

# **St Matthew's Academy** **Saltcoats**

**Curriculum personalisation and  
choice  
S2 into S3**



**Curriculum Information Booklet  
Session 2021-2022**

Dear Parent/Carer

Your child will shortly be moving into her/his Third Year, the final year of a broad, general education phase of Curriculum for Excellence. To allow increasing personalisation within this stage of the curriculum, all pupils will be given an element of choice while still retaining the breadth of learning which is so important. These choices will prepare pupils to make further decisions on subjects to be followed beyond third Year leading to certification through National Qualification examinations in S4 and beyond.

It is vital that the choices which are made at this stage are appropriate and, therefore, it will be important to take into account a range of factors which will include:

- advice from subject staff from the S2 Tracking Report and from discussions at the previous Parents' Evening;
- advice from your child's Guidance Teacher who has the overview of your child's progress across the curriculum;
- career interests and advice from careers staff;
- subject enjoyment and interest.

This booklet contains information on the various courses which will be available within the eight curriculum areas. These courses will allow pupils to engage with outcomes and experiences at Level 4 and will also provide a sound basis for pupils to progress onto appropriate National Qualifications in S4.

I hope you find the information helpful.

S. Colligan  
Head Teacher

## **S2 Personalisation and Choice within the Curriculum**

As pupils make this transition into their third year they will continue to work in the curricular areas they have become familiar with in S1 and S2 but they will now have the opportunity to make some personal choices about which courses they will study in greater depth in S3.

Physical Education, Religious Education and Personal and Social Education are core subjects and have to be taken by each pupil until they leave school. English and Mathematics are also core subjects that must be taken by pupils as they move into S3 and then into S4.

The transition from S2 into S3 will allow pupils to be able to personalise their studies by choosing to continue to study 6 courses from the other curricular areas. This will ensure they retain breadth in their general studies.

These choices will be in areas which they find challenging and enjoyable, giving each pupil a total of 8 subjects in S3.

When the move into the Senior Phase at the start of S4 comes pupils will decide which subjects they will study along with Maths and English until the end of that year

At the end of S4, departments will present pupils for one of the National Qualifications, likely to be at National 3, National 4 or National 5, depending on pupil progress throughout the course of the year.

To help pupils at this important stage in their school career pupils have been working with their Guidance teachers within the PSE programme to allow them make the correct personal choices.

Within this booklet each curricular area has provided you with some information about the subjects they will deliver to pupils. This information is intended to give you an insight into what lies ahead for your son or daughter and to assist you when you are discussing possible choices with your child.

A copy of the form pupils will use to make their choices is included with this booklet.

# **CURRICULAR AREA**

Languages:  
English

**CURRICULAR  
LEADER**

Mr Gardiner

## Literacy and English

When the timetable changes in the summer term, pupils will be placed in ability sections based on their achievement over the previous two years. The S3 English course will extend and develop the work of the first two years, thus preparing pupils for the appropriate level of presentation thereafter.

Pupils will continue to study the four elements: Reading, Writing, Talking and Listening and will experience a wide variety of texts including poetry, drama, prose, non-fiction and media.

Our aim is to develop confident, independent learners through a wide range of activities using the strategies of "Make, Write, Say and Do". Thus children will be involved in individual, paired and group activities - written and spoken - as a means of developing their literacy skills to the full.

**READING** consists of the in-depth study of prose, drama, poetry, media and non-fiction. Pupils will develop their ability to investigate and appreciate fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes. In so doing, they will learn to evaluate structure, characterisation and setting and to identify and comment on aspects of the writer's style. In close reading, they will become skilled in independently selecting, organising or communicating information or ideas in a logical order.

**WRITING** offers a wide and challenging range of experiences for pupils. They will produce factual, imaginative and personal responses. Thus, they may create letters, speeches, diaries, poems, scripts, reports, discursive or personal essays, short stories and so on. They will develop the skills necessary to engage or influence readers through their use of language, style and tone. They will independently select ideas and relevant information for different purposes, considering the importance of logical order, layout and presentation.

**TALKING** develops the confidence of the learner to communicate in a clear and expressive way, perhaps using specialist vocabulary. Activities such as sharing information, experiences and opinions, clarifying points by asking questions or summarising main points or findings will encourage pupils to engage with others within and beyond the class.

**LISTENING** is an integral part of the course and is a major feature of almost every activity in which pupils are involved.

S3 is a very important year as it will prepare pupils for the choice of presentation level in S4. It should therefore be every pupil's aim to develop their current level in order that they are ready to embark on National 4 or 5 in S4.

Each pupil will have a record of achievement and a folio of completed outcomes by the end of S3. This will form the basis of a discussion with the pupil, leading to the negotiated decision on which is the appropriate level of presentation.

# **CURRICULAR AREA**

Mathematics

**CURRICULAR  
LEADER**

Mrs Day

# Mathematics

The aims of the Mathematics Courses are to help pupils to learn how to describe, tackle and ultimately solve problems which require the application of mathematical knowledge either as an individual or working as a member of a team. Students should also gain an appreciation of the effects Mathematics has on their everyday life.

Pupils will be helped to develop competences in a range of skills and to acquire a firm grasp of concepts: they will also be helped to use their skills in a variety of familiar and unfamiliar situations. To achieve this, pupils will be given the opportunity for practical work, investigations, group work, research, discussion and problem solving.

## **National Courses**

These courses will be based on St Matthew's Academy programmes of study resourced from suitable text and other resources such as the Internet. All National Courses will begin in S4 after pupils have completed the appropriate Level within CfE.

