

CfE

progression and choice

S3late

S4

2013-2015

**Tarbert
Academy**

Course Choice Guidelines S3late-S4

Welcome to the Options process – where we work together to ensure each pupil makes the best possible choices.

The curriculum must provide, in a structured way, the experiences which will help young people, irrespective of gender, aspirations, culture or social background, to live successful lives both now and in the future. We aim to respond to the needs both of young people themselves and of society as a whole, and enable them to participate as active and responsible citizens.

Taking account of the above rationale, Scottish Secondary Schools are devising plans and courses of study in the Senior Phase of Curriculum for Excellence. These plans and courses of study contain learning and teaching from each of the following curricular areas:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

The Option Form provided with this booklet has been designed in such a way that when a subject is chosen from each column, curricular guidelines will be met. The Option Form also ensures that pupils can follow a course of study that includes either two sciences or two technological subjects. All pupils follow courses in Religious Education and Social Education.

Throughout all subjects, there is continued emphasis on Literacy, Numeracy and Health and Wellbeing.

Qualifications

Pupils will be presented for SQA Qualifications in each subject – at National 4 or National 5 levels.

National 4 courses are assessed internally and are subject to SQA verification. National 5 courses can contain internal assessment and are also assessed by an external examination.

Languages

English

The National 4/5 Course continues the development of the communication skills of Reading, Writing, Talking and Listening established in Curriculum for Excellence.

The Course is made up of units of study based on particular texts/material or themes, each of which lasts six to eight weeks. These units explore topics such as Racial Prejudice, family strife, particular historical/social/current events etc. Thus in the study period a wide variety of material is examined and several important contemporary or historical issues discussed.

- Reading:** This aspect covers the wide ranging variety of literature studied during the Course. Pupils will be expected to respond to the material studied in written form - extended written responses - commenting on the aspects/qualities of a text and displaying their knowledge, understanding and personal response to it. Their comprehension and interpretative skills will be developed and tested via Close Reading passages and questions largely based on the units studied.
- Writing:** This aspect covers the development of imaginative, discursive and informative writing skills. Activities might be stimulated by text, discussion, personal experience or photograph and the essays produced will often be re-drafted, with teacher advice, for inclusion in the pupil's Folio.
- Talking:** This aspect covers our most obvious means of communication and our aim is to stimulate group discussion skills, encourage opinions and promote the confidence and clarity to express ideas in group or solo situation.
- Listening:** This is a very important aspect of the Course. It is a skill which they must acquire to make the most of what they hear from the teacher, each other, radio, television etc. Listening to follow instructions, form opinions and discover information are all part of our daily lives and they are skills which need to be developed progressively.

National 4

Under National 4 **Analysis and Evaluation** will be assessed via evidence provided by Listening and Reading skills in familiar contexts.

Creation and Production will be assessed via evidence provided by Talking and Writing skills with the emphasis on production of simple but detailed texts demonstrating technical accuracy.

Literacy will be assessed via evidence from Talking, Reading, Writing and Listening in forms relevant for learning, life and work.

Final Assessment will be based on the ongoing work of the course as well as a Close Reading test and a written assignment.

National 5

Under National 5 **Analysis and Evaluation** will be assessed by evidence of pupils' Listening and Reading skills using familiar as well as more challenging contexts. Working at this level will require a more detailed knowledge of language and a more sophisticated application of analysis and evaluation skills.

Creation and Production will be assessed by evidence provided from pupils' Talk and Writing skills using familiar as well as more challenging contexts but the created texts and talk skills will display a greater breadth of language awareness, technical accuracy and quality of content.

There is also a compulsory unit based on the study of a Scottish text and this will be six short stories by the writer Anne Donovan.

Exam

The National 5 exam is composed of a Close Reading Question Paper as well as a Literature Paper.

In the Literature Paper pupils complete a Critical Essay and answer questions on the chosen Scottish Text.

Folio

Candidates submit a folio with two essays – one imaginative essay and one discursive/persuasive essay – to be assessed by SQA.

French

In Tarbert Academy, the French Department is all inclusive with every pupil encouraged to achieve their potential at an appropriate level.

Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.

The course provides learners with the opportunity to develop skills in listening and talking, reading and writing which are essential for learning, work and life; to use different media effectively for learning and communication; to develop understanding of how language works and use language to communicate ideas and information.

Topics

Lifestyles, environment, school, college, lifelong learning, future plans, job skills, world of work, customs and celebrations, holidays, literature, film and television

Assessment

National 3

There are 2 mandatory units which will be assessed internally, **Understanding Language**, and **Using Language**. They will not be graded.

National 4

There are 3 mandatory units which will be assessed internally, **Understanding Language**, **Using Language** and an **Added Value Unit**. The Added Value Unit takes the form of an assignment which is internally assessed.

National 5

Listening, **Reading** and **Writing** will be assessed externally and **Talking** will be assessed internally. National 5 is graded.

