

# COURSE CHOICE FOR MIDDLE SCHOOL

## CONTENTS

### PAGE

2. Introduction
3. Procedure for Making Choices
3. Standard Grade / National Qualifications Courses
4. Core Subjects
5. How to Choose
6. The Options
7. The Subjects
27. Careers Scotland

## **Introduction**

The aim of this booklet is to help you make the best possible choices for yourself.

Please remember that the most important person in all of this is YOU. All the help which class teachers, parents and guidance staff provide, as well as the school careers library, booklets and videos in P.S.E. is to ensure that you are as well informed as you possibly can be BEFORE you make your middle school option choices.

So far in Carluke High School you have followed a timetable which is the same for everybody, going to each subject in the same class group or practical group. Now all this will change.

The subjects you choose on the option form will be the subjects you will study for the next TWO years. So you must be sure that they are the right ones for you. It WILL NOT be possible to change your choices once they are made.

You will attend these classes with the people who, like yourself, have also chosen that particular subject. So each class will be made up of different people from each of the registration groups.

At the end of two years, in other words at the end of fourth year, you will sit examinations in each subject for the Scottish Qualification Authority (SQA) at Standard Grade (S'Grade) or National Qualifications (NQs). This is not a free choice. There are some subjects which you will have to take. Others you will have to choose from a short list - but more of that later.

Traditionally, pupils in S3/4 study Standard Grade courses, however, in recent years a number of schools across Scotland have been changing to National Qualifications (NQs). For pupils in S3/4 these are usually Access and Intermediate 1 or 2 courses. NQs have been designed to be as flexible as possible to meet the needs of all pupils. Qualifications can be built up over time, encouraging pupils to progress to the highest level they can achieve. Courses usually consist of three subject-related national units, which are assessed by the class teacher, plus an external assessment. To gain a full course award, pupils have to pass all the unit assessments as well as the exam. However, one of the main advantages is that pupils get certification for passing their unit assessments throughout their course and many pupils find the 'step by step' approach of the NQ courses easier to follow. We have a number of subjects in Carluke where pupils starting their new S3 timetable in August 2011, will follow NQ courses rather than Standard Grade.

## Procedure for Making Choices

In January you will have started a six week section of work in Personal and Social Education which is meant to provide you with most of the information you need.

As part of this work you will have received this booklet. You will also have worked through worksheets and received another booklet called 'Which Way Now'.

This booklet contains information from every subject on the option form so please read it carefully. If you want to know what you would be doing in any subject, first look it up here. If you think that you need to know more you can ask your Pupil Support teacher, or you could ask your subject teacher about their own subject.

Remember to include your parents in your choices. They will have hopes and aspirations for you as well as a lot of experience which you will find useful to make your mind up.

Your Pupil Support teacher will arrange a first interview with you when you can ask all the questions you have been saving.

**There is the parents evening**, which will be on **Tuesday 22<sup>th</sup> February**, when your parents will see your teachers.

Remember also that your second year report will contain a lot of information about your self and your abilities. Use this to help you with your choices

Through all of this the careers library (which is in the main library - ask the librarian, Mrs Martin) is open to you every lunchtime.

Your Pupil Support teacher will arrange a final interview when your option form should be handed in completed. **This should be no later than Wednesday 2nd March.**

## Standard Grade Courses / National Qualifications

There are some facts about the Standard Grade which you should be aware of.

Firstly, everybody who sits the S' Grade examination will receive a S' Grade certificate. You can get a S' Grade at different levels - these are Credit, General and Foundation, with Credit being the highest.

Biology, Chemistry and Physics are the only subjects which are offered at **only** Credit and General. Your 'S3 Subject Choice Form' will tell you your recommendations. Please make sure you read the notes on the back of the form as they tell you what you can and cannot take.

Similarly, several subjects offer some pupils in S3 and S4 the opportunity to follow courses at Access 3, Intermediate Level 1 and Intermediate level 2. The same skills are developed as in Standard Grade.

So no matter how clever or otherwise you may be, all subjects will provide you with a course which is suitable to your level, and means that you can attain the very best that you are capable of.

## **Core Subjects**

You will continue to have Personal and Social Education (PSE) for one period per week and Religious and Moral Education for two periods per week and Physical Education (PE) for three periods per week. This is not only to satisfy the requirements of the Scottish Executive Education Department but the school considers that these subjects make an important contribution to your general education.

### **PSE**

The PSE programme has two main aims:

1. To inform pupils of certain facts on which they may make reasoned judgements and choices.
2. To assist the pupils in certain aspects of their development; academic, intellectual, social, physical, or personal.

The main constituent parts of the programme can be categorised under the headings of health, academic choice and attainment, personal and social development and careers. This will assist pupils in their relationships with adults and peers, allow for the development of individuality and personal effectiveness and as such should assist with learning and leisure pursuits. Study skills and communication should have direct consequences for learning effectiveness.

### **Physical Education**

**A stepping stone to further study at college/university. Involvement in physical activity is often seen as a useful asset by prospective employers and interviewing panels.**

Pupils will be taught a minimum of six activities per year covering a wide range of skills. Learning in Years 3 and 4 is based upon longer courses than those experienced in Years 1 & 2. It is expected that pupils will demonstrate increasingly refined techniques in selected activities such as outdoor and indoor invasion games, net games, target games, creative activities, striking and fielding game, athletic activities, first aid and outdoor learning. Pupils will be expected to undertake the different roles of performer, coach, choreographer, leader and official and evaluate accurately and make judgements using the appropriate technical terms.

Pupils should be able to plan, undertake and evaluate a safe health and fitness programme and understand the principles involved.

Pupils will also be encouraged to develop key skills of leadership, communication and problem solving and to extend their participation into school sport and the local community. **Standard Grade** will be followed by all pupils where the department believe pupils can be successful. The P.E. Department will offer pupils the broad and diverse choices that have been very successful for a number of years, but also allows pupils to attain a potential additional qualification.

### **METHOD**

A variety of teaching styles will be used in lessons appropriate to the activity. Some will be teacher led and others by the students themselves. Most groups will be taught in a mixed ability setting, but on occasions students may be streamed according to ability.

This programme recognises that all pupils are different and it is hoped that what is included will serve to inspire and motivate all pupils toward the development of a healthy and active lifestyle both in school and when leaving and entering society.

### **Religious and Moral Education**

This is centrally concerned with questions about meaning, value and purpose of life.

Students have opportunities to:

develop insights into situations which pose moral and social questions, and capacity to respond to these situations in a balanced and understanding way;

explore the contribution of religion to human identity and fulfillment, both individual and corporate;  
contribute to understanding of the multicultural dimension of the society in which pupils live.