All national Courses are unitised with pupils having to successfully complete Internally Assessed Units. They will then undertake a value added assessment set either by the school or the SQA.

## **National 5 Mathematics**

National 5 Mathematics will be undertaken by students who have successfully completed CfE Level 4 by the end of S3. An award at this level will be graded A, B, C or D with an externally assessed Value Added Assessment set by the SQA.

## **National 4 Mathematics**

National 4 Mathematics will be undertaken by students who have successfully completed CfE Level 3 by the end of S3. National 4 Mathematics consists of 4 internally assessed Units and Expressions and Formulae, Relationships, Numeracy and a Value Added Assessment. An award at this Level will be granted Pass or Fail.

## **National 3 Lifeskills Mathematics**

National 3 Lifeskills will be undertaken by students who have successfully completed CfE Level 2 by the end of S3. National 3 Lifeskills consists of 3 internally assessed Units.

## **Information Technology**

The Mathematics Department is well equipped with computers and calculators. All students will be given the opportunity to use these facilities when necessary.

## **Homework**

Homework is an integral part of all mathematics courses. Homework is set to give the students an opportunity to extend the work they do in the classroom. It is also required to encourage the student to be independent learners and to assist them in developing the study skills they require if they are to go on to Higher/Further Education or to become life long learners. Students will be given informal, formal and extended homework on a regular basis.

# **CURRICULAR AREA**

**Expressive Arts:  
Art & Design**

**CURRICULAR  
LEADER**

**Mrs Brewster/Mrs Bell**

# Art and Design

## Creativity and Enterprise



### Why Choose Art and Design?

It is the subject that allows you to have personal choice over your practical projects and themes. There are lots of different areas of design to choose from—architecture, product, body adornment and fashion to name a few. Pupils will gain practical skills in drawing and painting, learn about the work and life of contemporary and historical artists and designers as well as experimenting with 2D and 3D materials to construct design solutions. Why should you pick it... because it's creative, fun and offers you choice!

### The Department

The department offers a diverse range of activities, including: Art trips to galleries/museums in the UK and abroad. Workshops in various media and techniques from visiting artists, links to Art School and colleges, opportunities to work in 2D & 3D media, working to live briefs, the use of digital ICT, displaying your work in exhibitions within and out with the school, art clubs and leadership opportunities.

### Expressive with Critical Activity

Pupils will work through a unit of work in S3; the work at this stage consists of skill based, experimental approaches to expressive activities. All expressive areas can be covered throughout S3; Portraiture, Figure Composition, Still life and landscape. Through consultation with a class teacher, pupils will decide on the area of interest through a theme and develop the work further.



### Design with Critical Activity

Pupils will work through the design process in S3. This process will involve each pupil working to an individual design brief. There is always an area of personal choice within this unit, the theme and the area of design. For example: product design, fashion/textile design, jewellery or body adornment, architecture or product design. Through consultation with a class teacher pupils will decide on a theme to work to.





### Facts

- 70,000+ people are employed in the creative industry in Scotland.
- 15,000+ companies in Scotland are working in the creative industry.
- £5bn is the amount that creative industries contribute to the Scottish economy each year.
- 20,200 people work in Scotland's visual arts sector.
- 87% of the creative industry's turnover comes from visual art, press, books and digital art.



### Assessment

In S3 Unit work is assessed using the Curriculum for Excellence Experiences and Outcomes.

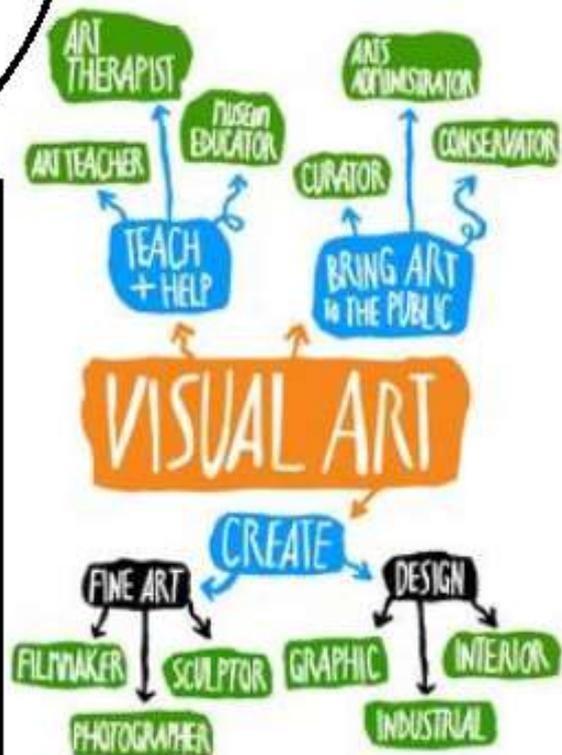
This then progresses to National 4 and National 5 in S4 which have 2 assessable elements; the folio of practical expressive and design work, and the written paper. Folios are presented and sent to the SQA for external assessment at National 5 level.

National 4 is internally assessed with no external written assessment.

### Career Paths

There are many careers within the creative Industries such as an architect, fashion designer, jewellery designer, graphic designer, visual artist, illustrator, cartoon illustrator, product designer, games designer, interior designer, landscape architect, TV production, costume designer, set designer, gallery curator, archiving, teaching/ tutor/lecturer, tattoo artist, conceptual artist, animator, photographer, art therapist.