Mathematics

Mathematics

National 5, National 4 and National 3 Courses aim to help pupils to learn how to describe, tackle and solve problems that require the use of mathematical knowledge and techniques. Pupils are encouraged to see Mathematics as arising out of solving problems, often in the real world, and not just as a collection of knowledge, skills and techniques to be remembered and then applied.

In Tarbert Academy, we have three separate courses designed to cover the Mathematics content at National 5, National 4 and National 3 levels. With careful allocation of pupils to courses, this ensures that pupils face work appropriate to their ability, work which poses adequate challenge but not impossible demands.

As a rule, all pupils are required to do Mathematics. In Tarbert, we have two sections for Maths in S3. The more able pupils form a section that attempts work at National 5. In the other section, pupils attempt work at National 4 or National 3 Levels

The choice of section is dependent upon progress and attainment demonstrated in S1, S2 and early S3. Learners who have experienced breadth and depth of learning across Fourth level Mathematics experiences and outcomes will follow the National 5 course. Learners who have experienced breadth and depth of learning across Third level Mathematics experiences and outcomes will follow the National 4 course. Any learner who requires consolidation of the level 2 and 3 experiences and outcomes will follow the National 3 course.

Course Structure

Each course consists of three units, namely:

National 3	Expressions and Formulae	Personal Mathematics	Numeracy
National 4	Expressions and Formulae	Relationships	Numeracy
National 5	Expressions and Formulae	Relationships	Applications

Assessment

At National 3 all units are internally assessed, the course is not graded.

Learners following the National 4 and 5 courses will complete the three units, which are internally assessed, and an Added Value Unit. The Added Value Unit takes the form of a two part written assessment. The assessment papers are internally assessed at National 4 and externally assessed at National 5. To achieve the award, learners must pass the three unit assessments and the Added Value Unit. National 4 is not graded but National 5 is.

Sciences

Biology

The Course

The National 4/5 Biology Course aims to provide pupils with an understanding of themselves and the natural world in which they live. At the same time, the Course provides a sound basis for further study of the subject.

The Course includes not only study of plants and animals and their environments, but also such recently developed areas as molecular Biology and Biotechnology, which are highly relevant to society today. The Course is based on experimental work carried out both in the laboratory and in the field.

The choice of National 4 or 5 Biology is dependent upon progress and attainment demonstrated in S1, S2 and early S3. Learners who have experienced breadth and depth of learning across Fourth level Science experiences and outcomes will follow the National 5 course. Learners who have experienced breadth and depth of learning across Third level Science experiences and outcomes will follow the National 4 course.

Three aspects of the subject are developed in three mandatory Units at either level and an added value unit.

- **Cell Biology:** This unit looks at the Cell as the biological basis of life. Learners will study cell structure and processes such as cell transport, photosynthesis and respiration as well as DNA, proteins and biotechnology.
- **Multi-cellular Organisms:** This will involve the study of whole organisms- including a comparative approach to plants and animals, through such areas as reproduction and inheritance, the need for transport within the organisms digestion and associated enzymes, control and communication and health.
- **Life on Earth:** This involves the study and investigation of life on earth including; ecosystems, evolution, natural selection and competition, behaviour, biodiversity decay, recycling and micro-organisms.
- **Added Value Unit:** In this unit learners will draw on and extend the skills they have learned from across other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts or integrated ways.

Assessment

Learners following the National 4 and 5 courses will complete the three units above, which are internally assessed, and an Added Value Unit. The Added Value Unit at National 4 level will be a project and a formal test. Both of these are internally assessed and externally verified by SQA.

For National 5 the assessment of the added value unit at will include a formal question paper (external) and a formal coursework based assessment e.g. practical investigation (internally assessed and externally verified by SQA). To achieve the award, learners must pass the three unit assessments and the Added Value Unit. National 4 is not graded but National 5 will be awarded at grade level.

Chemistry

The Course

The National 4 / 5 Chemistry Course aims to make pupils aware of the chemical basis of the world around them - for example, food, clothes, and the environment are all results of Chemistry in action.

The Course also aims to show something of the contribution of Chemistry to the quality of everyday life; for example, in searching for better fuels and for better medicines, in fighting against corrosion, in developing and improving substances to help crops grow and in producing plastics and other useful materials.

It is important for pupils to be aware of the problems of pollution caused by misusing materials and the dangers of squandering resources. A proper awareness of these problems and dangers, along with possible solutions, can only be gained through a study of Chemistry.

The choice of National 4 or 5 Chemistry is dependent upon progress and attainment demonstrated in S1, S2 and early S3. Learners who have experienced breadth and depth of learning across Fourth level Science experiences and outcomes will follow the National 5 course. Learners who have experienced breadth and depth of learning across Third level Science experiences and outcomes will follow the National 4 course.