## **How to Choose**

The final decision of what to choose rests with you (and your parents). You will receive help from the many sources already referred to but there are several very important points to remember before you decide.

**ABILITY:** Read your second year report and recommendation. You will want to choose the subjects which you are best at and this will help you decide. It is usually the case that the subjects which you are best at are the ones which you enjoy most, and this is important too! You will not achieve as much in a subject in which you are totally miserable.

**EFFORT:** No matter how clever you are, or how good you are at a subject, no-one does well unless they are prepared to work hard. Only choose subjects in which you are prepared to give your very best work.

**LIKES AND DISLIKES:** Do not choose a subject because you like the teacher - you may find that the teacher you get is not the same one.  
Do not avoid a subject because you dislike the teacher - similarly you might get a different teacher, but you may just need that very subject for your course at College or University. Some subjects you may have to choose because of the career you want to follow, and in this case you will have to disregard any dislike you have for that subject.  
This is too important a decision to be made on the basis of what you like - however (as we said above) you will probably be good at what you like best anyway.

**CAREER REQUIREMENTS:** The careers library will be a help as well as the careers officer who will be at the parents' evening. Qualifications which are listed for courses in University and College Prospectuses are usually the minimum requirements - what you will actually require for successful entry is usually higher.

You should always try to choose subjects which will give as wide a range of choice of career as possible. Even if you know what it is you want to be when you leave school, most pupils change their minds in the next two years.

**FRIENDS' CHOICE:** You should pay no attention to what your friends are choosing. There may be three classes of one subject in a column and two of another somewhere else so even if two people were to choose exactly the same subjects, they may be separated all through the week.

**PARENTS' MEETING:** We hope that all parents will make use of this evening to ask questions and see your teachers. If your parents cannot attend the meeting and require help then they should phone your Pupil Support teacher.

**DROPPING SUBJECTS:** The subjects you choose are for two years. Although you can move between levels in S3/4, in normal circumstances it will not be possible to drop subjects or make changes to your options after you have handed in your form.

Use all the hints and instructions which are in this booklet as the main basis for your choice.

## The Options

It would be silly to allow pupils in any school to choose whatever they wanted, so certain guidelines have been made to make sure that everyone will have the spread of subjects which will mean that you can change your mind about job or career before you leave school.

The subjects are grouped into subjects headings called 'modes'. You will find here 8 modes.

You must choose all of English, Mathematics and P.E., P.S.E. and Religious and Moral Education. After this you have choices, (though any choice which you make must be checked if it is possible on the option form).

You must now choose one subject from Social Subjects, one from Languages and one from Science.

You could now choose one subject from Creative & Aesthetic and Technology or you could decide to do a second Language and/or Science subject.

<u>MODE</u>	<u>SUBJECT(S) WHICH CAN BE STUDIED</u>
1. ENGLISH	English
2. MATHEMATICS	Mathematics
3. SOCIAL SUBJECTS	Business Management, Geography, History, Modern Studies
4. LANGUAGES	French, German, Spanish
5. SCIENCE	Biology, Chemistry, Physics.
6. CREATIVE & AESTHETIC	Art & Design, Drama, Music.
7. TECHNOLOGY	Accounting & Finance, Computing, Craft & Design, Graphic Communication, Home Economics, Administration,
8. P.E., P.S.E., R.E.	Physical Education, Personal & Social Education, Religious and Moral Education.

Before you choose which subjects you are going to take, look carefully at the option form. You will see that the lists above are completely different to the option form. This is because the option form tells you all the classes which will be going on at the same time on the timetable. It is clearly impossible to be in two places at the one time so you must ensure not only that you choose one subject from each mode (or two) but also, that these subjects fit into the option form.

The school will make every effort to give every pupil the subjects they have chosen. However, sometimes too many people choose the one subject. In this case it may be necessary for you to choose something else. In very rare circumstances it happens that very few pupils choose a particular subject. In this case, the class would not be allowed to go on and the pupils who had chosen that subject would have to choose something else.

## The Subjects

You should have a good idea from your first and second year what is involved in each subject - however you will not know what is in the S' Grade courses. So, each department has written here the sort of topics and themes you will study, how you will be assessed and what will be required of you.

It is not thought that you will read all of this (though you can if you want!). But it is a good source of information if you want to look up an individual subject.

### **ACCOUNTING AND FINANCE**

#### **Developing financially confident**

In line with the latest Government initiative that all pupils leave school financially confident, this course covers financial **understanding**, financial **competence**, financial **responsibility** and financial **enterprise**. The Accounting and Finance course ensures that this initiative is fully met.

The course offered is a Standard Grade course at 3 levels. It begins with personal finance and proceeds to the keeping of financial records of a sole-trader, a not-for-profit making organisation, a partnership and a limited company. The use of computers is an integral part of the course using a variety of inter-active accounting and enterprise computer resources.

#### **AREAS OF STUDY**

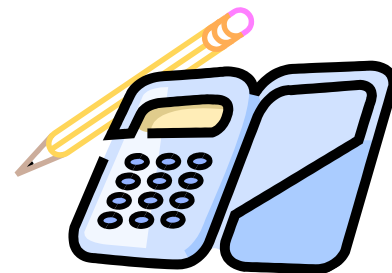
##### **PREPARATION OF FINANCIAL RECORDS**

- ✍ Personal Finance and Debt
- ✍ Trading and Profit and Loss Accounts
- ✍ Balance Sheets
- ✍ Business Documents
- ✍ Ledger Accounts
- ✍ Bank Reconciliation Statements
- ✍ Computerised Accounting – Spreadsheets (Excel)



##### **INTERPRETATION OF ACCOUNTS**

- ✍ Ratio Analysis
- ✍ Cash Flow Statements
- ✍ Break Even Analysis



##### **ASSESSMENT PROCEDURES**

*There are 3 elements for this course*

- 1 Handling Information
- 2 Knowledge and Understanding
- 3 Practical Abilities

Elements 1 and 2 will be assessed externally at either Credit/General or General/Foundation Level. The third element is internally assessed by a 15 hour project at the level suited to each pupil.

## **HOMEWORK**

Homework will be set at regular intervals at the appropriate level.

## **NOTE**

Department members are available to familiarise S2 pupils about this course. The Principal Teacher of Business Education will be present at the S2 Parents' Evening to discuss this subject area.

## **ADMINISTRATION**



### **INTERMEDIATE 1/2**

Successful organizations have specialist administrators at their core. Our courses facilitate the steps towards being an employable and efficient administrator.

Throughout this course students will learn through **mainly** practical work how to carry out administrative procedures in the modern business. Students will become skilled in computer applications, in particular word processing, spreadsheet, database, electronic methods of communication, research and the presentation of information.