Art also helps in other careers where you are required to be good with your hands, creative thinking and problem solving—dentist, surgeon, vet, primary teaching, hairdresser, beautician or draftsman.



### How can this subject help pupils in the future?

Everything that is made in the world has an art and design context. The subject helps develop creativity imagination, innovation, independent thought, problem solving and allows pupils to express themselves.

# **CURRICULAR AREA**

Languages:

Spanish

French

**CURRICULAR  
LEADER**

Mr Latta



## Modern Languages Department S3 French and Spanish



In S3 pupils will continue to study the same language that was studied in S1 and S2.

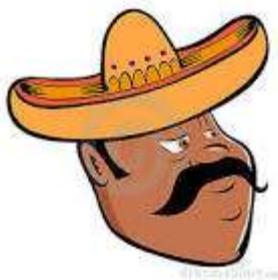
### **French**

Studying French in S3, and then opting to continue in S4, will lead to a variety of awards being available to pupils - National 4 and National 5 qualifications will be the main presentation levels at the end of S4, however other National courses will be offered where the need exists. All work completed in S3 forms the building blocks for further study. We all should learn a modern language, or even two! It is embarrassing to hear fellow Europeans managing to communicate well in English, while the British struggle to even order a cup of tea! In the expanding European Community we must be able to compete in the world of work – and that includes the ability to communicate in other languages.



The French courses give pupils of all abilities the opportunity to use the foreign language in familiar contexts – culture, employability, learning and society. Pupils will be trained in 4 key skills – Reading, Talking, Listening and Writing. All skills are internally assessed throughout S3 at CfE level 3 and CfE level 4.

### **Spanish**



The courses and assessment procedures for Spanish follow the same model as the French courses.

Many factors relating to Spanish make this subject an appealing one to pupils. It is the third most spoken language in the world (only English and Chinese are more widely spoken), Scottish pupils tend to find Spanish reasonably easy to pronounce and spell, and it has obvious usefulness when holidaying in Spain!

Furthermore, Spanish is the language of work not only in Spain, but in many countries of South America – all of whom have commercial links with this country.

A Bientot! ¡Hasta luego!



Mr A Latta  
Curriculum Leader Modern Languages

# **CURRICULAR AREA**

Expressive Arts:

Music

**CURRICULAR  
LEADER**

Mrs Bruce



# Music

## Course Outline



Working within the BGE framework, S3 pupils will have the opportunity to participate in various activities, developing practical skills and knowledge in a range of contexts, in addition to an increased focus on the following:

- Exploring musical styles/genres
- Music Technology - Apple Macs, iPads, using loops and samples
- Recording Studio techniques, using microphones and various software/equipment
- Use GarageBand to create, edit and produce individual projects
- Improving performance skills
- Developing music literacy + numeracy
- Creating original songs
- Electives - Musical Theatre/  
Music Technology/Performing  
and drama



### *Progression to National 4 & National 5, in S4*

The aim of National 4 & 5 courses in Music is to give you experience in each of the three main areas of musical activity: Performing, Composing & Understanding.

You must complete each unit to ensure a full course award:

#### **1. Performing Skills**

You will develop your practical skills, by playing the instruments you have studied in S1 & S2, and learn to play a selection of contrasting music.

#### **2. Composing Skills**

By playing and listening many different styles of music, you will learn about simple compositional techniques, and use these to create some original music of your own. This is done using instruments, computers, iPads, and/or recording equipment.

#### **3. Understanding Music**

You will listen to different styles of music and learn about their many features. You will also learn about music from different cultures, and study numerous musical concepts relating to solo performers, choirs, bands and orchestras.

#### **4. Added Value Unit: Performance**

You will prepare for and carry out performances of 2 agreed programmes of music.

### Career opportunities

A qualification in Music is also useful for a wide variety of careers including;

- Nursery/Primary/Secondary Teacher, Music producer, Composer, Music therapist, Musician, Music journalist, Private music teacher, Sound designer, Sound engineer, Sound technician, broadcasting/film/video, Arts administrator, Broadcast engineer, Community arts worker, Events Manager, Theatre stage manager, orchestras, opera companies and touring companies, performing on cruise ships/hotels, Armed forces

# **CURRICULAR AREA**

Health and Wellbeing:

PE

**CURRICULAR  
LEADER**

Mr Hume

# Physical Education

## National 4 & National 5

The aim of National 4 & 5 courses in PE is to build skills in a range of activities, and to be able to use these skills to improve your physical performance.

There are a range of practical activities on offer:

- Hockey
- Football
- Basketball
- Badminton
- Gymnastics
- Athletics
- Fitness

You must complete each unit to ensure a full course award:

### **1. Performance Skills**

You will learn a range of performance skills in 2 physical activities, and will be able to demonstrate these.

### **2. Factors Impacting on Performance**

By watching games, activities and performers, you will learn to recognise factors which impact positively and negatively on performance in physical activities. You will use this information to show development of performance in 1 physical activity, and you will learn to reflect on your own performance and evaluate what you have done well, or could do better.

### **3. Added Value Unit: Performance**

You will prepare for and carry out a performance in 1 physical activity

If you opt to study Physical Education in S3 and beyond, we expect that you are committed to all aspects of the course - even the activities that you find more challenging or may not enjoy.

We would also expect that you have already shown commitment to the subject in S1 & S2 by your attendance, effort and the bringing of suitable PE kit. PE kit is black shorts or leggings, white top and trainers.

