



# **West Calder High School**

## **Personalisation and Choice in S3**

**2017/2018**

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# Introduction

Welcome to our Personalisation & Choice booklet for the Broad General Education in S3.

This booklet has been produced for second year pupils and their parents. We hope that it gives you the right amount of information about how pupils can personalise their learning as they enter the final year of the Broad General Education.

It is important that this is **not viewed** as course choice in the traditional sense. This now happens at the end of S3. The purpose of personalising the curriculum of pupils in S3 is to allow more depth and challenge to be built in to learning as pupils prepare for the senior phase (S54-S6). It is currently and will remain **compulsory in S3 for pupils to study Maths, English, Modern Languages, Science, Expressive Arts, Technology, Social Subjects**. The personalisation happens *within* these mandatory curriculum areas. All pupils will also study core subjects of Personal & Social Education, Religious & Moral Education/Religious, Moral & Philosophical Studies and Physical Education.

At the end of S3, pupils will choose which 5 subjects they wish to continue to study towards a national qualification as well as English and Maths. You will get more information about this in January next year. All subjects you choose in S3 can progress to National 3, 4 or 5 courses in S4, and core subjects will also continue.

It may be that there are more details about particular courses which you would like to have, or information about progression routes beyond S4. If so, this can be discussed with your Head of House, who will be happy to help.

All S2 pupils have had lots of input this term about career pathways and making choices. It is true, however, that the majority will not have a clear idea of the career they would like to pursue; for this reason it is important to keep as many options open as possible.

Whatever choices are made, the important thing is that pupils do their very best in third year.

Good luck!

## Some Helpful Hints

**Remember that your full course choice isn't until the end of S3 - what you are doing now is personalising your learning for S3.**

# Making The Right Choices

- There is a lot of help around however remember that IT IS YOUR OWN CHOICE SO:
  - Do not choose a subject because a friend has
  - Do not choose because you like or dislike the teacher
  - Do not choose boys' subjects or girls' subjects; these don't exist!
  - Do not guess if it will be a good subject to do: get the facts!
  - Do not choose a subject just because you think it will be easy.
- Read the description of each subject available in this booklet and speak to the Subject Teacher.
- It is important to choose subjects that you will enjoy. If you are not sure what interests you, speak to your parents, teachers and the Careers Adviser. The following link of My World of Work could help also: [www.myworldofwork.co.uk/my-career-options/choosing-my-subjects](http://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects)
- It is important to choose the subject that you will do best in. It is unlikely that you will enjoy a career that involves a subject that you don't enjoy. There are only a few career pathways which require specific subjects, if you are thinking of one of these careers your Head of House can map your learner pathway. Unless you are thinking of one of these careers, the current advice is to continue with the subjects you can do best in.
- You may not have decided on your future at this stage, and even if you have, you may well change your mind in the months or years to come. Remember to KEEP YOUR OPTIONS OPEN by choosing a broad range of subjects.

## **What level will I study?**

- Pupils will experience a Broad General Education which is an entitlement for all pupils in Scotland and in S3 they will address the level 3 outcomes in more depth, in a wider context and will apply the outcomes to unfamiliar situations. As appropriate, many pupils will then progress to experience level 4 outcomes.

## **What is the S3 Profile?**

- By the end of S3 all pupils will have composed an S3 profile highlighting their achievements and skills.
- This will be done using software called Didbook - many pupils will have already been working on this in S1 and S2, but S3 is an important year to complete Didbook with information about achievements, successes and learning which pupils have experienced throughout the Broad General Education.
- For some pupils there is additional flexibility in S3 so that we can better support individual pupil needs – this will be discussed with individual pupils and parents as appropriate.

## **What Happens Next?**

You will be given an appointment time to meet with your Head of House in the library. You will sit down and discuss with them the choices you would like to make and the reasons why you have chosen those specific subjects. You will then decide on your final options and if your parents/carers cannot attend the meeting, discuss this with them.

At the end of May you will be given your new timetable with the subjects you have chosen. We try to discourage any changes after the deadline so pick carefully. Remember you will have a full course choice interview the following year where you can choose your 7 subjects to take forward for national qualifications.