Three aspects of the subject are developed in three mandatory Units at either level and an added value unit.

- **Atoms, Acids and Alkalis:** Looks at factors affecting rates of reactions, atomic structure and bonding, chemical formulae and naming compounds, relative formula mass and chemical equations. Learners will look at acids and bases and the pH scale, neutralisation reactions and salts, metal and non-metal oxides, and look at pollution due to non-metal oxides
- **Natures Chemistry:** Learners will look at the nature of fuels and environmental issues, complete and incomplete combustion as an example of oxidation, production of fuels and other crude oil by-products using fractional distillation, cracking and reforming. Homologous hydrocarbon families e.g. alkanes will be studied – including naming rules, structural, molecular and empirical formulae, conservation of mass, endo and exothermic reactions, bio fuels. Learners will look at practical applications of chemistry in consumer products and the use of plants to end-products e.g. medicines.
- **Chemistry in Society:** Learners will look at substances such as metals, ceramics and plastics. Various types of reactions will be looked at including metals from ores, electro-chemical cells and corrosion.

Assessment

Learners following the National 4 and 5 courses will complete the three units above, which are internally assessed, and an Added Value Unit. The Added Value Unit at National 4 level will be a project and a formal test. Both of these are internally assessed and externally verified by SQA.

For National 5 the assessment of the added value unit at will include a formal question paper (external) and a formal coursework based assessment e.g. practical investigation (internally assessed and externally verified by SQA). To achieve the award, learners must pass the three unit assessments and the Added Value Unit. National 4 is not graded but National 5 will be awarded at grade level.

Physics

The Course

The National 4 and 5 courses offer opportunities to understand and appreciate some of the central laws of Nature and the scientific method. The course focuses on the many applications of Physics in everyday life.

Tarbert Academy offers two separate courses designed to cover the Physics content at National 5 and National 4 levels. Careful allocation of pupils to courses will ensure that pupils face challenging work appropriate to their current skills and knowledge. The choice of National 4 or 5 Physics is dependent upon progress and attainment demonstrated in S1, S2 and early S3. Learners who have experienced breadth and depth of learning across Fourth level Science experiences and outcomes will follow the National 5 course. Learners who have experienced breadth and depth of learning across Third level Science experiences and outcomes will follow the National 4 course.

Through a range of activities pupils will learn to apply knowledge and understanding of Physics and Mathematics to solve problems. The course places emphasis on the skills required to carry out a scientific investigation and communicate your findings. Students will also investigate the impact of physics on society and the environment.

Both courses progress through three key areas:

- **Electricity and Energy:** Circuits, the national grid and energy supply.
- **Waves and Radiation:** Light, sound and nuclear physics.
- **Dynamics and Space:** Newton's laws of motion, space exploration and cosmology.

Assessment

Learners following the National 4 and 5 courses will complete the three units above, which are internally assessed and an Added Value Unit.

At National 4, the Added Value Unit takes the form of an assignment. The assignment will be internally marked with external verification. National 4 is not graded.

At National 5, the Added Value Unit written assessment is externally assessed and an investigation on a topic or issue chosen by the pupil. National 5 is grade awarded.

Social Studies

Geography

For learners, Geography opens up the physical environment around them and the ways in which people interact with this environment.

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities in both field work and ICT are used to encourage these aims. The contexts for study are at local, national and international levels. In the 21st century the growing awareness of the influence of human activity on the landscape, our environment and the scarcity of resources is developed in Geography by fostering positive attitudes towards environmental stewardship, sustainability and global citizenship.

The main aims enable learners to:

- Appreciate the ways people interact with their environment in response to physical and human processes at local, national and international levels.
- Gain an awareness of spatial relationships in order to develop an understanding of the changing world in a balanced, critical and sympathetic way.
- Acquire a geographical perspective on environmental and social issues.
- Develop an interest in and concern for the sustainable development of our environment.

The course is based on three broad themes:

Physical Environments : through the study of weather in the UK, upland limestone scenery, rivers and the land uses of these landscape types.

Human Environments: through the study of population distribution, modern technology in agriculture and characteristics of urban landscapes in the context of majority and minority world case studies.

Global issues: through the study of trade and globalisation, environmental hazards and tourism.

Through the course pupils will use skills from a wide area including mapping, research, fieldwork and the presentation of numerical information.

Assessment and Certification

The work of pupils in National 5 Geography is externally assessed on performance in two components:

1. A question paper covering all three themes with an opportunity to demonstrate mapping skills and the use of graphical information
2. An assignment of their choice which will give them an opportunity to demonstrate the skills, knowledge and understanding they have acquired within the context of geographical topics and issues.

The work of pupils in National 4 and 3 Geography is internally assessed in a variety of ways.

Evidence will be gathered and assessed in the form of: extended writing, source evaluation, pupil presentations, role play, investigations and the creation of various media. Assessments may span work from aspects of more than one of the units using a more integrated approach for the learner.