# **CURRICULAR AREA**

## **Technologies:**

Design and Manufacture

Graphic Communication

Practical Woodwork

# **CURRICULAR LEADER**

Mr McGowan

# Graphic Communication



**G**raphic Communication aims to develop skills in communication techniques, including the use of technical drawing equipment, graphics materials and software. The course also looks to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, and increase the understanding of the impact of graphic communication technologies on our environment and society

This Course will also give learners the opportunity to develop their skills in numeracy, health and wellbeing, employability, enterprise and citizenship, and thinking skills.

A broad overview of the subject skills, knowledge and understanding that will be assessed in the Course includes:

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts

Progression in this subject can lead to levels:

**National 4**  
**National 5**

## **Higher and Advanced Higher**

producing simple informational graphics in straightforward, familiar and some new contexts

visual literacy by interpreting simple but unfamiliar graphic communications

spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations

using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features

knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts

applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features

knowledge of a range of computer-aided graphics techniques and practice

knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts

knowledge and understanding of the impact of graphic communication technologies on our environment and society

## Design & Manufacture



**D**esign and Manufacture provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The Course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

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

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

- skills in design and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design



Progression in this subject can lead to levels:

**National 4**  
**National 5**  
**Higher and Advanced Higher**

and manufacturing technologies on our environment and society

An overview of the skills, knowledge and understanding that will be covered in the Course include:

- evaluating existing products
- using a range of research techniques
- applying a range of basic idea generation techniques
- writing a simple specification with some aspects of complex detail
- applying a range of creative design skills when refining and resolving straightforward product design tasks
- using graphic techniques to visually represent design solutions in simple, straightforward and some new contexts
- using a range of simple modeling and manufacturing techniques to represent design ideas in three dimensions
- planning a simple manufacturing process
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products
- evaluation of their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society
- knowledge and understanding of a range of factors that influence the design and manufacture of artefacts and products
- knowledge and understanding of a range of manufacturing processes and the properties and uses of materials

## Practical Woodwork



**P**ractical Woodworking has been developed to reflect Curriculum for Excellence values, purposes and principles.

Learning and teaching activities are designed to stimulate learners' interest, and to develop skills and knowledge to the standard required by the three Units. Learning should be focused on appropriate practical activities, so that skills are developed simultaneously with knowledge and understanding, and to allow evidence for assessment to be naturally occurring.

Teaching is likely to involve a range of strategies including demonstration, discussion, problem-solving, exploration and perhaps simple experimentation (particularly with materials) in building competence and confidence.

Where possible, visits to relevant local industrial/workshop environments may be undertaken. The use of video and online resources are also used throughout the course.



No previous woodworking skills are required.

Learning in this Course is primarily practical, hands-on and experiential in nature. There is no written examination.

Progression in this subject can lead to levels:

**National 4**  
**National 5**

This is a craft based course designed to appeal to those students who wish to develop workshop skills in Wood. Students will develop skills necessary to complete a range of activities relating to woodwork.

Students will make a range of wooden models. These models will be manufactured using both modern and traditional skills. There shall also be an emphasis on accuracy in reading engineering drawings. Students will also be expected to identify suitable materials for each model. Health and Safety in the workshop will also be assessed.

The units are as follows:

Flat Frame Construction

Carcase Construction

Machining and Finishing

When the three unit are completed the students can then go on to complete the final Course Project



# **CURRICULAR AREA**

Technologies:  
Computing Science

**CURRICULAR  
LEADER**

Mrs Allen

# Why choose Computing Science?

Computers are used every day in all aspects of our lives, and it is vital that we understand how they operate and how to control them.

The study of Computing provides us with the knowledge and understanding, not just about how computers work, but also how to program computers to carry out a variety of tasks.



Computing Science is vital to everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry. Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

## **What makes Computing Science different from other subjects?**

Other subjects use computers and computer programs, but only Computing teaches how the computer operates (This is called Computer Systems) and how to control computers by writing instructions for them (Computer Programming).

It also incorporates Computational Thinking. This involves *solving problems, designing systems, and understanding human behaviour, by drawing on the concepts fundamental to computer science. Computational thinking includes a range of mental tools that reflect the breadth of the field of computer science.* (Professor J. Wing, 2006, CM University)

**The broad general education provided at Level 4 in S3 will lead to specialisation in the Computing Science as described here:**

## **National 4 Computing Science**

You will develop an understanding of the central role of computer scientists as problem-solvers and designers, able to design, implement and operate hardware and software systems, and the far-reaching impact of information technology on our environment and society. You will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities.

After completing the Course, you will have developed skills in analysis and problem solving, design and modelling, developing and implementing solutions, and evaluating digital solutions.

# **CURRICULAR AREA**

Technologies:  
Business Education

**CURRICULAR  
LEADER**

Mrs Allen

# BUSINESS EDUCATION

The broad general education provided at Level 4 in S3 will lead to specialisation in the following Business Education subjects:

**Administration and IT** (available from S3)

**Business** (available from S3; becomes Business Management in S4)

## ADMINISTRATION AND IT

Administration and IT enables learners to understand the nature of administration and to embrace and use IT in administration-related contexts. The course lays foundations for lifelong learning and a successful working life.

Administration and IT will develop: **successful learners** who achieve through participating in engaging, motivating and relevant learning experiences in real-life administration contexts; and **confident individuals** who derive satisfaction from engaging in practical activities relevant to the world of work and from having their achievements and skills recognised.