Three units have to be covered in Intermediate 1/2 Administration:

#### **INFORMATION TECHNOLOGY FOR ADMINISTRATORS**

-  Using Information Technology to carry out administrative tasks
-  Create and use spreadsheets, databases and word processing




#### **PRESENTING AND COMMUNICATING INFORMATION**

-  Using information and communication to present and communicate information using the internet, e-mail, e-diary etc
-  Using presentation software



#### **ADMINISTRATIVE SERVICES**

-  Knowledge and understanding which underpins the tasks carried out by an administrator eg, internet and office technologies, arranging and paying for business travel, functions of departments, etc

These units will be assessed internally at either Intermediate 1 or Intermediate 2 level. On completion of the 3 units students will be presented for the final SQA examination. Credit is given for each unit successfully completed.



## **HOMEWORK**

Homework will be set at regular intervals at the appropriate level.

## **NOTE**

Department members are available to familiarise pupils about the course. The Principal Teacher of Business Education will be present at the S2 Parents' Evening to discuss this subject area.

# ART & DESIGN

## INTERMEDIATE 2 & INTERMEDIATE 1

**Art & Design** makes an important contribution to the education of every pupil who undertakes the course, through nurturing their personal creativity and aesthetic judgment. The aims of the subject are, in broad terms to develop pupils' abilities to design, express ideas and work confidently and imaginatively in different media and contemporary technologies.

In our modern world visual communication is vitally important; Intermediate 2 and Intermediate 1 Art & Design equip pupils with the necessary skills to express themselves in all areas of Design, Fine Art and Critical Studies within the subject area.

**Please note:-**The majority of pupils undertaking this course will undertake Intermediate 2 at the end of S4. However if a pupil fails to meet the standard for Intermediate 2 they will be presented for Intermediate 1.

### ELEMENTS OF THE COURSE

The course is divided into three main areas of study:

**DESIGN FOLIO** - In this area of the course pupils will research and investigate a negotiated design brief by analytical drawing in a variety of media and collecting sources. They then develop their own design ideas to solve the problem and produce a final piece of design work. At some stage in the process pupils will employ digital imaging processes in their folios of work

**EXPRESSIVE FOLIO** - Pupils are encouraged to express their own ideas and feelings visually using a wide range of techniques and such as drawing, painting and sculpture in various media and materials.

**ART & DESIGN STUDIES** – Pupils will study individual artists and designers related to their own practical work and historical studies from certain periods from 1750 to the present day

### TYPE OF ASSESSMENT

All Design and Expressive folio work (3 A2 size sheets for each folio), are sent to SQA for external assessment.

Intermediate 2 Art & Design Studies examination (1 hour )

Intermediate 1 Art & Design Studies no examination (internally assessed).

### CAREERS

The subject provides an excellent training for many careers: Fashion Designer, Graphic Designer, Product Designer, Interior, Designer, Photographer, Architecture, Film, TV etc

## BIOLOGY

The Biology department now offers two courses in S3/4; Standard Grade Biology and Intermediate 1 Biology.

Standard Grade Biology, like other Standard Grades, is a **two year** course and is available at General and Credit levels only. It is recommended for pupils who have achieved level E or F in both Knowledge and Understanding **and** Problem Solving in Science in S2.

**Intermediate 1** Biology is a **two year** course from the Higher Still programme. It is recommended for pupils who wish to study Biology but did not achieve level E in Knowledge and Understanding **and** Problem Solving in S2. Pupils who fail to pass the Intermediate 1 course may pass individual units at either Intermediate 1 or Access 3 level.

## Standard Grade Biology

The Standard Grade Biology course aims to provide pupils with an understanding of themselves and the natural world in which they live. The topics studied are:

**The Biosphere** – the study of ecology involving the investigation of an ecosystem.

**Animal Survival** - looks at food and the digestive system, sexual reproduction, water balance and ways in which animals respond to changes in the environment.

**The World of Plants** – examines the structure, function and uses of plants.

**Investigating Cells** – investigates the structure of, and processes occurring within, cells.

**The Body in Action** – looks at bones and muscle action, the function of the heart and lungs, the structure of eyes, ears and brain, the factors affecting fitness.

**Biotechnology** – the study of the use of microorganisms to produce products or services useful to man, e.g. brewing, baking and genetic engineering.

**Inheritance** – examines variation within living things, patterns of inheritance and the influence of genetics on society.

The course is teacher-led and includes both theory and practical work. Homework and ink exercises are issued regularly and progress is assessed by means of a test at the end of the topic. Investigative work is assessed internally by the school. At the end of the course there are external SQA examinations at General and Credit levels.

For pupils intending to follow a Biology related course at university, it should be noted that, in addition to Higher Biology, Higher Chemistry is normally recommended.

## Intermediate 1 Biology

In this broad based course you will learn the relevance of Biology to health, industry and the environment. You will find out how your body works and how to keep healthy. The course also deals with the importance of Biology in the production of many foods and examines some of the environmental problems that we face today. Working in the laboratory and using modern technology, you will learn a range of practical and problem solving skills.

### Description of Course

The course consists of three units of work –

#### Health and Technology

This unit is centered on the themes – *Healthy heart, healthy lungs, healthy body.*

It includes a variety of activities such as

- carrying out measurements such as pulse rate and body temperature
- examining the meaning of physical, mental and social health
- learning about the relationship between various aspects of technology and health
- considering important health issues such as fitness and diet

## Biotechnological Industries

This unit examines how Biology applies to various industries. The value, use and effect on the environment of each industry is considered, Industries studied include –

- dairy industries such as milk, yoghurt and cheese
- detergent industries such as biological powders and liquids
- yeast based industries such as beer and bread making
- pharmaceutical industries such as production of antibiotics, insulin and vaccines

## Growing Plants

In this unit various aspects of plant growth are studied including –

- seed biology – growing plants from seeds
- vegetative propagation
- plant production

## Type of Assessment

This course is assessed by a combination of internal assessment by the teacher and an external examination set and marked by the SQA.

# BUSINESS MANAGEMENT

Business Enterprise leads our society. Our Standard Grade course provides our students with the skills and knowledge necessary to understand how a business operates, is structured, is financed and survives in today's economic climate. There is particular emphasis on decision making, team work/building, marketing, etc. The course provides ample opportunity for pupils to be involved in inter-active computer based business simulations.

Business Management is a Standard Grade Course offered at 3 levels.

## AREAS OF STUDY

- ☞ What is business?
- ☞ How do businesses develop and perform?
- ☞ What resources to businesses use?
- ☞ How are businesses managed?