Within these pupils will need to demonstrate their use of specialist map skills and use ICT as appropriate.

History

The Course

The purpose of the Course is to open up the world of the past for learners. History provides pupils with insights into their own lives and of the society and the wider world in which they live. Through and understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

This purpose will be achieved through the study of three units which will cover Scottish, British, European and World contexts in a variety of time periods. All units include elements of political, social and cultural history.

Historical Study: Scottish – Migration and Empire, 1830-1939

Historical Study: British –The Atlantic Slave Trade, 1770-1807

Historical Study: European and World – Hitler and Nazi Germany, 1919-1939

Assessment

National 5

- The Course assessment will consist of two components: a question paper and an assignment.
- The purpose of the question paper is to demonstrate application of skills and breadth of knowledge across the three units. This is worth 75% of the total mark.
- The assignment is an opportunity for pupils to research an appropriate history topic or issue employing history skills to reach a well-supported conclusion. This is worth 25% of the total mark.

National 4

- Assessment will be done internally. Pupils will compile evidence such as extended writing, source evaluation and research activities.
- Pupils at National 4 will also be expected to complete an assignment where they will draw upon and apply the skills, knowledge and understanding they have learned during the Course.

National 3

- Assessment will be done internally. Pupils will compile evidence such as extended writing, source evaluation and research activities.

Technologies

Administration and IT

Mandatory Units

Administrative Practices (National 4/5)

IT Solutions for Administrators (National 4/5)

Communication in Administration (National 4/5)

Purpose and aims of the Course

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in junior administrative positions.

The Course aims to enable learners to:

- ◆ develop a basic understanding of administration in the workplace and key legislation affecting employees
- ◆ develop an appreciation of good customer care
- ◆ develop IT skills and use them to perform straightforward administrative tasks
- ◆ acquire organisational skills in the context of organising and supporting small-scale events (including meetings)

Unit Assessment

The assessment of the Units in this Course will be as follows:

Administrative Practices: (National 4)

The learner will:

1. Provide an overview of the role of administration in the workplace.
2. Carry out administrative tasks in the context of organising and supporting small-scale events.

IT Solutions for Administrators (National 4)

The learner will:

1. Use basic functions of spreadsheet applications, or emerging equivalent technologies in line with a given brief.
2. Use basic functions of database applications, or emerging equivalent technologies.
3. Use basic functions of word processing applications, or emerging equivalent technologies.

Communication in Administration: (National 4)

The learner will:

1. Use technology to gather simple information in line with a simple brief.
2. Use technology to prepare and communicate simple information in line with a simple brief.

Administration and IT Portfolio: (National 4)

The learner will:

1. Organise and support a small-scale event to a given brief, making use of current or emerging equivalent technologies.

Administrative Practices : (National 5)

The learner will:

1. Provide an account of the role of administration in the workplace.
2. Carry out administrative tasks in the context of organising and supporting events.

IT Solutions for Administrators: (National 5)

The learner will:

1. Use spreadsheet applications, or emerging equivalent technologies, to interpret a given brief.
2. Use database applications, or emerging equivalent technologies, to interpret a given brief.
3. Use word processing applications, or emerging equivalent technologies, to interpret a given brief.

Communication in Administration: (National 5)

The learner will:

1. Use technology to gather information by interpreting a given brief.
2. Use technology to prepare and communicate information by interpreting a given brief.
3. Give an account of information sources and methods of communication in administration.

Conditions of award

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

Graphic Communication:

Mandatory Units

2D Graphic Communication (National 4)	9 SCQF credit points
3D and Pictorial Graphic Communication (National 4)	9 SCQF credit points

Added Value Unit

Graphic Communication Unit (National 4)	6 SCQF credit points
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The following information relates specifically to the National 4, Graphical Communication, and course structure.

The **National 5** course follows basically the same structure as National 4 but requires, at **National 5** level, that students tackle more complex types of Technical Graphics and produce Illustrations and computer generated graphics work at a higher standard of complexity, subject knowledge and draftmanship than at National 4.

Whereas National 4 students are required to complete an Added Value Unit, involving a project, to finish the course, **National 5** students will complete a course assessment which will take the form of a project and a formal examination.

Course structure and conditions of award

Course structure

2D Graphic Communication (National 4)

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 2D spatial awareness.

3D and Pictorial Graphic Communication (National 4)

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D spatial awareness.

In both of the 9-credit Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

Added Value Unit: Graphic Communication Project (National 4)

This Unit adds value by introducing challenge and application.

Learners will be able to extend and apply their knowledge and skills through the project. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the project. The project brief will be sufficiently open and flexible to allow for personalisation and choice.

Conditions of award

To achieve the Graphic Communication (National 4) Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded

For this Unit, evidence will be required that the learner can produce a variety of simple 3D and pictorial graphics, to a given standard, in familiar contexts. Knowledge will also be assessed.