The course will also develop: **responsible citizens** who actively participate in the work of the class, become aware of issues affecting society, such as internet safety and the impacts of IT, and take on organisational tasks; and **effective contributors** who share their views with others, effectively contributing to group tasks and supporting their peers whenever appropriate.



### Course Outline

National 4 Administration and IT is made up of three mandatory units as follows:

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

and an added value unit as follows:

- Administration in Action

# **CURRICULAR AREA**

**Science:**

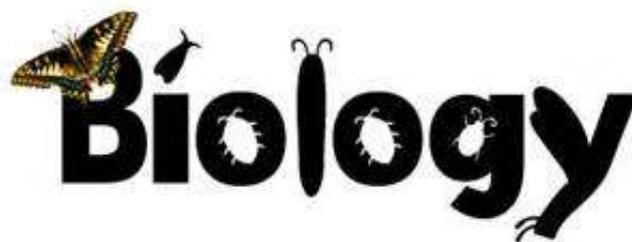
Biology

Chemistry

Physics

**CURRICULAR  
LEADER**

*Ms McGillvray*



# Biology

## What is Biology?

Biology is the study of life itself from the smallest single cell organisms to the largest plants and animals, including us. By studying Biology you will learn how living organisms build and repair themselves.

You will learn how living organisms reproduce and it will help you to understand more about the world around you, and how forms of life interact with each other and the environment.

## Why should I choose Biology?

Based on knowledge and understanding, problem solving and practical abilities, the course allows you to understand and investigate the living world in an engaging and enjoyable way. It will develop your abilities to think analytically, creatively and independently, and to make reasoned evaluations.

You will experience a variety of learning techniques, including include regular use of computers, interactive multimedia presentations, using microscopes and problem solving. You will also carry out experiments. Biology can be chosen by anyone in second year. You should have coped well with Science in First and Second year and will follow the **Level 4 Biology** course. You will be expected to work hard and steadily throughout Third and Fourth year both in your class work and in your homework.

At the end of Third year you will be advised to continue with **National 5 Biology**, **National 4 Biology** or **National 3 Biology**.

## Assessment

In third year you will have a short assessment about twice a term. You will have a longer assessment near the end of your Third year.

There are three units in Fourth Year –Cell Biology, Multicellular Organisms and Life on Earth.

There is an assessment at the end of each unit which contributes to the course award. In addition, an assignment must be completed to gain a National 4 pass. An award at National 5 is achieved by passing an assignment as well as a final external exam.

## Career opportunities

Possible careers where Biology is useful or essential include, Medicine, Dentistry, Forensics, Agriculture, Sports Science, Physiotherapy, Veterinary Work, Environmental Health, Fisheries, Occupational Therapy, and Radiography.

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### What is Chemistry?

The world of chemistry is something you already know quite a lot about –it concerns the **food** we eat, the **clothes** we wear, the **fuels** we burn and the way we live. We live in an age of chemistry. Materials like plastics, paints, dyes and make-up, are the result of chemical research. Artificial fibres, new medicines and even the components inside computers could not have been developed without the skills of chemists. Just look all around you! –You are seeing the results of chemistry.

### Why should I choose Chemistry?

Through learning in chemistry, you are given opportunities to develop an interest in the chemistry of the world in an interesting and enjoyable way. The course is based on knowledge and understanding, problem solving and practical abilities, and will allow you to understand and investigate the living world in an engaging and enjoyable way. It will develop your abilities to think analytically, creatively and independently, and to make reasoned evaluations.

You will learn about the importance of crude oil and the useful chemicals we obtain from it. You will learn about metals and how to stop them corroding. You will learn about batteries and how they work, as well as plastics, acids and burning.

You will follow the **Level 4 Chemistry** course. You will be expected to work hard and steadily throughout Third and Fourth year both in your class work and in your homework. At the end of Third year you will be advised to continue with **National 5 Chemistry, National 4 Chemistry or National 3 Chemistry.**

### Assessment

In third year you will have a short assessment about twice a term. You will have a longer assessment near the end of your Third year.

There are three units in Fourth Year –Chemical Changes and Structure, Nature’s Chemistry and Chemistry in Society. There is an assessment at the end of each unit which contributes to the course award. In addition, an assignment must be completed to gain a National 4 pass. An award at National 5 is achieved by passing an assignment as well as a final external exam.

### Career opportunities

A qualification in Chemistry is useful for a wide variety of careers including; Medicine, Dentistry, Engineering, Chemical Engineering, Dietetics, Nursing, Food Science, Pharmacy, Horticulture, Teaching, Brewing, Plastics Industry, Veterinary Science, Chemical Engineering and Biochemistry.



## What is Physics?

**Physics** is the key subject for understanding the world and the Universe around us, you could say that **Physics** means “How it works”.

In Physics we study everything from inside Atoms to Astronomy. If you have an enquiring mind, always asking why things happen, then Physics will help you find the answers. It forms the basis of most modern technologies.

## Why should I choose Physics?

*Have you ever wondered;*

- Why is the sky blue?
- If there are all those stars, why is it dark at night?
- What happens near a Black Hole?
- What can you do with a laser?

Physics provides a broad training in skills that are valued by all employers; an ability to grasp concepts quickly, a determination to find coherent answers, along with problem solving, analytical, mathematical and IT skills.

Even if you decide that you don't want to work in any physics-related industry, the skills and knowledge that you develop by studying physics will help you in whichever area you go into. Studying physics is a good way of keeping your options open.