## ASSESSMENT PROCEDURES

**There are 3 elements for this course**

- ☞ Knowledge and Understanding
- ☞ Decision Making
- ☞ Practical Abilities

The Knowledge and Understanding and Decision Making elements will be assessed externally at either Credit/General or General/Foundation level. The third element is internally assessed by a 15 hour project at the level suited to each student.

## **HOMEWORK**

Homework will be set at regular intervals at the appropriate level.



## NOTE

Department members are available to familiarise S2 pupils about this course. The Principal Teacher of Business Education will be available at the S2 Parents' evening to discuss this subject area.

## CHEMISTRY

The Chemistry department now offers three courses in S3/4; Standard Grade Chemistry, Intermediate 1 Chemistry and Intermediate 2 Chemistry.

Standard Grade Chemistry, is available at General and Credit levels only. There is no Foundation level; this course is suitable for pupils who have achieved Level E or F in Knowledge and Understanding and Problem Solving in S2.

Intermediate 1 Chemistry is suitable for pupils who have not achieved Level E or F in S2.

More information about both these courses follows.

**Standard Grade Chemistry** is a course designed for a wide ability range of pupils. The course contributes to their general education by helping to make them aware of the applications of Chemistry to everyday life. An additional aim is to provide a suitable base for further study, for training or for work.

It is hoped to develop positive pupil attitudes through success and enjoyment in the subject.

## CONTENT

There are 15 topics studied during the 2 year course.

*The topics are:*

<b>TOPIC</b>	<b>TITLE</b>	<b>TOPIC</b>	<b>TITLE</b>
<b>1</b>	Chemical Reactions	<b>9</b>	Reactions of Acids
<b>2</b>	Speed of Reactions	<b>10</b>	Making Electricity
<b>3</b>	The Periodic Table	<b>11</b>	Metals
<b>4</b>	How Atoms Combine	<b>12</b>	Corrosion
<b>5</b>	Fuels	<b>13</b>	Plastics
<b>6</b>	Hydrocarbons	<b>14</b>	Fertilisers
<b>7</b>	Properties of Substances	<b>15</b>	Carbohydrates
<b>8</b>	Acids and Alkalis		

## TEACHING METHODS

A variety of different teaching methods is used. All pupils are encouraged to proceed at a rate appropriate to their own ability. Pupils are required to carry out and write up experimental work, complete self-check tests at the end of each lesson and do practice problems.

Printed notes, covering the course theory, are provided at the start of each unit of work.

## ASSESSMENT

Pupils studying Chemistry are assessed in three elements: Knowledge and Understanding, Problem Solving and Practical Abilities. Throughout the 2 year course pupils sit 8 class tests covering Knowledge and Understanding and Problem Solving as well as sitting an exam in May of S3 and December of S4 before the actual SQA exam which they sit in May of S4. Assessment of Practical Abilities is carried out internally and the results sent to the Scottish Qualifications Authority for inclusion in the certificate.

## **CERTIFICATION**

A grade for attainment in each element is recorded on the final Certificate together with an overall grade based on the three individual elements. The 3 elements are:

1. Knowledge and Understanding
2. Problem Solving
3. Practical Abilities

Elements 1 and 2 are assessed by an external examination at the end of 2 years, consisting of a General level paper, and a Credit level paper. Element 3 is assessed internally over the two year course.

The overall grade is based on those 3 elements.

KU (40%) PS (40%) PA (20%)

## **HOMEWORK**

Homework is given on a regular basis. Homework activities include written work, ink exercises, completing experimental reports and time spent learning the course notes. It is expected that the pupils will spend a minimum of 1 to 2 hours a week on Chemistry homework.

## **Intermediate 1 Chemistry**

Consists of three units

- Unit 1 : Chemistry in Action  
Unit 2 : Everyday Chemistry  
Unit 3 : Chemistry and Life

As a brief description –

**Unit 1** is a study of chemical substances and chemical reactions, stressing the importance to our lives of, e.g. the gases in the air and acids and alkalis.

**Unit 2** is about metals – where they come from, how we use them, important problems such as corrosion of metals and alternative materials.

**Unit 3** The Chemistry of Living Things, including Exchange of Gases in Plants and Animals. Chemicals such as Fertilisers and Foodstuffs. A Balanced Diet; Proteins, Fats, Oils, Vitamins. A Study of Alcohol and Drugs.

## **Teaching Methods**

A variety of different teaching methods is used. All pupils are encouraged to proceed at a rate appropriate to their ability. Pupil activities include doing practical work, writing-up experiments, doing practice problems among others. Regular homework is set. Printed notes, covering the course theory, are provided at the start of each unit.

## **ASSESSMENT**

Pupils sit short tests to assess progress during each unit. Success in these tests leads to an Access 3 award. There is a test at the end of each of the three units. Some of the practical activities are assessed, and these are included in the pupil's course award.

External assessment at the end of the course will be a 90 minute paper totaling 60 marks.

Questions will be included on course work and practical activities.

Only pupils who pass the three end-of-unit tests will be entered for the final exam. Success in this exam results in an Intermediate 1 award.

Intermediate 2 Chemistry is suitable for pupils who have been recommended to study it.

## **Intermediate 2 Chemistry**

Consists of three units:

- Unit 1- Building Blocks  
Unit 2- Carbon Compounds  
Unit 3- Acids, Bases and Metals

As a brief description:

**Unit 1** looks at elements, compounds and mixtures, reaction rates, the structure of the atom, bonding and structure of substances, formulae and the mole.

**Unit 2** looks at fuels, structures and reactions of carbon compounds, plastics and synthetic fibres and natural products.

**Unit 3** is about acids and bases, salt preparation and metals.

### **Teaching Methods**

A variety of different teaching methods is used. All pupils are encouraged to proceed at a rate appropriate to their ability. Pupil's activities include doing practical work, writing-up experiments and completing problems among others. Regular homework is set. Printed notes, covering the course theory, are provided throughout the course.

### **Assessment**

There will be unit assessments at the end of each unit. Each unit assessment covers minimum competence levels for the unit. Pupils who secure passes in the three units will sit the external exam at the end of S4.

## **COMPUTING**

It is difficult in this day and age to imagine a job that is not linked in some way to using computers. Computing Technology is constantly changing and it is essential that pupils have the opportunity to experience and keep abreast of these evolving technologies. Standard Grade Computing is a general, broad-based course that involves **practical** experience in all areas where computers are used.

The course focuses on three main aspects:

**Computer Applications:** the applications used are Multimedia development by the design of web pages, Word Processing, Spreadsheets, Databases, Graphics, and Communications, including the safe use of both e-mail and the Internet. There is also the chance to investigate the use of robots, virtual reality and computers in commerce.