So:

- 1) Read this booklet.
- 2) Bring your parents to the Pathways evening where we will go over all of this information and answer any questions. (this information is on our website)
- 3) Speak to your class teachers and House Head.
- 4) Speak to parents/carers.
- 5) Read your report again.
- 6) Think carefully!
- 7) Start completing the choice form if you feel you can.
- 8) Bring form with you to your interview week beginning 30th January to finalise your choices.

# Personal & Social Education

PSE aims to equip each young person with necessary life skills. This includes helping them to develop skills for learning, skills for life and skills for work.

PSE allows our pupils to consider their role in society and endeavours to ensure they become effective contributors. The course aims to prepare pupils for life after school.

The topics covered in S3 PSE are:

- Study Skills to help students prepare for future assessments/exams
- Alcohol/Drugs Awareness Education
- SHARE (Sexual Health and Relationship Education) - Equipping pupils with decision making skills surrounding sexual behaviour, raising awareness of risks involved in sexual relationships and planning to stay safe and developing the skills to say “no” to any unwanted sexual contact
- Health – Giving pupils the knowledge to make informed decision around their lifestyle choices.
- Careers input from Skills Development Scotland
- Input from Police Scotland

PSE will help develop vital life skills in each young person such as communication skills, problem solving, working with others and independently, decision making; risk taking, evaluating, study skills.

# **Creative & Aesthetic Faculty**

## **Art & Design**

The inspiration and power of the arts play a vital role in enabling our children and young people to nurture their creative talent and develop their artistic skills.

In Art and Design learners will have the opportunity to develop their creative practical skills and techniques, experimenting with a wide range of two and three-dimensional media and technology. They will have rich opportunities to be creative and to experience inspiration and enjoyment. Learners will develop their expressive skills and concepts to convey thoughts and feelings. They will develop their design skills in a wide range of design areas, including textiles, fashion, graphics, jewellery, architecture and product, to solve problems, and communicate imaginative and original design solutions. Their studies of the works of artists and designers will enhance their enjoyment and deepen their knowledge and understanding of culture in Scotland and the wider world.

Learners completing the course will develop practical life skills that are relevant in a range of contexts and future careers, for example, Graphic Design; Fashion Design; Costume Design; Textile Design; Jewellery Design; Shoe Design; Web/Game Design; Film making; Architecture; Interior Design; Art and Design Teacher; Primary Teacher; Art Historian/ Lecturer (Art History); Curator; Make-up Artist; Beauty Therapist and Hairdressing.

## **Craft, Design, Technology & Engineering**

The main focus of the course is to foster creativity in the designing and manufacturing of simple products. This combined with critical thinking skills, research, problem solving and enterprise offers a wide range of transferable skills appropriate to further study or the world of work. Pupils will learn about important design issues and use these to investigate and explore design situations, which will be used to inform and develop their own design work. They will also learn how to manufacture their design ideas and test their own prototypes and models in a range of materials.

This S3 course will also give pupils the opportunity to develop their skills in reading, interpreting and producing 2 dimensional and 3 dimensional drawings combining elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

Learners who study Design and Technology will acquire skills useful in professions where creative ability is important. Particular trades which it relates directly to include; engineering, trade skills such as electrics, plumbing, carpentry/joinery, building etc., product design, architecture, landscape design.

# Music

There are many benefits of studying and playing music. Music, in all its forms, is a part of everyone's life and is a major industry contributing significantly to the economy. Music enhances memory and increases problem solving, logic and thinking skills such as analysis evaluation and organisation of ideas. Music also boosts independent and creative thinking.

The S3 music course is designed to help learners develop their knowledge of music concepts and music literacy. This is achieved through an integrated approach to music, applying this understanding in practical learning activities.

During the course learners will be able to develop their skills on **two** instruments as well as composing music (using PCs) and understanding/appreciating various styles and genres. In addition to their technical musical skills learners will also have the opportunity to develop some invaluable transferable skills such as communication skills, calmness under pressure and the ability to reflect critically.

Learners who study Music will begin to appreciate and understand how it is created, leading to a life-long enthusiasm, fascination and enjoyment of the subject. As well as being a qualification that is looked upon favourably by employers, colleges and universities, Music is a subject that can lead to the following subject specific careers:

- Music Teaching,
- Instrumental Teaching,
- Music Therapy,
- Audio/Sound Engineering,
- Multimedia Developer,
- Software Designer,
- Music Journalist and
- Professional Performer.