You will follow the **Level 4 Physics** course. You will be expected to work hard and steadily throughout Third and Fourth year both in your class work and in your homework. At the end of Third year you will be advised to continue with **National 5 Physics, National 4 Physics** or **National 3 Physics**.

## Assessment

In third year you will have a short assessment about twice a term. You will have a longer assessment near the end of your Third year.

There are three units in Fourth Year - Dynamics and Space, Electricity and Energy and Waves and Radiation. There is an assessment at the end of each unit which contributes to the course award. In addition, an assignment must be completed to gain a National 4 pass. An award at National 5 is achieved by passing an assignment as well as a final external exam.

## Career opportunities

Nearly all careers make use of Physics. These include electrician, optician, medicine, civil aviation, mechanic, dentistry, meteorology, robotics, radiography, engineering, medical physics, geo-physics, teaching, electronics, telecommunications and many others.

# **CURRICULAR AREA**

## **Social Subjects:**

Geography

History

Modern Studies

# **CURRICULAR LEADER**

Mr Wilson

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# Choosing your Social Subjects in S3

Please find attached information on the 3  
Social Subjects offered in S3:

**Geography, History and Modern Studies**



*Please contact your class teacher if you have any  
questions or want any more advice or information  
before choosing your Social Subjects.*



# Geography

## What is Geography?

Geography is a dynamic subject that deals with social, economic and environmental issues of real importance to people in the twenty-first century. Through an understanding of the varied and dramatic landscapes present on our planet, and the impact of people on that landscape, pupils develop the key skills of problem-solving and independent thinking as well as an appreciation of the importance of sustainable development.

## Why should I choose Geography?

The Geography Department aims to give pupils an enjoyable, worthwhile experience in S3 which will prepare them for further study in S4. The curriculum allows us to really engage in issues of importance in today's world, and it is a course that gives pupils a strength and depth of knowledge that is highly valued in further education. We always aim high and encourage our pupils to achieve.

## What will I study?

Pupils who choose Geography in S3 will study the level 4 experiences and outcomes associated with Curriculum for Excellence. The pupils will study a broad variety of topics covering physical, human and global issues and how they impact Scotland, Europe and the wider world.

## In S3 pupils will study:

- Map skills
- Tropical storms
- Rivers (including an opportunity to visit the Arran Outdoor centre)
- Globalisation
- Rio de Janeiro's urban areas
- Arctic Tundra Environments
- Global Climate Change

In S4, the National 4/5 Curriculum will then be followed by all pupils, with National 4 being assessed within the classroom and National 5 externally assessed in the SQA examination diet. Pupils will also complete a research based AVU or Assignment which could include fieldwork. This will give pupils the chance to build up knowledge and skills.

All pupils will study the following units in S4:

## ***The Physical Environment***



This deals with an understanding of the natural world and landscapes. Weather, glaciated uplands and coastal landscapes are all covered here. Pupils will also study the impact of people on these environments and how land uses may conflict with one another.

## The Human Environment



This looks at world population changes and the impact on both Scotland and the wider world. We study cities in the Developed and Developing world - amazing urban environments such as Glasgow and Rio de Janeiro - and modern developments such as 'GM' crops and bio fuels. We develop an understanding of the impact of our new technologies on the planet and our role in making a better world for the future.

## Global Issues



This involves a wide range of issues such as climate change, the use of fragile environments in the Arctic Tundra and the Equatorial Rainforests. We also study the impact that humans have on both the Equatorial Rainforest and Tundra environment. Pupils have the chance to widen their knowledge on the impact we have on our planet.

## Field Work

The department has strong links with Arran Outdoor Education Resource and Millport fieldwork centre. Residential courses enable pupils to undertake relevant field work while learning in the outdoors.



## Future Pathways



"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with purpose".  
Michael Palin

**Geography** is very broad subject which opens up career paths in many directions. But some jobs require some of the skills which geography offers such as:

Teacher; Cartographer (map maker); Climatologist; Environmental manager; GIS specialist (Geographical Information Systems); Town Planner; Tourism careers; Journalism and Media

# HISTORY

For pupils who wish to continue studying History beyond S2, the History Department offers several courses:

- In S3 pupils study several historical topics based on Level 4 experiences and outcomes. Attainment with these outcomes will be good preparation for pupils who wish to go on to take National 4 and 5 Qualifications
- Courses in S4 leading National 4 & 5 Qualifications

***Am I good enough to continue with my studies in History?***

The S3 History course is open to all pupils regardless of ability. The National 4 Qualification course is for pupils who are still progressing with Level 3. The National 5 Qualification course is for pupils who have made good progress with the Third Level outcomes and experiences and are beginning to make progress with Fourth Level.

***What will I study?***

In S3 you will be expected to look at various changes in around the world and in Britain:

***Vietnam War and the Counterculture***



***Jack the Ripper Research Unit***



***Civil Rights in the USA***



***Causes of the Great War***



Later in S3 if you wish to continue your studies with History you will start your National Qualification courses, beginning with "***Scotland and the Great War 1914-18***".

## ***What will I study for National Qualifications 4 & 5?***

You are expected to study 3 units:

- **Scotland:** The Era of the Great War 1910-1928
- **Britain:** The Making of Modern Britain 1880-1951
- **Europe and World:** Hitler and Nazi Germany 1919-1939

For National 4 & 5 you will need to pass the units outcomes which will be assessed in school. National 4 candidates will need to complete an Added Value Unit which is assessed internally. In National 5 you will also sit an external exam set by SQA and an internal assignment which will be submitted to SQA.