PRACTICAL WOODWORKING

Mandatory Units

Practical Woodworking: Flat Frame Construction	6 SCQF credit points
Practical Woodworking: Carcase Construction	6 SCQF credit points
Practical Woodworking: Machining and Finishing	6 SCQF credit points

Added Value Unit

Practical Woodworking: Project	6 SCQF credit points
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The following information relates specifically to the National 4, Practical Woodworking, course structure.

The National 5 course follows basically the same structure as National 4 but requires that the students produce more complex types of joints and to work at a higher standard of accuracy and finish than at National 4. Whereas National 4 students are required to complete an Added Value Unit to finish the course, National 5 students will complete a Course Assessment which will take the form of a practical activity.

The Course is largely workshop-based. It provides a broad introduction to practical woodworking.

Course structure and conditions of award

Course structure

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

On completing the Course, learners will have developed skills in practical woodworking. This will include correct use of tools and equipment and a range of woodworking materials. In addition, learners will gain an appreciation of safe working practices in a workshop environment.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

The Course comprises four mandatory Units including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Practical Woodworking: Flat-frame Construction (National 4)

This Unit helps learners develop skills in setting out and making basic woodworking joints commonly used in flat-frame joinery. Learners will read and use simple woodworking drawings or diagrams.

Practical Woodworking: Carcase Construction (National 4)

This Unit helps learners develop skills in setting out and making basic woodworking joints commonly used in carcase joinery. This may include working with manufactured board or with frame and panels. The Unit includes use of simple working drawings or diagrams.

Practical Woodworking: Machining and Finishing (National 4)

This Unit helps learners develop skills in setting up and using common machines and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

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

The structure of the Course allows learners to cover fundamental woodworking skills in a progressive fashion. Each Unit covers a set of new woodworking skills. All of the Units include skills in measuring, marking-out, cutting and jointing techniques.

Added Value Unit: Practical Woodworking Project (National 4)

This Unit requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall response to the project task. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

Home Economics

Mandatory Units

Food for Health (National 4/5)
Food Product Development (National 4/5)
Lifestyle and Consumer Choices (National 4/5)
Added Value Unit: Assignment (National 4/5)

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop practical and technological skills and make informed food, lifestyle and consumer choices which will have a positive effect on their own health and that of others.

The Course has five broad and inter-related aims:

- ◆ to allow learners to develop basic knowledge of the relationships between health, nutrition and the functional properties of food
- ◆ to enable learners to make informed food, lifestyle and consumer choices
- ◆ to allow learners to develop the skills to apply their knowledge in practical contexts
- ◆ to allow learners to develop safe and hygienic practices in practical food preparation
- ◆ to develop learners' organisational and technological skills to contribute to their own and others' health and nutritional needs

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge, understanding and practical skills. The Course uses real life situations taking account of local, cultural and media influences and technological innovations.

The skills developed in this Course allow learners to work both independently and collaboratively. Learners should be able to transfer these skills to learning, life and work on completion of the Course.

Unit Assessment

The assessment of the Units in this Course will be as follows:

Health and Food Technology: Food for Health (National 4)

This Unit requires learners to demonstrate evidence of basic knowledge of health, food, nutrition, dietary needs and advice, as well as lifestyle choices and their impact on health.

Health and Food Technology: Food Product Development (National 4)

This Unit requires learners to demonstrate through practical activities basic knowledge and understanding of the functional properties of food and its uses.

Health and Food Technology: Lifestyle and Consumer Choices (National 4)

This Unit requires learners to demonstrate knowledge of current factors affecting food, lifestyle and consumer choices in straightforward contexts.

Health and Food Technology: Food for Health (National 5)

This Unit develops knowledge of health, food, nutrition, dietary needs and advice, as well as lifestyle choices and their impact on health. Through experiential learning, it develops practical skills and knowledge in food preparation techniques and safe, hygienic practices.

Health and Food Technology: Food Product Development (National 5)

This Unit allows learners to participate in a range of practical activities that demonstrate the functional properties of food and its uses. Learners design, make and evaluate food product solutions to meet specified needs.

Health and Food Technology: Lifestyle and Consumer Choices (National 5)

This Unit allows learners to participate in a range of activities to develop knowledge and understanding of current factors affecting food, lifestyle and wider consumer choices and the skills to apply that knowledge in practical contexts.

Conditions of award

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

Expressive Arts

Art and Design

The Art and Design Course in Tarbert Academy offers pupils the opportunity to express their own ideas and feelings in a wide range of media, to create designs to meet a purpose or solve a problem, and to learn more about the work of artists and designers.

These three areas:-

- Expressive Activity
- Design Activity
- Critical Activity

are set in the context of pupils' daily lives and experiences.