\*Any young person who receives instrumental instruction is advised to progress music on their curriculum as this allows for accreditation of their skills, and represents a strong pathway for gaining awards further up the school.

# Health & Wellbeing Faculty

## Dance

Pupils will undertake a research project where they will further develop an understanding about a country from around the globe. The following criteria may be explored:

- Culture
- Poverty
- Natural Disasters/Devastation
- History (War, Slavery)
- Contrasting Ideologies
- Democracy/Dictatorship

Pupils will then be expected to express the knowledge that they have gained through a piece of choreography. How to express their chosen project will be the central focus of their development. The dance will be performed to the class and potentially in the dance show. Pupils will develop their understanding and skill level of dance technique throughout the project.

Pupils will be expected to create a mood board or a presentation. The presentation must take us through their story of inspiration from the research of the country into the choreography. Pupils will develop the project in groups. This will allow them to share ideas and evaluate their progress.

## Dynamic Youth Awards

Learners at West Calder High School have the opportunity to achieve a Dynamic Youth Award at various points throughout the year. This qualification offers recognition and accreditation for young peoples' wider achievements out with the classroom. This year, they have been delivered through the S1 Residential and through Building Learning Power in S2.

The Awards follow a Plan-Do-Review process which enables young people to more effectively recognise and articulate their learning and achievements within different contexts. This increases their self-esteem, improves motivation and keeps young people engaged with learning. Through self and peer assessment young people develop skills for learning, life and work. The Awards fully support the aims, values, purpose and implementation of Curriculum for Excellence and provide a good starting point for progression into the Youth Achievement Awards further up the school.

## Home Economics

This course aims to provide learners with an introduction to nutrition and healthy eating so that they know more about which foods make up a nutritious menu, understand the link between diet and health, and can effectively use the information provided by the Eatwell Guide to create a balanced diet.

Learners will also develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an

understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques. This will give learners a basic awareness of good hygiene and safety issues that meet food industry regulations, with reference to preparing, cooking and handling food in catering settings.

This course includes the completion of two skills for work certificates

## Physical Education

Physical Education will provide you with a platform from which you can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It will enable you to develop the concepts and skills necessary for participation in a wide range of physical activity, sport and outdoor learning, and will enhance your physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. The key aims of the breadth choice will be to develop understanding of how learners can prepare mentally, emotionally, socially and physically for the performance. They will be required to select and applying appropriate knowledge and skills during the performance and to following rules and accepting decisions. Learners will also develop their tactical awareness and to carry out a specific personal development program to ensure progression within performance

**Courses:** Activities will range from Basketball, table tennis, volleyball, football, swimming, athletics, dance, gymnastics and fitness.

## Physical Education (core)

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners. Pupils are given the opportunity to evaluate (through discussions with teachers) their course from S2 in order to accurately shape their courses in S3 and maximise pupil engagement and enjoyment.

This also, importantly, allows for all fourth level Experiences and Outcomes to be incorporated and developed until the end of S3.

# **Languages Faculty**

## **English**

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, as well as knowledge and appreciation of literature and culture.

All pupils will study English in S3.

## **Modern Languages**

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language to communicate ideas and information in English and other languages

- exercise their intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.

In line with the Government's 1+2 Languages policy, which must be implemented in all schools, in S3, all pupils will continue to study their choice of language, French or German. In addition, they will have the opportunity to further develop German by making it a "breadth of learning" choice.

# **Maths and Technologies Faculty**

## **Administration**

The current job environment within the UK has become increasingly reliant on employees having a good grasp of IT skills to assist them within the workplace. Administration & IT develops these abilities using a variety of software packages that can be accessed from a computer. Software packages such as databases, spreadsheets and word processing are explored whilst also developing skills of up and coming software packages and online-based tools, making this course essential for any employee/employer. The skills gained in this course are of value whatever future career path the student decides to follow.

## **Accounting & Finance**

This course introduces the world of financial information, enabling students to understand and make use of this data so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. The skills that are gained through this course allow students to apply them to various aspects of everyday life and further develop their skills for learning, life and work. The course promotes logical thinking towards financial management and generates greater awareness when managing their own finances.

## **Business Enterprise**

Employers wanted the introduction of a business course in schools to ensure young people left school with knowledge of the very businesses they would work in. We rely on businesses and entrepreneurs to create wealth and jobs in our society. This course helps to create better informed employees, employers and business owners of the future. The course combines a mixture of academic content alongside projects to put the knowledge they have gained into practice with hopes of launching products and services within the school or local community.