## **Why should I continue to study History?**

A study of the topics offered will increase your knowledge and understanding of the past and how it has helped to shape both Scotland and the world in which you live. The courses are designed to allow you develop several important skills:

- how to analyse and evaluate different types of evidence
- handle information and present findings
- debate issues and form opinions
- empathise with people living in the past
- how to write analytical essays

If you intend to go on to Further Education i.e. College or University to study other subjects, the development of your analytical essay writing skills developed through the History courses will be extremely beneficial.

A study of History will also assist you in deciding your possible career opportunities. A study of History is strongly recommended for those seeking careers in Law, Journalism, the Media, Librarianship, Tourism, Museums, Archives and Primary Teaching. In addition training in History equips you with skills which are very relevant and valued highly by employers in a large number of areas in the service sector: Administration, Commerce, Retailing, Community & Health Services.



**YOUR HISTORY DEPT NEEDS YOU!**

# Modern Studies

## What is Modern Studies?

Modern Studies helps you to understand the most important issues in the world today. It helps you gather information about these issues, evaluate the information you have and, most importantly, it helps you to make your own mind up and come to your own conclusions about these issues.

Modern Studies is an excellent qualification for higher education, a good preparation for work and, of course, a good preparation for life.

## Who is this course for?

The Modern Studies course is suitable for anyone regardless of ability. It is for any pupil who is interested in current affairs and issues in Scotland, the UK and internationally.

You will build your general knowledge of the wider world, develop invaluable information handling skills, and it provides a path to further education, training and employment in a wide range of careers.

## What do you study in S3?

The Modern Studies Course in S3 will build on the knowledge and skills learned in S1 and S2. Pupils are encouraged to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; an openness to new thinking and ideas, and a sense of responsibility and global citizenship.

The S3 Course covers two units: Unit 1 is looking at the international issue of **Terrorism**, and Unit 2 looks **The USA**, the study of a major world power.

### Unit 1: Terrorism

Terrorism is a major issue worldwide. When terrorist attacks happen, it gets a lot of coverage in the media. You can no doubt name some major attacks which have taken place over the past few years. The aim of this course is to give you an understanding of what terrorism, why it is a world issue, and what is being done to tackle it. The course covers:

- What is terrorism; what makes something an act of terrorism; different perspectives on terrorism.
- Reasons why people carry out terrorism
- Impact of terrorism on individuals, groups, countries, and internationally
- Responses to terrorism, including laws, counter-terrorism measures, military action and the work of intelligence agencies like MI5 and MI6.



- **Topic 2: The USA**

The USA is a major world power in the world today. It is considered powerful and influential politically, economically and socially.



This unit will give you an in-depth look at the USA today. After an introduction to the country, you will look at the political system of the USA, including the work of the US President.

You will then look at some of the social and economic issues in the USA. Some of the major themes covered include:

- Gun violence
- Crime and punishment (including gang violence and sentencing)
- Health issues (including lack of medical insurance, drugs and obesity)
- Poverty
- Poor housing and homelessness
- Immigration

There will also be studies about recent events in the USA, such as race relations and the Black Lives Matter Protests, the gun control debate, and political debates.



## What happens after S3?

If you choose to continue Modern Studies in S4, you will be working towards your National 4/5 qualification. This course has four units:

- **Crime and the Law in the UK**  
Themes that will be covered: Types of crime; Causes of crime; Impact of crime on individuals and society; The role of individuals, the police the legal system and the state in tackling crime; Children's Hearing System; The Court System.
- **Democracy in the UK**  
Themes that will be covered: What is a democracy; how decisions are made in the UK Parliament; the work of MPs; the role and powers of the Prime Minister; representation of women and ethnic minorities; ways UK citizens can participate in politics; pressure groups; influence of the media.
- **The USA**  
You will revisit the USA unit studied in S3 for your World Powers section.
- **Added Value Unit: Modern Studies Assignment**  
Pupils get to choose an issue to research and then communicate their findings.

## What skills will you learn?

Pupils will develop a wide range of important skills which are transferable to other areas of study and which they will be able to use in everyday life. These skills include:



- Understand and using a range of straightforward information/evidence on contemporary issues
- Evaluating straightforward information/evidence in order to detect and explain bias and exaggeration
- Making decisions
- Justifying conclusions
- Constructing arguments in a balanced and structured way

In addition to the specific Modern Studies skills, pupils will also develop literacy, numeracy and thinking skills.

## How will the course be taught?

You can expect some written tasks, whole class discussions, case studies, group work, television programmes, ICT, role playing, visiting speakers (e.g. your local MP or campus cop), class trips, written and spoken presentations and many other types of task.