**Games Development:** pupils will continue their development of animations and games software through the use of Scratch and the programming language Visual Basic. Games development is an excellent tool for improving problem solving techniques and practical skills.

**Computer Systems:** pupils will discuss and increase their understanding of the latest technological developments and the impact this has on our day to day living.



The course involves both practical and written work. The practical work is assessed within the school by means of projects and practical coursework tasks. The knowledge and understanding of the course are assessed in the external exam in May.

# PRACTICAL CRAFT SKILLS

## INTERMEDIATE 1 & 2

### Description of Course

This course will contribute to the knowledge, understanding and practical experience of the student whose aspirations and abilities are towards manual work or who is considering a career in the engineering or construction industry in what ever capacity he or she is employed. It will make a positive contribution to the general education and personal development of any student, particularly in fostering technological capability. In this respect it is recommended to any students who wish to gain experience and an appreciation of materials and useful craft skills.

### **Course Construction - Woodworking Skills**

Bench Skills 1 (Wood) : Flat-Frame Construction 40 hours

Bench Skills 2 (Wood) : Carcass Construction 40 hours

Machining and Finishing (Wood) 40 hours

*Bench Skills 1 (Wood) : Flat-Frame Construction 40 hours*

- Use a range of common hand tools
- Make a range of woodworking joints
- Manufacture a flat-framed wooden product from a working drawing

*Bench Skills 2 (Wood) : Carcass Construction 40 hours*

- Select and use woodworking materials for specific purposes
- Make a range of woodworking joints
- Manufacture a product from a working drawing

*Maintenance and Finishing : Wood 40 hours*

- Use common machine tools
- Use common power tools
- Use finishing techniques
- With the aid of machine and power tools, manufacture a product from a working drawing

### Type of Assessment

Students should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting students. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. The units which comprise the coherent group of units will be assessed internally. Details of the internal assessment are provided in the unit specification. Students will prepare for the outcomes of each unit, which will evolve through learning and activities across the units.

A number of assessment instruments can be used across the component units and these offer opportunities for a more integrated and holistic approach. Wherever possible, evidence for assessment is gathered as part of the integrated coursework. The instruments of assessment which can be used in this way include:

- observation of practical skills using checklist
- assessment of student log-book
- oral assessment, particularly for health-and-safety

## DRAMA

Standard Grade Drama consists mainly of activities like role-play, characterisation and improvisation, performance activities (eg acting, directing) and theatre arts (eg lighting, sound, costume). The course is organised as a series of Units, each lasting between four and eight weeks.

Working individually, in groups and sometimes, with the whole class, the student acquires and develops drama skills then applies them, usually by devising and acting out situations. Most of the work is practical, but there is some emphasis on evaluating work and students are required to submit two written evaluations. One of these is an evaluation of a piece of professional theatre, **so students must be willing to attend at least one performance outside school hours.**

Students are assessed in three areas - Creating, Presenting and Knowledge and Understanding. Creating and Presenting are assessed continuously over the two years and the final awards given by the teacher. Creating involves working in a group, discussing, planning and trying out a piece of drama. Presenting is then preparing the piece for showing to an audience and criticising it, constructively.

Knowledge and Understanding is examined in a written paper at the end of the course. Overall, students undertaking Standard Grade Drama should be able to cooperate with others and to work constructively and creatively with them. They should be prepared to perform in front of other people and take an active part in all the activities on offer. Lastly, they should have an interest in theatre as an Art form.

## ENGLISH

There is a wide range of materials available for pupils of varying abilities. The final grade will depend on their performance throughout the two years.

Pupils are encouraged to keep a personal collection of their best work - their FOLIO - from which they must choose FIVE pieces of work, 2 writing and 3 reading (literature) essays. These 5 pieces are sent to the SQA to be graded. Pupils will be encouraged to improve on what they do as they go through the course. There is also an external examination in May of fourth year where pupils are tested again in Writing and in Interpretation. There are two practice exams, one near Easter of S3 and the 'prelim' in December of S4.

The only element which teachers in school actually assess is TALK. Pupils are encouraged to develop their talk skills in group discussion, and occasionally, in individual talk.

The English Department would advise parents to encourage pupils to (a) read regularly at home from the wide range of novels available in the school, at home; or in the excellent school library; (b) work on improving Folio written pieces at home; and (c) try to develop confidence in discussing various topics of interest.

Pupils are also prepared for courses in S5. The level of difficulty chosen depends on the Standard Grade result and on how well work is organised and completed.

## GEOGRAPHY

Geography is the study of **PEOPLE** and **PLACES**.

Standard Grade Geography students learn about today's world and its environment. The course provides valuable general knowledge and helps students to develop a variety of skills including map reading and graph interpretation.

There are three main areas of study:

- The Physical Environment – topics such as landscape and leisure, weather and climate.
- The Human Environment – including farming, settlement and industry.
- International Issues – including population, trade and aid.

Themes and issues are explored using local, national and international examples.

### **Methods:**

Students have the opportunity to work independently and with others throughout the course. A wide range of resources are used, including textbooks, atlases, maps, weather instruments, videos/DVDs and ICT.

Fieldwork activities are used to illustrate and re-enforce techniques used for enquiry. Students participate in fieldwork in small groups, class groups and in organised fieldwork trips.

### **Assessment:**

Key tasks and end of unit tests keep track of progress in the two assessed elements:

- Knowledge and Understanding of the subject.
- Enquiry Skills, i.e.:
  - the ability to extract information from given sources.
  - the ability to form and express opinions and reach conclusions on geographical issues.
  - the ability to identify appropriate gathering and processing techniques for handling geographical information and to be able to justify the choice.

At the end of S4, pupils will sit either Foundation and General exam papers or General and Credit exam papers.

Standard Grade Geography gives a broad education through the study of topical and relevant materials and issues. It prepares students well for courses in S5, and a variety of careers.

## **GRAPHIC COMMUNICATION**

The ability to communicate is an essential part of everyday life for both industry and society and often our communication requirements are inadequately served by the spoken or written word. Drawing, sketching, coloured illustrations (created by hand or computer) or 2 and 3 dimensional modelling are often needed to ensure a quick and effective delivery of information.

This course will introduce pupils to the presentation methods used in the field of Graphic Communication and will enable them to select appropriate drawing methods and medium to present solutions to a number of tasks.

