
Councillor
Police

Directly into University for Business and Finance (Typical Requirements):

Widening Access entry: 4 or 5 Highers at AABB or AB BBB (first sitting) (AAAB for Accounting) or 6 Highers at AABBBB (AABBB for Accounting) including English plus Maths at National 5 at B. * Higher Maths required at A for Accounting.

Essential Subjects:

Higher English and Maths

Potential Careers:

Accountant
Investment Analyst
Economist
Stockbroker

Directly into Work and College (Employment 16+):

There are many Foundation Apprenticeship options and College degrees available for this area of interest in Business, Finance and Administrative Services.

Essential Subjects:

National 5 Maths and English

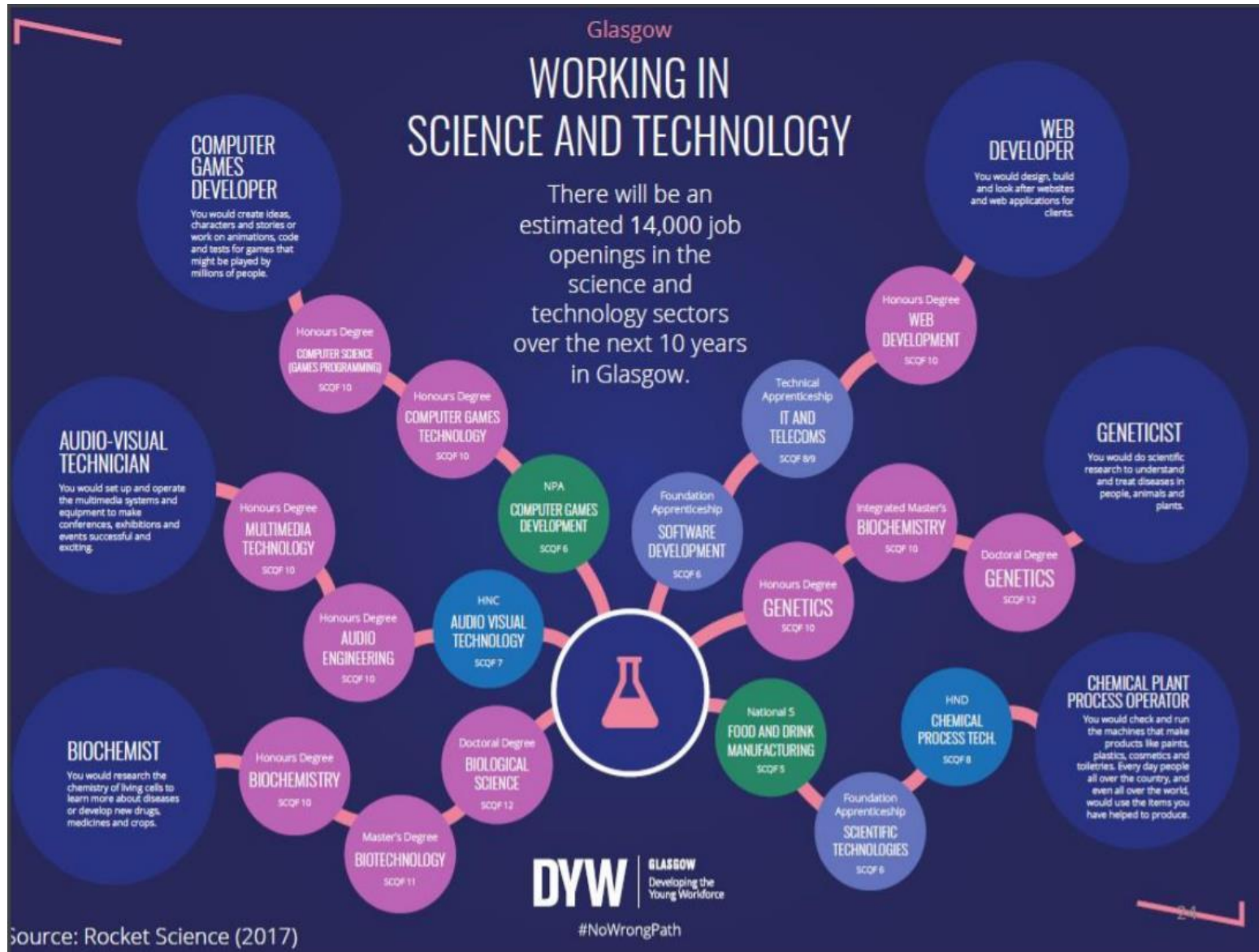
Potential Careers:

Administrative Assistant
Accounts Assistant

Skills and Qualities:

Marketing, Operations, Leadership, Management, Communication, Decision Making, Problem Solving, Digital, Analytical, Literacy, Numeracy.

