

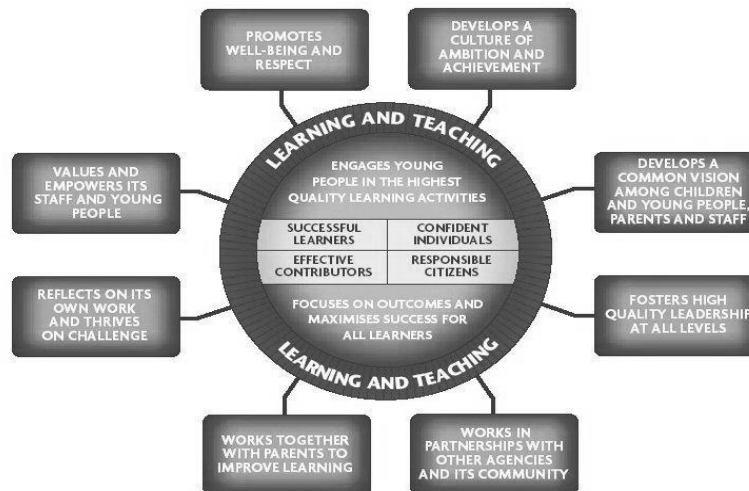


# **THE GLASGOW ACADEMY**

**S 3 and 4**

**Subject Options**

**2010**



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# **SUBJECT CHOICE AND CURRICULUM GUIDANCE**

## **Introduction**

The purpose of this booklet is to give pupils and parents some advice and guidance on how to make the correct subject choice for S3 and S4. The S3 and S4 timetable gives all pupils the opportunity to study eight subjects.

## **Qualifications**

### Standard Grades

Study in most subjects is towards gaining a Standard Grade. This is, with the exception of English, a two-year course studied in S3 and S4, leading to the external National Qualifications examination at the end of S4. All pupils will sit Standard Grade English at the end of S3. Detailed information on each of the certificate subjects offered at The Glasgow Academy is given after this introduction.

In Standard Grade, there are three levels:

Credit	Grades 1 and 2
General	Grades 3 and 4
Foundation	Grades 5 and 6

N.B. There is also an award at Grade 7. This means that a pupil has completed the course, but has not achieved the above levels.

Pupils are presented at two levels, either Credit and General or General and Foundation, thereby giving every pupil the best opportunity to fulfil their potential. All subjects offer these three levels except Biology and Physics, which offer only Credit and General. Pupils will be given an overall Grade for each subject, based on external and internal assessments. Each course is broken down into 'elements' reflecting the important aspects of each subject. The certificate awarded also gives Grades for each of these elements.

In English, pupils will, as already mentioned, sit Standard Grade at the end of S3; pupils will then embark on a two year Higher course, beginning at Intermediate 2 level, which provides a stepping stone to Higher, but without sitting the Intermediate 2 examination in May of S4.

## Intermediate 2

In Chemistry, Hospitality and Catering, Latin and Mathematics, pupils will be presented for Intermediate 2 instead of Standard Grade at the end of S4. Pupils being presented for Intermediate 2 will be awarded a pass at A, B or C. If an S4 pupil is not meeting the required standard, the Head of Department may recommend that the pupil is presented for Intermediate 1. Such a pupil may still be able to progress to Higher by taking Intermediate 2 in S5 and Higher in S6. Please note that pupils taking Hospitality and Catering will complete the Intermediate 1 course at the end of S3 as preparation for the Intermediate 2 course in S4.

## GCSE

In Art, pupils will be presented for GCSE instead of Standard Grade at the end of S4. Pupils being presented for GCSE will be awarded A\*, A, B, C, D, E, F or G.

## **A Balanced Curriculum**

At The Glasgow Academy pupils are expected to study **eight** subjects during S3 and S4 to provide a broadly-based, balanced curriculum. All pupils must study **English** and **Mathematics** as well as taking **Personal and Social Education (PSE)** and participating in **Games**. The remaining subjects fall into the following broad categories:

**Languages:** French, Latin, Spanish

**Sciences:** Biology, Chemistry, Physics

**Social Sciences:** Geography, History, Modern Studies

**Other subjects:** Accounting and Finance, Art and Design, Computing Studies, Craft and Design, Drama, Hospitality, Music, Physical Education.

The recommended curriculum in addition to English and Mathematics includes

- At least one language
- At least one science
- At least one social science.

The other three subjects must be chosen from any of the above categories. All the subjects available are listed as column options on the last page of this booklet. (Please note that only **one** subject can be chosen **from each column**.)