Computer aided drawing methods, together with illustration and presentation techniques are introduced in addition to the more traditional aspects of technical drawing. 2D and 3D modelling will also form part of the course. Over the two years of the course the pupils will be expected to produce a Folio which will contain a selection of their best work covering a prescribed list of presentation techniques. This folio will be assessed internally and the grades moderated by the Scottish Qualification Authority. Pupils will also sit an external examination at the end of the two year course which will test their drawing ability and knowledge and understanding of the topics taught throughout the course. The computers used in the department are PCs and the CAD software will include **Turbocad** (produced by AutoCad) M.S. Publisher and **Design Works**.

It should be emphasized that this course still contains a lot of drawing board work using drawing instruments to produce engineering detail and geometric shape which necessitates pupils having a good understanding of two dimensional drawings (Orthographic Drawing)

# HISTORY

Standard Grade History helps pupils to understand and develop an interest in local and Scottish history. It also provides pupils with an awareness of Scotland's heritage in national and international events.

## **COURSE DETAILS:**

**UNIT I:**            Changing Life in Scotland and Britain

Context B : 1830s - 1930s

**UNIT II**        : International Cooperation and Conflict

Context B : 1890s - 1920s

**UNIT III**       : People and Power

Context D : Germany 1918 - 1939

You will require to study each unit in order to prepare to sit exams at **either** Foundation and General **or** General and Credit.

## **TEACHING METHODS**

A variety of interesting learning experiences are provided for pupils.

### ***Resource-based learning:***

Throughout the course pupils use a variety of Historical Sources, including information technology, which provide evidence about the past.

### ***Interactive learning***

Pupils work together in sharing tasks involved in gathering information, in discussing the reliability of evidence, in role play and in debating issues in the light of historical evidence.

### ***Individual work***

Opportunities are provided for pupils to develop their own knowledge and understanding, increase their confidence in their own judgement and take responsibility for their own learning.

### ***Assessment***

An examination set by the Scottish Qualifications Authority (SQA) assesses the skills of :  
**Knowledge and Understanding** (of the past)

### **Enquiry Skills**

#### ***Knowledge and Understanding***

Pupils are expected to show :

- 1) knowledge of events, actions and attitudes in the past
- 2) an understanding of the causes and consequences of events
- 3) the ability to explain the importance of events in the past.

Pupils will also be expected to use recall (information previously learned) to answer questions at General and Credit Levels. At Credit level candidates are expected to be able to do a piece of extended writing.

***Enquiry Skills*** are divided into two types.

- 1) enquiry skills which are used to evaluate sources (find out how useful the sources are)
- 11) enquiry skills which are used to investigate an issue.  
Recall will also be required here for questions at General and Credit Levels.

Apart from being interesting, Standard Grade History is very useful. It will provide you with certain key skills which learned through History, can be applied to many other situations. History will enable you to investigate thoroughly and accurately, to check for bias or propaganda, to interpret a variety of materials and to communicate clearly. It is a good grounding for a variety of careers.

## HOME ECONOMICS

Standard Grade Home Economics is a broad based subject, covering a wide range of topics. These include Food Technology, Health and Nutrition, Product Development, Consumerism and Textile Practical Cooking Skills.

### ***The general aims of the course are:-***

1. To provide the pupils with a range of life skills through practical experiences, this will develop their appreciation of everyday resources e.g. food.
2. To develop skills this will hopefully produce a confident, self reliant adults.
3. To encourage the profitable use of time, materials and resources by developing creative and aesthetic talents.
4. To widen the pupils horizons beyond thinking of themselves so that they may consider the wider community.
5. To develop a knowledge of current health advice and nutritional guidelines.
6. To educate students on the changing role of Home Economics and the paths open to them.

**Especially as Higher Health and Food Technology is now regarded as a science subject for university entrance.**

### ***Skills required:***

Pupils will build on the practical skills gained in S1/2. An interest in health, nutrition, problem solving and practical cooking would be advantageous.

### ***Teaching methods:***

A variety of teaching methods and resources are used to encourage pupils to proceed at an appropriate rate suitable to their own needs.

1 period a week practical work

1 period a week product development, this could be practical or written work.

1 period a week theory

### ***Assessment:***

**Knowledge and Understanding** – end of unit assessments, external exam May of S4

**Handling Information** – end of unit assessments, external exam May of S4

**Practical and Organisational Skills** – Practical assessments are internally graded, these are ½ of final overall grade. This includes product development and practical cooking skills.

### ***Progression:***

Standard Grade Home Economics is a stepping stone for a wider range of courses in S5/6. These include Int2/Higher/Advanced Higher Health and Food Technology, Int2 Hospitality and Int2 Creative Cake Decoration.

**Careers:**

A wide range of career paths would benefit from choosing Home Economics the follow are just a few: Dietetics, Food Technology, Marketing, Product Development, Nursing, Teaching (Primary, Home Economics, PE), Catering, Baking, Nursery Nursing, any career in the Health Service, Environmental Health and Consumer Ed.

**HOSPITALITY – Practical Cookery Int1/Access 3**

Hospitality Int1 is a course designed to offer development of practical skills + understanding appropriate to food preparation + cookery.

It will enable pupils to:

- Develop an understanding of hygienic food handling.
- Develop their skills in food preparation techniques + cookery processes.
- Use a variety of technological equipment used in food preparation + cooking.
- Gain knowledge of the terms used in food preparation techniques + cookery processes.

The course is a practical course and aims to provide the development of techniques + skills required for food preparation appropriate to hospitality situations.

**Skills Required:**

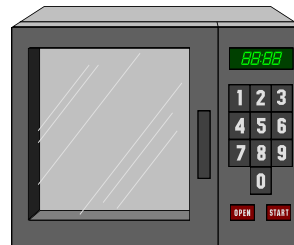
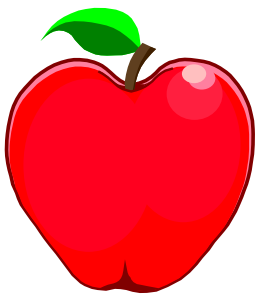
Pupils will build on the practical skills and knowledge gained in S1/S2. Pupils should have an interest in practical cookery.

2 periods a week practical work

1 period a week theory

**Progression:**

Intermediate 2 - Hospitality / Intermediate 2 - Creative Cake Decoration S5 / S6





## MATHEMATICS

Mathematics in the middle school is designed to build upon and develop the skills already displayed by pupils in this subject. The course followed by each individual pupil is therefore determined by their previous performance in S1/S2.

All pupils will follow the new National Qualifications at either Access 3, Intermediate 1 or Intermediate 2 in place of Standard Grade. For your information Access 3 is equivalent to a Standard Grade Foundation pass at Grade 6. The National Qualification Intermediate 1 course content is similar to Standard Grade General level and the Intermediate 2 course is similar to Credit level. All National Qualifications in Mathematics are made up of three units of work. To gain an overall award at Intermediate 1 and 2 the candidate must pass all three unit assessments as well as an external exam where they are graded A, B, C, D or fail.