## **Computing Science**

Digital devices are all around us and they'll play a huge part in our future, from helping to diagnose and treat illnesses, to assisting referees in sports, to recording and transmitting the latest information and news.

Computing Science enables learners to develop a range of computing and computational thinking skills across a range of contexts. This includes problem-solving skills and the ability to develop, implement and test digital solutions. Courses take account of the modern technologies and development methodologies related to software development and information systems.

## Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Since mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

All pupils will study Maths in S3.

# Science Faculty

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment.

Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the sciences, young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Young people participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills of scientific inquiry and investigation using practical techniques
- recognise the role of creativity and inventiveness in the development of the sciences
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and technologies.

In Sciences you can choose to **study one or two** of the following courses in S3:

- Biology
- Chemistry
- Physics

The S3 Science courses develop learners' interests and enthusiasm for science in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the courses. This will enable pupils to become scientifically literate citizens, able to review the scientific-based claims that they meet.

Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever. The course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, including practical activities. Pupils will develop an understanding of Cell Biology, Multicellular Organisms and Life on Earth topics.

## Chemistry

Chemistry is the study of matter and its interactions. Pupils find out about links between elements, compounds and reactions that develop our understanding of Chemistry in everyday contexts. Chemical research and development is essential for the introduction of the new products to our lives and throughout this course links are made between chemical concepts, chemical processes and everyday contexts. The themes studied in this course are chemical changes, structure, organic chemistry and everyday products and how chemistry affects society.

## Physics

Physics gives learners' insight into the underlying nature of our world and its place in the Universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

# Social Subjects & RME Faculty

## Social Studies

Through Social Studies, young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped. As they mature, young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Young people, as they participate in experiences and outcomes in social studies, will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialized study

In Social Studies you can study one or two of the following courses in S3:

- History
- Geography
- Modern Studies

## GEOGRAPHY

Geography is a truly interesting and varied subject containing a wide range of topics. Geography is the study of "People and the Environment" and has areas of study which are of interest to everyone in a rapidly changing world. As the planet faces substantial challenge, the Geography course enables learners to appreciate the ways in which people and the environment interact in response to physical and human processes at local, national, international and global levels. In addition, pupils will acquire a geographical perspective on environmental and social issues as well as develop an interest in, and concern for, the environment leading to sustainable development.

Learner will study a number of key topics:

- River Landscapes
- Settlement Studies
- Scottish Studies
- Weather & Climate
- Environmental Hazards

## HISTORY

History is widely recognised as one of the most challenging and rewarding subjects you can take in your secondary education. Students of History are regularly expected to master elements of other subjects such as economics, politics and geography as they study the causes and effects of some of the world-changing events in our past, all of which contribute to their development as global citizens. As well as gaining solid subject knowledge, historians acquire skills in research and enquiry, the ability to present and argue a point of view, and increase their levels of literacy and communication.

The S3 History course is based around the theme of 'The Twentieth Century'. Learners study three major events – World War I, World War II and the Cold War – through which the following key skills are developed:

- describing, explaining and analysing historical events
- evaluating, comparing, interpreting and contextualising sources
- collecting, organising and presenting information

## MODERN STUDIES

The S3 Modern Studies course is designed to allow learners to develop their knowledge, understanding and skills Third and Fourth Levels and to help develop the skills necessary to be successful in the Senior Phase. This is achieved through the study of the following contexts:

- Communist Cuba
- Multinational Scotland
- Social Inequality in the UK
- Terrorism

## Religious, Moral & Philosophical Studies

To enable learners to understand the society in which they live and work by helping them to learn about and from religious beliefs, non-religious viewpoints and experiences. It encourages learners to develop an understanding and respect for different faiths, beliefs and values and to put their values and beliefs into action in ways which benefit others in local, national and global communities.

The course will also provide opportunities for learners to develop skills for learning, skills for life and skills for work. These include literacy, personal learning, planning and thinking skills.

### **Possible careers where subject would be useful**

RMPS is useful for careers which deal with the public this includes the Police, Prison Service, Broadcasting and the Media, Counselling and Human resources, the Law and Local Government, Youth and Community Work as well as Social Care and Social Work.

RMPS is also a recognised entrance qualification for college and university courses.