Over the duration of the Course there will be work concerned with both Expressive Activity and Design Activity, with pupil's critical abilities developed through each of these units.

Pupils are given the opportunity to use a wide range of media, including drawing, painting, various types of printing, working with clay and computer graphics.

There is no division of the class into different Levels, allowing all pupils to maximise their abilities.

At present the Course is laid out as follows:-

Expressive with Critical Activity

Design with Critical Activity

Added Value Unit (finished outcomes from the previous units)

Assessment

National 4 is internally assessed.

National 5 units are externally assessed and include a written paper.

Music

The Course

The Music Course at Tarbert Academy offers pupils the opportunity to learn more about all aspects of music through performing, composing and listening.

Music is a practical subject with 50% of the final mark being achieved through performance on two instruments or one instrument and voice. Alongside the normal classroom instruments such as guitar, bass guitar, keyboard, tuned percussion, drum kit and recorder, pupils who receive instrumental tuition either within a school or privately can use their own specific instrument as part of the course.

Learners will explore a variety of different forms of music in the course. These will fall under the following broad categories.

- Western Classical Music
- Popular music from the recent past (20th and 21st centuries)
- World Music
- Scottish Music

Performing - Learners will develop performing skills appropriate to their chosen instrument(s)/voice. Through regular practice and reflection learners will develop a range of technical and musical skills while exploring a variety of music.

Composing - Learners will develop skills in creating music which includes composing, arranging and improvising. Learners will explore, experiment with and apply straightforward compositional techniques.

Listening – Learners will develop knowledge and understanding of music, a range of concepts and basic musical literacy. They will explore music of a range of styles and genres and consider the social and cultural influences on music.

Assessment

National 4 is internally assessed.

National 5 is externally assessed. Performing exam assessed by a visiting examiner, composition folio and listening paper.

Physical Education

PHYSICAL EDUCATION

All pupils will continue to have two periods of PE a week.

From October pupils may choose the option of taking short courses in PE. This will give them additional periods of physical education.

The course consists of 3 areas of study:

Physical Education: Performance

Physical Education: Factors impacting on Performance

Added Value Unit: Physical Education: Physical Activity

To achieve an award at National 4 level the learner must pass all units.

At National 5 the learner will be assessed in a practical activity and portfolio.

Practical Activity 60%

Portfolio 40%

Education

for

Work

Skills for Work

This course starts at the beginning of S3

Skills for Work is a two year course designed to add to pupils' qualifications and improve employability through improving skills and gaining practical experience. Pupils work towards an Intermediate 1 qualification.

Pupils spend half a day a week at Argyll College or the Construction Centre in Lochgilphead and are supported by one lesson a week in school.

There are three options:

Skills for Work — Construction Crafts (Intermediate 1)

Skills for Work — Early Education and Childcare (Intermediate 1)

Skills for Work — Rural Skills (Intermediate 1)

Skills for Work — Engineering (Intermediate 1)

Students entering the scheme must understand that standards of behaviour, attendance and dress code are those of the workplace and must be carefully observed.

Places on these courses are limited; pupils who apply will be interviewed before selection takes place.

Skills for Work — Construction Crafts (Intermediate 1)

Content

This course consists of eight 20 hour units. Five of the units are mandatory and the remaining three are chosen from seven optional 20 hour units.

In the mandatory section, the Employability Skills unit addresses a number of generic employability skills which can be practised and developed as they carry out practical activities in the trade-specific units. These are skills which employees require to be successful in the workplace, and include: punctuality and timekeeping, taking instructions and advice; keeping the workplace tidy; interpreting simple drawings and developing measuring skills.

The four other units in the mandatory section cover specific construction crafts. These crafts-specific units are in trades with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced in centres offering construction courses.

The optional section offers the opportunity to learn skills in three of seven trades. They represent skills areas which are readily resourced in most centres offering construction courses. In the optional section, students can take units in the same trades as the mandatory section, further developing their skills in these specific trades. Alternatively, they can take units in different trades, granting them the opportunity to experience a wider variety of construction crafts.

The mandatory units are:

- Employability Skills
- Half Brick Walling
- Decorative Painting
- Site Carpentry and Bench Joinery
- Plumbing

Students also study three optional units from a choice of seven:

- Practical Copper Pipework
- Brickwork Techniques
- Carpentry and Joinery Techniques
- Decorative Finishing Using Water-borne Paints
- Electrical Installation
- Plasterwork
- Roof Tiling

While learning the basic practical skills of the construction trades listed above, the students will have the opportunity of handling and using the various tools which are suitable for specific tasks. The Carpentry and Joinery demonstrates the making of a structure such as a kennel. The simplest form of Bricklaying is the Half Brick walling where the students will use a variety of tools including the bricklayer's trowel, line and pins, spirit level, mash hammer and bolster.

Painting and decorating, plumbing, roof tiling, electrical installation and plaster work all have their own specialist tools which the students learn to use while undertaking projects.