Some pupils will start with Access 3 in S3 and progress to Intermediate 1 in S4. Pupils in the top Intermediate 2 class will only be presented for the Intermediate 2 exam at the end of their S4 but will embark on parts of the Higher course during the latter half of S4.

### **Access 3**

This course is designed to cover basic calculations and is outcome based. It consists of 3 Units which pupils work through independently. Once a pupil has completed an outcome they sit a test. If they fail they are given time for consolidation and a re-sit test is given. This course does not have an external exam but once all the units have been passed it is equivalent to a grade 6 pass at Standard Grade. Pupils would normally complete this course in S3 and then progress to Intermediate 1.

### **Intermediate 1**

This course is designed to build on the knowledge and skills developed in S1/2 and contains many mathematical techniques which you will find useful in everyday life. In addition, simple abstract mathematical concepts are introduced at this stage. Areas of study are Geometry, Trigonometry and Social Arithmetic.

### **Intermediate 2**

This course again is designed to build upon the knowledge and skills developed by the more able pupil in S1/2. Much more emphasis is put on Algebraic skills as well as Trigonometry, Geometry and Arithmetic. This course has two mandatory units and one optional unit. Pupils who have found the work in Units 1 and 2 challenging are encouraged to complete the Applications of Mathematics unit. Those pupils who are progressing to Higher in their S5 have to complete Unit 3.

### **Homework**

Regular homework is an important aspect of any Mathematics course. Pupils are given completion exercises to do at home as well as formal Home Exercises. Pupils are also expected to read over notes and examples given to them in class on a regular basis.

## **Assessment**

There will be unit assessments at the end of each unit. Each unit assessment is approximately 45 minutes long and covers minimum competence levels for the unit. Candidates are only allowed two attempts to pass the unit assessments. Continuous assessment at level A/B/C is a feature in all courses and marks can be seen in individual pupil profiles. In addition all pupils will sit a class test in the November of S3. This is to ensure that all pupils are following the correct course and to enable changes to be made at an early stage. Formal exams will be given in S3 and S4 to collect evidence for appeals.

## **MODERN LANGUAGES**

- In S3, pupils continue with the language they have studied in S1 and S2. Pupils will continue their language study in one or more of the following levels, Access 3, Intermediate 1 and/or Intermediate 2.

These National Qualification courses cover a wide range of topics, ranging from transactional areas such as ordering food or asking for directions to topics such as relationships, education and work and different types of holidays. Classes and levels will be arranged as follows:

Intermediate 1 / Intermediate 2

- Intermediate 1 and 2 is made up of internal assessments which, when passed, gives the pupils a unit award. They will then sit an external exam in May of S4.
- Class teachers and the Principal Teacher will decide on the level most suitable for each pupil. This will be indicated on the recommended options sheet.
- All pupils in S3/4 will use ICT extensively in their language studies to reinforce grammar and vocabulary. A variety of methods such as web-based exercises, PowerPoint presentations, word processing documents, creating graphs and surveys and using the interactive whiteboard will all be used on a regular basis.
- **A Curriculum for Excellence**  
Learning a Modern foreign language addresses all four capacities of a Curriculum for Excellence.
  - **Successful Learners** - e.g. Pupils are encouraged to look at grammatical points, and using former knowledge, try and work out rules. This encourages more independent learning.
  - **Confident Individuals** - Learning good communication and presentation skills is essential preparation for the workplace.
  - **Responsible Citizens** - Pupils learn about different cultures, people, traditions and how every person is valued.
  - **Effective Contributors** - By developing ICT skills through language learning, pupils will be equipped to deal with our ever changing technology.
- **Beginners Spanish / French**  
will be offered to pupils in S3 as a two year Intermediate 2 course. This is particularly suitable for pupils who have an interest in or an aptitude for languages.

## MODERN STUDIES

Modern Studies helps pupils to understand political, social and economic forces that affect individual and groups. It is concerned with contemporary issues in Britain and other countries and encourages pupils to consider these in a balanced, informed way.



### **THE COURSE**

#### **Part 1:**

Living in a democracy - the UK: Scottish and UK Parliaments, elected representatives, law-making, pressure groups

#### **Part 2:**

Changing Society - the UK: the family, the economy, Benefits System, National Health Service, Social Services, employment, unemployment, technology

#### **Part 3:**

Ideologies - the USA or China:

A detailed study of the social, economic and political features of U.S.A. or China will be completed by Standard Grade Candidates

#### **Part 4:**

International Relations: the European Union, United Nations Organisation, Arms Control, N.A.T.O., Developing Countries, Terrorism, Afghanistan and Iraq.

The above courses build on the work done by pupils in the junior school where the international sections were begun in second year.

A full range of teaching methods is used in delivering the course with a balanced blend of traditional and modern techniques. The nature of the subject lends itself to the use of information technology and this is applied where appropriate. Enquiry activities are structured to include selected web-sites.

### **ASSESSMENT**

Assessments take place at regular intervals during the course. These may appear in the form of unit tests, formal homework, enquiry assessments or examinations.

The award that a candidate receives in Standard Grade is decided by the S.Q.A. in a final examination which assesses the candidate in:

- **Knowledge and Understanding**
- **Enquiry Skills**

### **CROSS-CURRICULAR**

The Modern Studies course in S3 and S4 takes into account the importance of three cross-curricular areas - mass media, the impact of technology and the multicultural nature of our society.

## MUSIC

### Standard Grade Music

Standard Grade Music is a two-year course in which you will study four different elements.

Solo Performing  
Group Performing or Performing on a second solo instrument  
Inventing  
Listening

Each element is individually assessed and you will be awarded a separate result for each one. These are then collated and averaged to provide the overall award.

**Solo Performing** is assessed by a visiting examiner in February /March of S4. You will prepare and perform a programme of pieces lasting between four and ten minutes.

Credit Level equates to Grade 3 ABRSM, General to Grade 2 and Foundation to Grade 1.

**Group Performing or Performing on a second instrument** is internally assessed and recorded for moderation purposes.

It is likely that the option of playing on a second instrument will be the choice of most candidates. A folio of pieces should be recorded on CD.

**Inventing** is also internally assessed and recorded for moderation purposes.

You will be required to create a completely new piece of music building on the melodic, harmonic and rhythmic skills you will learn as part of the course.

**Listening** is externally examined in the main diet of exams in May/June of S4 and takes the form of a mainly multiple-choice paper accompanied by excerpts played on CD.

The course gives you the opportunity to experience music from a wide range of styles and cultures. You will learn to identify a large number of concepts and styles and be able to recognise them whether live or recorded.