Working in Science and Technology?



**Directly into University
(Typical Requirements):**

4 Highers at BBBB including Maths or Computing Science plus National 5 English and Maths (if not held at Higher). A Foundation Apprenticeship is accepted in place of 1 non-essential Higher.

Essential Subjects:

Higher Maths and Computing Science and National 5 English.

Potential Careers:

IT Support
Software Development
Web Design
Games Development
Cyber Security

Directly into College (Typical Requirements):

1 Higher plus 1 subject at National 5 from English, Maths, Computing Science or a science subject, or a relevant NC or equivalent qualification.
Interview.

Essential Subjects:

National 5 English, Maths and/or Computing Science.

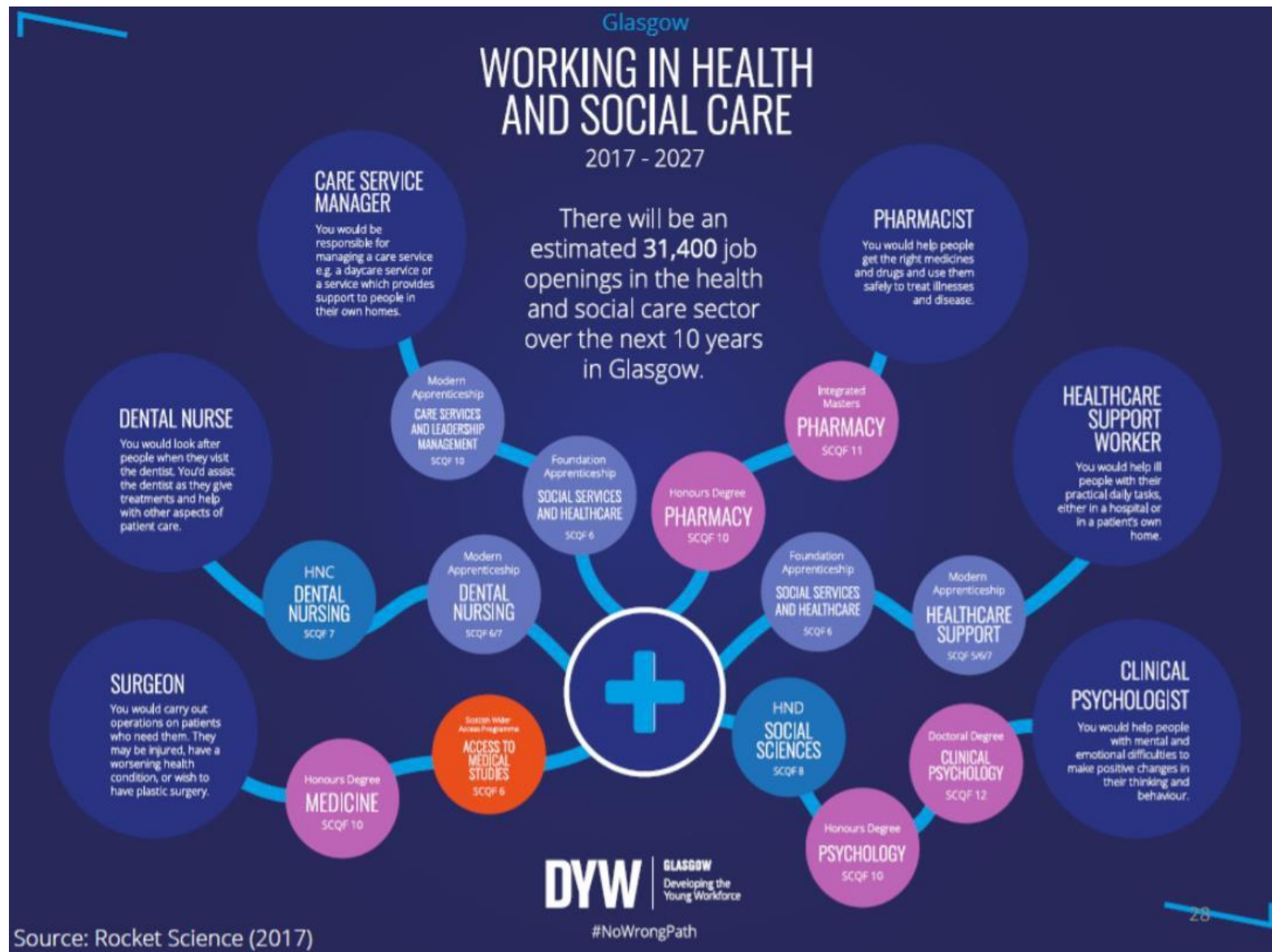
Potential Careers:

Same as university and for entry into University

Skills and Qualities:

Teamwork, Leadership, Digital, Creativity, Problem Solving, Communication, Numeracy, Analysing.

Working in Health and Social Care?



Source: Rocket Science (2017)



**Directly into University for
Medicine (Typical Requirements):**

5 or 6 Highers at AAAAA or
AAAABB (by end of S5) including
Biology, Chemistry and either Maths
or Physics plus English at National 5
at B. You must achieve at least 2
Advanced Highers at AB plus an
additional Higher at B OR 3
Advanced Highers at BBB in S6. (It
is acceptable to take
Biology/Chemistry/Maths or Physics
as a crash Higher in S6 provided
Grades AAAAA or AAAABB are
achieved by the end of S5).

Essential Subjects:

Higher Maths, Higher Biology,
Chemistry or Physics and National 5
English.

Potential Careers:

Doctor
Biomedical Scientist

**Directly into University for
Dentistry (Typical Requirements):**

Advanced Higher Biology or
Chemistry plus Highers at AAAAB by
end of S6 (with at least AABB in S5)
including Biology or Human Biology
and Chemistry at A, English and
Maths or Physics. No applicants will
be accepted after S5. Resits are not
accepted.

Essential Subjects:

Higher English, Biology, Chemistry
and Maths.

Potential Careers:

Dentist

Directly into University for Life Sciences (Typical Requirements):

Widening Access entry: 4 or 5
Highers at AABB or AABCC including
Biology and Chemistry at B plus
English and Maths at National 5 at B.
Higher English preferred.

Essential Subjects:

Higher English, Biology and Chemistry
and National 5 Maths.

Potential Careers:

Biomedical Scientist
Biochemist
Microbiologist
Forensic Scientist

Directly into University for Psychology (Typical Requirements):

5 Highers at AAABB plus National 5
English and Maths (not including
widening access grade reduction)

Essential Subjects:

National 5 English and Maths

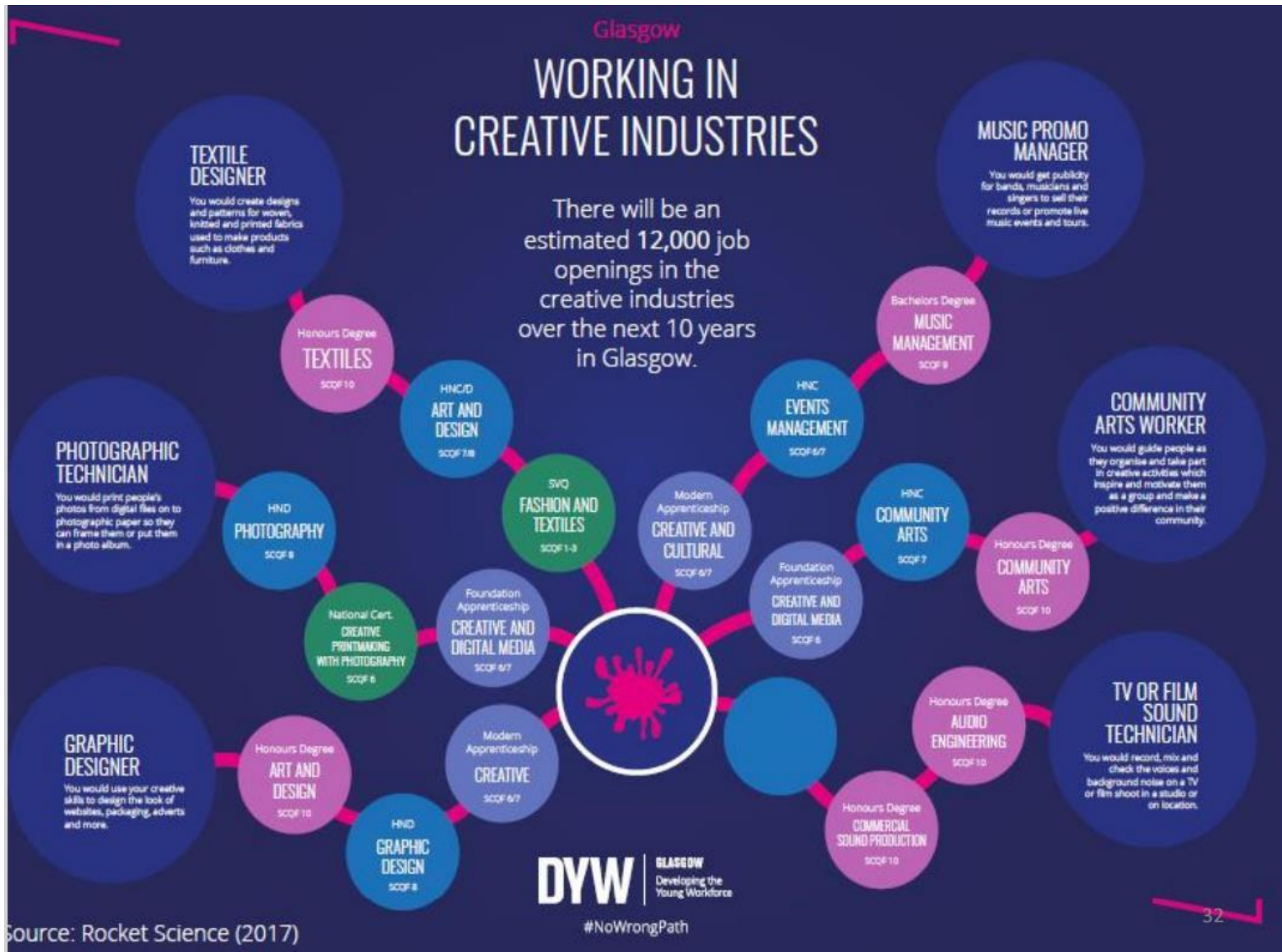
Potential Careers:

Clinical Psychologist
Counselling Psychologist
Educational Psychologist
Teacher

Skills and Qualities:

Confidence, Teamwork, Time Management, Self-awareness, Self-discipline, Communication, Numeracy, Literacy, Analytical Research, Problem Solving.

Working in Creative Industries?



Source: Rocket Science (2017)



Directly into University for Theatre Studies/Drama (Typical Requirements):

Widening access entry: 4 or 5
Highers at AABB or ABBBB including English and a humanities subject or language other than English. May be considered for entry with BBBB. Completion of pre-entry programme is necessary.

Essential Subjects:

Higher English

Potential Careers:

Actor/Actress
Community Arts Worker
Dancer
Drama Therapist
Music Producer
Director

Directly into College for Creative Industries (Typical Requirements):
Will require Art, Music or Drama

Essential Subjects:

Art, Music or Drama at appropriate levels

Potential Careers:

Animator
Ceramics Designer
Dancer
Fashion Designer
Jewellery Designer
Photographer
Film ad TV

Directly into Work (Employment 16+):
Modern Apprenticeships via My World of Work

Essential Subjects:
Dependant on Modern Apprenticeships

Potential Trades:
Beauty Consultant
Tattooist
Body Piercer
Make-up Artist
Hairdresser
Nail Technician

Skills and Qualities:

Confidence, Teamwork, Time Management, Creativity, Self-awareness, Self-discipline, Communication, Ability to adapt and experiment with different ideas and beyond boundaries.

If You Need Support

Please contact the relevant persons below if you require support.

PUPIL SUPPORT TEACHERS	Mrs Franceschi	S3 PTPS
	Ms Marlin	S4 PTPS
	Mrs Henry/Miss Gray	S5 PTPS
YEAR HEAD(S)	Mrs Bell	S3
	Mr Shannon	S4
	Mr Shannon	S5
HEAD TEACHER	Mr McDermott	

Telephone: 0141 582 0010

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