Employability skills are learnt including Health and Safety issues, and risk assessments are carried out, ensuring all tasks are carried out safely with the appropriate personal protective equipment (PPE)

Experience of the workplace

This is a very practical course with most of the course work achieved in the centre's workshop where the students will experience the various aspects of working in a construction environment.

Representatives from construction organisations will visit the students to speak about their work. This could range from large companies building complete modern houses, to small companies renovating buildings by a traditional approach; from kit-houses to dry stone dykes.

Assessment

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and student self-checking of quality. In the Employability Skills unit, students will carry out self-evaluation on a range of skills, review their progress and identify action points.

This course is suitable for students considering a career as an architect or quantity surveyor, together with those who have an interest in the practical side of construction industry.

Skills for Work — Early Education and Childcare (Intermediate 1)

Content

This course is at Intermediate 1 level and consists of four 40 hour units. Three of the units are mandatory and the remaining unit is chosen from three optional 40 hour units.

The mandatory units are:

- Child Development
- Play in Early Education and Childcare
- Working in Early Education and Childcare

Students also study one optional unit from a choice of three:

- Parenting
- Care of Children
- Maintenance of a Safe Environment for children

The development of children is influenced by many factors which are studied across the units of this course. The Units are therefore delivered in an integrated way wherever opportunities arise.

Experience of the workplace

While there is no mandatory work placement in the course, students are encouraged to make use of any existing work experience and placement arrangements. The design of the course will ensure that students are as active as possible with visits to a range of suitable organisations such as nurseries and after school clubs. Visiting speakers from the sector will also add to the student's understanding of the workplace.

Experience in a simulated workplace environment along with role play will also contribute to the range of learning experiences. Students will be given a range of activities to plan and carry out that will be aimed at how they interact with children and how they set activities that will be age appropriate.

Course Summary

Working with children is a demanding role which requires specialist skills and a wide range of knowledge and understanding. The emphasis of this course is the help students prepare for working in this sector and to develop their employability skills whilst gaining some of the skills and knowledge required to work in this vocational area.

The course is designed to give students an idea of the demands and responsibilities of this work. The units will look at how children develop from birth to young adulthood and

what factors affect development. This will include the different types of play and how that will affect the development of the child.

Students will gain understanding of the health and safety legislation and the potential risks relevant to working in early education and childcare. They will learn about the responsibilities of becoming parents and the issues at each stage of development of the child. They will also learn about sources of support available for parents.

Students will learn about the different needs of babies and children with regard to feeding it. Specifically, the feeding and weaning process; appropriate food and drink for children in an early education and childcare setting and effective hygiene practices.

Skills for work - Rural Skills (Intermediate 1)

Content

This course is offered at Intermediate 1. It covers the diverse industries in the land based sector, and the job opportunities that exist. The course is made up of several units, some mandatory and others optional. Mandatory units include estate management and maintenance, using appropriate tools and techniques. The optional section will cover units from a choice of two areas – either care and handling of animals, or soft landscaping and crop production. Crops could be either agricultural, forestry or horticulture.

The majority of time is spent out of doors, with some classroom sections for research work.

Assessment

Your tutor will assess you by observing you as you complete practical activities and tasks relevant to the course. The development of your employability skills such as timekeeping and working as a team will also be evaluated. You will carry out research into vocational areas using the Internet, library resources and information gathered from employers. Assessment is by coursework and there are no external exams.

Skills for Work – Engineering Skills (Intermediate 1)

Content

This Course is at Intermediate 1 level and consists of four 40 hour mandatory Units. There are four mandatory units:

Engineering Skills: Mechanical (Intermediate 1)

Engineering Skills: Electrical/Electronic (Intermediate 1)

Engineering Skills: Fabrication (Intermediate 1)

Engineering Skills: manufacture and Assembly (Intermediate 1)

Course Summary

The overall purpose of the Course is to ensure that candidates start to develop the generic and practical skills, knowledge and understanding and employability skills needed within an engineering sector.

The Course focuses on the four broad areas of Mechanical, Electrical/Electronic, Fabrication and Manufacture. This will allow the candidates to gain basic transferable skills which can be applied to any of the above engineering areas. The generic employability skills are integrated into each mandatory Unit and should be developed in conjunction with the practical activities of each of these Units. This will help candidates to understand that the generic skills such as time-keeping, following instructions and carrying out quality checks of your own work are just as important as the practical skills which they will learn.

Assessment

In all of the Units, assessment follows a similar pattern involving a range of practical activities which will produce evidence for all the Outcomes. The evidence will be confirmed by the use of an assessor checklist which will cover:

- interpretation of a drawing or specification
- the appropriate use of tools, materials and equipment
- successful involvement in the completion of a task, product or assembly
- quality checking of their work by the candidate
- attention to health and safety aspects of working in a workshop type of environment

The assessment of employability skills is integrated in all of the Units and is based on assessor checklists and the completion of a candidate review sheet on four different occasions throughout the Course. This review allows the candidate to record development of employability skills in the context of different skills areas.