Each element is worth 25% of the overall award.

## PHYSICS

### Standard Grade (for C/G pupils)

This course looks at Physics through its applications in everyday life. Such an approach shows the relevance of Physics and can lead to a better understanding of the basic principles.

The course consists of 7 units:

### TELECOMMUNICATIONS

Telephones, radio, TV, and satellite communication

### USING ELECTRICITY

Basic circuits, voltage, current, domestic circuits and wiring, electrical safety, magnetic effects and motors.

### HEALTH PHYSICS

Temperature and thermometers, sound and hearing, light, the eye, defects of vision and their correction, x-rays and radioactivity.

### TRANSPORT

Measurement of speed and acceleration, forces and how they affect the motion of an object, work energy and power.

## **ENERGY**

Energy sources, types of power station, generation and transmission of electrical energy, heat energy in the home.

## **ELECTRONICS**

A study of simple electronic systems including various input and output devices, electronic process e.g. timing and counting, design, building and testing of simple simulations.

## **SPACE**

There are two main parts to this unit. **Astronomy** – signals from space, light and telescopes, use of lenses, spectra. **Spaceflight** – rockets, staying in orbit, re-entry.

All units will involve teacher demonstrations, pupil experiments, computer simulations, solving numerical problems.

## **ASSESSMENT**

Each unit has an end of topic test, covering Knowledge and Understanding and Problem Solving. This is also the format of the Standard Grade Exam. Practical Abilities are also assessed by the department throughout the course.

## **NOTE**

Physics is a subject equally suited to both boys and girls.

A good pass in Standard Grade Physics would be useful for entry to many careers e.g. Science, Engineering, Computing, Electronics, Healthcare.

## **INTERMEDIATE 1/ ACCESS 3 (for F/G pupils)**

The Intermediate 1 Physics course introduces Physics from a practical point of view. It consists of 6 units.

## **TELECOMMUNICATIONS:**

Radio, Television, Satellites, Optical Fibres, Telephone.

## **PRACTICAL ELECTRICITY:**

Electrical circuits, Resistance, Mains Electricity.

## **RADIATIONS:**

Light, X-rays, Gamma Rays, Infra-red and Ultraviolet.

## **SOUND AND MUSIC:**

Sound Waves, Speed of sound, Using sound, Amplified sound.

## **MOVEMENT:**

Forces, Speed and Acceleration, Moving Bodies.

## **ELECTRONICS:**

Input, Process and Output, Digital Logic gates.

The course consists of pupil activities, some teacher demonstrations, computer simulations and some research using the internet. In addition there will be some writing exercises and calculations.

## **ASSESSMENT**

Each unit has its own assessment. This will consist of some written questions and calculations. In addition there will be either the description of an experiment or a simple research exercise.

The score in the unit test will determine if the unit is passed at Intermediate 1 or Access 3 level. A slightly higher score is required for Intermediate 1 than for Access 3.

Pupils attaining Intermediate 1 level throughout the course will, at the end of S4, be presented for the Intermediate 1 course exam. If successful, pupils will obtain an Intermediate 1 course award.

### **Access in Social Subjects**

In Social Subjects, pupils will study a range of topics relating to Geography, History and Modern Studies.

Unit 1: Contrasting – Students will compare ‘rich’ and ‘poor’ world countries, learning about their location, differences, consequences and how they co-operate.

Unit 2: Deciding – Students will learn about energy. The decline of coal-mining and the growth of wind power will be considered.

Unit 3: Presenting – Students will develop their knowledge and understanding of earthquakes and volcanoes and learn how technology is used to monitor and predict these hazards.

All three units will help students to develop skills in interpreting and using information from a wide range of sources. Students will be encouraged to develop their communication skills through a variety of discussion and written tasks.

Assessment evidence is gathered in ‘open book’ conditions, with students having access to their course work. A folio of evidence for each unit will be prepared, which will contain four pieces of course work and, as a result, there is no final course examination.

Completion of Access in Social Subjects may lead to students moving on to study any of the Social Subjects at Intermediate 1 level or Standard Grade.

### **XL GROUP WITH THE PRINCE'S TRUST**

The XL group encourages young people to work with others on a variety of interesting projects and helps them to build confidence, improve problem solving skills and find their own style of learning. Students take responsibility for running and planning the activities of the xL club programme. Within the programme there may be short activities, for example on self esteem, to longer projects such as running a mini enterprise. During the two year programme, students work towards an XL award covering –

- Personal, interpersonal and team skills.
- Citizenship and community awareness.
- A community based project.
- Entrepreneurship and enterprise.
- Preparation for the world of work.

Please note places on this course are not guaranteed. If a pupil is recommended as being suitable for membership of the group, then they have to complete an application and go through an interview process before places can be offered to the successful candidates.

### **NPA award in Digital Literacy**

This course has been designed to introduce, engage and encourage pupils to achieve a basic understanding of digital technology in use in everyday context. The units covered are IT, numeracy and digital communication. The pace of the course is excellent for developing proficiency in all areas of computer work, the use of core programs and online expansion (working online, communicating, networking etc.)

Employers increasingly regard critical thinking, problem solving and working within a group/team to be essential for working in a modern business environment. The ability to communicate effectively is often quoted in many job adverts, as is the ability to present information accurately. It is recognised that pupils who demonstrate these basic core skills together with an understanding of the use of digital technology are more likely to gain employment.

The three core units are:

- Digital Computing
- Digital Numeracy
- Digital Communication

The course is designed to be easy to understand and adapt to the pace of the learner. It has a highly accessible core structure and students will be equipped with the ability to pass on these basic skills as well as refine their own.

## **CAREERS SCOTLAND**

While subject qualifications are very important for most careers, pupils should not underestimate the importance of good attendance and good behaviour. Outside interests and taking part in extra-curricular activities may also be relevant.

The Careers Service provides counseling, advice and information to meet the needs of all students.

**It offers all students the option of an individual Careers Interview in S4 and provides regular clinic sessions for students seeking advice/information. This is available, without an appointment, on Mondays in the library at lunchtime.**

Careers Scotland  
Lanark Careers Centre  
22 Bannatyne Street  
Lanark  
ML11 7JR  
Telephone: 01555 666075

Open Tuesday – Friday 8.45 - 4.45

**The Careers Officer can also be contacted in**

Careers Scotland South Lanarkshire  
Floor 1 Princess Gate  
Castle Street  
Hamilton  
ML3 6BU  
Telephone: 01698 477120

At all times

Careers Convention – the “Street”, Carluke High School  
Tuesday 1st March 2011 7 – 9pm

***Get the most up to date information prior to making option choices***