The column structure has been designed to offer an extremely wide choice of subject combinations, although occasionally the first choice of subjects is unfortunately impossible to provide because of timetabling constraints or oversubscription. In addition, if there is a very limited demand for a particular subject, it may not be feasible to offer it. Whilst every attempt is made to ensure the widest possible range of choices at Higher, it cannot be guaranteed that every possible permutation in S3 and S4 will continue to be available at Higher.

### **Deciding which subjects to study**

Pupils should think very carefully about which subjects they wish to study and which they wish to discard next session. It is very difficult and not advisable to change a subject choice once the course is underway. Whatever the choice, these subjects are studied for two years, the majority of them for three years and some of them for four years. Pupils are usually expected to have taken a Standard Grade, Intermediate 2 or GCSE in any subject that they take at Higher.

In choosing the subjects, the following points should be considered:

- *Preference* – pupils usually perform better in subjects in which they have a real interest. (The more a subject is studied, the more important this becomes.)
- *Aptitude* – whether a subject is liked or not, if a pupil finds it very difficult or if a pupil is advised that the prospects of satisfactory progress are poor, then such pupils should not pursue the subject, especially if, as a consequence, a subject is dropped in which good progress is more likely.
- *Future career* – in general, as long as pupils choose a balanced curriculum, future career options are kept open. If a pupil is considering medicine or any related degree, for example dentistry or veterinary medicine, it is strongly recommended that Biology, Chemistry and Physics are taken in S3 and S4. Please note that in choosing a career,

pupils must pay attention to their strengths and weaknesses, e.g. if a pupil is poor in the Sciences, there is no point in him or her deciding on medicine as a career!

- *Languages* – it is expected that any language studied in S2 will be continued to Standard Grade, unless there are overriding circumstances. If a change is envisaged, it must be discussed with Mrs EM Wallace, Head of Modern Languages, in the first instance.

## **Advice**

Before the choice of subjects has to be made, pupils will have completed the “Choices” topic in PSE. This will include a presentation on choosing S3 and S4 subjects, information on employment opportunities and the qualifications required and an introduction to the Careers Library. Each pupil is also given an individual interview to help him or her make an informed choice. Pupils are advised to keep their options open. Two very useful websites are [www.ucas.com](http://www.ucas.com) and [www.planitplus.net](http://www.planitplus.net).

Mrs E F McCallum, Careers Adviser, will give a presentation on subject choices at the S2 Parents’ Evening on Tuesday 9 February and will answer any questions that you may have. If any further advice is required, please contact me or Mrs McCallum or the appropriate Head of Department if the question is subject-specific. A member of the Independent Schools’ Careers Organisation (ISCO) will also be present at the S2 Parents’ Evening on Tuesday 9 February to offer advice.

## **Expectations**

It is very important that pupils work consistently throughout S3 and S4 as continuous assessments are given which will contribute to the final grades achieved. Work must be planned sensibly and investigations completed in good time according to the teachers’ instructions. Because deadlines have to be met, work must not be left until the last minute. (Should a pupil be struggling to meet a deadline, the pupil may be asked to catch up during lunchtime or after school.)

Homework and preparation are very important as is the constant revision of notes and class work throughout both years of the course. Pupils in S3 and S4 can expect to undertake, on average, two hours' homework each evening. When homework is not prescribed by a teacher, pupils should use the time to revise. This enables pupils to achieve the best grades possible, thereby laying down the best possible foundation for the challenges ahead in S5 and S6.

J Andrews  
Assistant Rector

## ACCOUNTING AND FINANCE

This Standard Grade course aims to provide pupils with an understanding of the role of accounting in personal, social and business areas.

In S3, pupils will learn how to deal with personal finance – the preparation of **Cash Budgets** and **Bank Reconciliation Statements**. They will then consider how clubs and societies record financial information – **Receipts and Payments Accounts**, **Income and Expenditure Accounts** and the **Accumulated Fund**. The pupils will also develop a knowledge and understanding of how accounting information is recorded and processed in business – **Cash and Credit Transactions**, **Petty Cash**, **Ledger Accounts** and **Double-entry Bookkeeping**. Finally in S3, pupils will learn the preparation of **Sole Trader Final Accounts** – **Trading, Profit and Loss Accounts** and the **Balance Sheet**.

In S4, pupils will consider other types of business organisations – they will learn how to prepare the Final Accounts of **Partnerships** and **Public Limited Companies**. They will further develop their understanding of business by considering **Ratio Analysis** and **Break-even Analysis**. Also in S4, pupils will complete a Practical Abilities project, which will require pupils to use their knowledge in a simulated business situation.