Each Unit will be supported by a National Assessment Bank (NAB) item which will provide an assessment package and will exemplify the national standard.

Personal and Social Education

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Guidance

Personal and Social Education

During S3^{late}- S4 pupils will receive a timetabled programme of Personal and Social Education.

Social Education is divided into three main areas.

- Careers education provides pupils with information about employment, further education and related topics.
- Health education is a wide-ranging subject, which includes topics such as alcohol, drugs and relationships. Pupils are given the relevant information, and through discussion, role-play and worksheets they learn to make decisions about their own future lifestyles.
- Personal: This helps pupils develop self-discipline and a sense of responsibility both to themselves and others and gives them a greater awareness of problems in their community, their country and the world at large.

Guidance

Guidance is the area of the Secondary School curriculum where pupils are helped and encouraged to reach reasoned decisions concerning their future development.

As well as taking part in Personal and Social Health Education classes, the Guidance staff have one to one interviews with pupils. These are held on a regular basis usually at a transition time eg. Option Choices in Second Year, Career Options in Fourth, Fifth and Sixth Years.

Any pupil who has a problem with any aspect of schoolwork eg. homework or a personal problem eg. bullying, health should seek an interview where the matter will be dealt with in a confidential manner.

The Guidance Department welcomes contact with parents regarding any aspect of their son's/daughter's performance, progress or behaviour at school.

Appointments can be made by telephoning the school office.

The Prince's Trust xl Programme

The Prince's Trust xl Programme

Aimed at young people aged 13-19.

The programme is designed round youth led learning

Designed to support young people that struggle with certain subjects, are disruptive, distracting or display aggressive behaviour, bullied or isolated, lack of parental support or do not engage with traditional learning.

There are 5 activity areas; each has a booklet with ideas on sessions and how to go about delivering them. They include worksheets and tips.

Personal, Interpersonal and Team skills, the main topics are

- About Me, PDP
- Team Player
- Keeping Cool, Role Play
- Choosing a house mate, the young person learning what they like and how they are
- Why bother to read
- It's not what you say
- What are you scared of
- What's in your wallet, money matters

Active Citizenship

- Spotlight on our place, taking photos and pics to create a display on their community and finding out how others want to use space in the community.
- It's only right, focuses on the young people's rights and responsibilities as members of the community.
- Turning green, focuses on the environment
- Community Project

Entrepreneurship and Enterprise

- In the Den, based on Dragon's Den, where they pitch a business idea, this works on presentation skills, business planning, financial aspects, marketing and team work.
- Yes You Can.

Enrichment projects

- On the pulse, monitoring their own fitness
- Get the message, gives them the opportunity to think about health messages and campaigns.
- Safety first, health, safety and hygiene in the kitchen.
- Meals to go, local food, carryout meals, cost and recipes.
- You're invited to lunch, planning a healthy meal, reinforce shopping, costs and who they would invite.
- A balanced diet, looking at 5 different food groups
- Taste test, allows young people to taste food they haven't before.
- National Dishes, research two dishes from other countries.

Preparation for work

- Career planning, thinking about how they want to engage with work
- Where do I start, writing CV and cover letters
- Interviews and how to survive them
- Work experience

TARBERT ACADEMY 2013/2015
SUBJECT CHOICE
Senior Phase(S3_{late}/S4)

Pupil Name _____

Date of Birth _____

Parent/Guardian's Signature _____

**Please enter your choice in the bottom row
 (fixed choices are entered)**

Level of study (National 3, 4 or 5) will be advised by teachers and reviewed during study in S4.

All pupils also follow a course in Social Education, PE and Religious, Moral and Philosophical Studies.

In PE, pupils will have the opportunity to achieve awards at National 3, 4 or 5.

Please note that if pupils tick the box below to choose to study a short course for one period per week then an overall course award for PE will be unlikely (they may however still achieve success in individual units).

Preferred option for Physical Education:

National 3, 4 or 5 PE for 3 periods per week

PE for 2 periods and short course for 1 period

All pupils will study English, French, Mathematics.

All courses are at National 3, 4 or 5 with the exceptions noted below:

** If this course is oversubscribed, selection will be by interview. Please indicate intended area of study (see booklet). These courses are studied at Intermediate One.

In Late S3 other short courses will be offered. Choices for these courses will be made in October S3.

The Prince's Trust xl Programme will be offered suited to individual needs. Having read the information about the course and you feel this is an appropriate choice for you please tick this box.

English	French	Mathematics	Biology Education for Work ** Physics	Chemistry Home Economics	Administration Graphic Communication	Geography History	Art and Design Music Practical Craft Skills
English	French	Mathematics					