## What jobs could Modern Studies help me with?

There are so many jobs where a thorough grounding in Modern Studies is beneficial. These include:

Teacher; Lawyer; Journalist; Police Officer; Social Worker

## What the experts say...

<p><i>“Modern Studies gives a great insight into the political and cultural workings of the country, and is one of the best tools for life long learning.”</i></p> <p><b>Kirsty Wark, TV Broadcaster</b></p>	
<p><i>“My Modern Studies teacher was hugely influential in my life and probably did more than anybody – outside my family – to instil not just an interest in politics but a confidence to follow through on it.”</i></p> <p><b>Nicola Sturgeon, First Minister of Scotland</b></p>	
<p><i>“Modern Studies arms young people to fight for what they believe in. Few things are more important in modern Scotland than making our democracy work for young people.”</i></p> <p><b>Robert Brown, (Former Scottish Education Minister)</b></p>	

**OTHER  
CURRICULAR  
INFORMATION**

Religious Education

**CURRICULAR  
LEADER**

Mr Harrison

## Religious Education

The central purpose of Religious Education is to assist pupils to make an informed, mature response to the ongoing call of God and to their relationship with Him. Religious Education is designed to engage pupils in an inclusive educational process to assist them to:

- Develop their knowledge and understanding of significant aspects of Faith, especially Catholic Christian faith.
- Develop skills of reflection, discernment, critical thinking and deciding how to act in accordance with an informed conscience in relation to matters of morality.
- To foster and exemplify the beliefs, values and practices which are compatible with Christ's invitation to faith.

Students will be encouraged to engage personally with a range of important questions and issues in order to inform their own beliefs and values in a way which contributes to personal and social development.

Religious Education is a core subject throughout the all six years of secondary school. In the senior phase, both Religious, Moral and Philosophical Studies (RMPS) and Philosophy are offered as Higher certificated subjects, and the work of core RE offers helpful preparation in both skills development and knowledge and understanding for these courses. Furthermore, the development of critical thinking, analysis, higher order thinking and formulating opinions based on justified reasons, and listening and responding to the thoughts of others within the RE class are of benefit in both the academic and social aspects of a pupil's life.

Throughout S3, pupils will have opportunities to build upon their knowledge and understanding of the Christianity and other World religions, as specified within *This Is Our Faith*, the national curriculum guide for Catholic Religious Education. They will be challenged to engage with the content covered, and their own beliefs and convictions about the world, to determine how they can make use of their learning throughout their daily life. Through successful completion of the course, pupils would be expected to achieve the SQA Level 3 award in Religious Belief and Values.

**OTHER  
CURRICULAR  
INFORMATION**

Pupil Support

**CURRICULAR  
LEADER**

Mrs Morran

# Pupil Support

Pupil Support acknowledges that all children can experience learning difficulty at sometime in their school career and so Pupil Support staff work across the curriculum at all stages and in all subject areas.

## **Co-Operative Teaching**

Class/Subject teachers have primary responsibility for all pupils and so Pupil Support staff work co-operatively within subject settings to support pupils' learning. In this way, teachers can support pupils within a classroom setting and any difficulties can be dealt with at the point at which they are encountered. This has the advantage of providing early intervention when difficulties arise and in preventing the difficulties from escalating.

## **Individual and Small Group Support**

Pupil Support staff provide additional help for individual pupils and/or groups of pupils. It may arise from the very specific needs of an individual pupil, for example, to improve reading, writing, spelling, numeracy or social skills. It may arise from a pupil having lost ground through illness or absence. It may arise from the context of a particular lesson, for example taking a group for word processing or research as part of a unit of study. Reading and scribing of assessments and Digital assessments is also available to those pupils who require it. Special arrangements can be organised with SQA for those pupils undertaking examinations in S4/5/6.

## **Courses**

Pupil Support department also offers a range of courses to support health and wellbeing and preparing pupils for the world of work.

## **Personal Development**

This course aims to develop pupils' self-reliance, self-esteem and confidence through supported and independent learning. Pupils will complete 4 units of work - practical abilities, self-awareness, self and community and self and work.

## **Wellbeing**

The Wellbeing Award helps pupil to explore factors that influence personal wellbeing. The Award encourage learners to look at connections between mental, emotional, social and physical health. Pupils will complete 2 units of work - exploring wellbeing and improving wellbeing.

# **OTHER CURRICULAR INFORMATION**

Careers

Mrs Rodger / Mr  
Brackenridge

# Skills Development Scotland

St Matthews has two careers advisers attached to the school, Mrs Alison Rodger (Lead Adviser) and Mr Scott Brackenridge.

The Careers Adviser is there to support all pupils throughout their school career. In recent years there is a focus on the Broad General Education 1<sup>st</sup> to 3<sup>rd</sup> years. This starts with an introduction to Skills Development Scotland Products and Services in 1<sup>st</sup> year. This introduces Career Management Skills to the pupils and encourages them to register on our flagship website [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

In 2<sup>nd</sup> Year all pupils are given a 1:1 interview by a careers adviser and this is followed up with a talk on subject choice.

In 3<sup>rd</sup> Year all pupils get a class talk in further developing and embedding their Career Management Skills and encouraging registration on our website, My World of Work. Some of the 3<sup>rd</sup> year pupils are interviewed by Mrs Wright.

Pupils in 4<sup>th</sup> - 6<sup>th</sup> year requiring support are interviewed by the careers adviser with a coaching approach to guidance and they are seen several times with the aim of securing a positive destination on leaving school. In co-operation with the school, Skills Development Scotland are tasked by The Scottish Government to complete a school leaver destination exercise which maps exactly where pupils go on leaving school. Figures on this are available by Scottish Government.

All pupils are encouraged to see the careers adviser during PSE drop-in sessions and at the referral of their Guidance Teacher. The careers adviser attends parents and Options evenings from S2 to S6.

Mrs Rodger and Mrs Wright work closely with Guidance staff and 16 plus adviser along with the Developing Scotland Young Workforce Teacher. Pupils are encouraged to attend Further and Higher Education Events, National Skills Events, Modern and Foundation Apprenticeships talks.