The aims of the course will be achieved through five units of work, which will follow the experiences of one person. As an Accounting & Finance pupil, she deals with her own finances (**A LOT TO LEARN**) before becoming involved as Treasurer of a local society (**MY CLUB**). We then follow her through the various stages of setting up in business (**GOING SOLO**), expanding and taking on a partner (**LIFT OFF**) and finally seeing her business become a PLC (**INTO THE BIG TIME**).

## **ASSESSMENT**

There are three assessable elements, which are equally weighted:

### **KNOWLEDGE AND UNDERSTANDING HANDLING INFORMATION PRACTICAL ABILITIES**

The KU and HI elements are assessed externally by an examination at the end of S4. The PA project will be completed in class time and internally assessed.

The Accounting and Finance course is most suitable for pupils considering a career in accountancy or the financial services; it would also be of use to anyone involved in running their own business.

For further information, please look at the Business Education pages on the school website, [www.theglasgowacademy.org.uk](http://www.theglasgowacademy.org.uk) , or see Mrs McKenzie, Room 3.3.

Head of Economics and Business Education: Mrs S McKenzie

## **ART AND DESIGN (GCSE)**

### **Aims**

The aims set out the educational purpose of a GCSE course in Art and Design. The aims are common to the Unendorsed and the Endorsed options.

A course based on the following specifications should encourage candidates to develop:

- a. creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
- b. investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills;
- c. understanding of codes and conventions of art, craft and design and awareness of contexts in which they operate;
- d. knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

### **Assessment Objectives**

The Assessment Objectives represent those qualities which can be demonstrated in candidates' work and which can be measured for the purpose of assessment.

Candidates will be expected to demonstrate a response to all the assessment objectives in each component of the examination. They are equally weighted.

Candidates will be required to demonstrate their ability to;

AO1 record observations, experiences and ideas in forms that are appropriate to intentions;

AO2 analyse and evaluate images, objects and artefacts showing understanding of context;

AO3 develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses;

AO4 present a personal response, realising intentions and making informed connections with the work of others.

There is NO requirement for candidates to produce written work as part of the Coursework or Controlled Test (examination). However, where a candidate does produce any extended written material in English, they are expected to:

- a. present relevant information in a form that suits its purpose;
- b. ensure that text is legible and spelling, punctuation and grammar are accurate, so that its meaning is clear.

Quality of written communication will not be assessed in either component of this examination

### **Scheme of Assessment**

#### **Unit 1: Portfolio of Work      60% of the marks**

Two, three or four units of coursework can be undertaken in the period of the two year course.

A coursework unit must include preparatory work, sketch books, logs or journals related to the final piece(s).

All assessment objectives must be met in the coursework as a whole.

It is centre-assessed and moderated by a Board, i.e. AQA.

#### **Unit 2: Externally set Task      10 hours      40% of the marks**

Candidates will be required to respond to ONE starting point in their chosen option.

There will be a 4 week preparatory period, followed by 10 hours of supervised time.

The controlled test will be centre-assessed and moderated by a Board, i.e. AQA.

## **Summary of Subject Content**

Candidates are required to develop the knowledge, skill and understanding relevant to their chosen Unendorsed or Endorsed option through integrated critical, practical and theoretical study of art, craft and design which includes first-hand experience of original work.

### **Art and Design (Unendorsed)**

Candidates' submissions should include practical and critical/contextual work in at least two of the following: Fine Art, Textiles, Three Dimensional Design, Photography.

### **Art and Design (Fine Art; Endorsed)**

Candidates' submissions should include practical and critical/contextual work in one or more of the following Fine Art areas; drawing, painting sculpture, printmaking or mixed media.

### **Art and Design (Three-Dimensional Design)**

Candidates' submissions should include practical and critical/contextual work in one or more of the following Three Dimensional Design areas; ceramics, sculpture, jewellery or product design.

Head of Art/Craft and Design: Mr A de Villiers

## **BIOLOGY**

The Standard Grade Biology course will help you to understand yourself and the natural world in which we live. There is an emphasis on practical work to help you to extend your knowledge and develop your skills. You will become aware of biological benefits and dangers which affect our everyday lives and how advances in medicine, molecular biology and genetic engineering are transforming modern society.

You will study seven units:-

**The Biosphere** - you will study basic ecology to gain an understanding of the management and conservation of our environment and the nature and control of pollution.

**The World of Plants** - the uses of plants in industry, agriculture, and the production of food and medicines; plant reproduction and survival; the anatomy and function of plants including the importance of photosynthesis.

**Animal Survival** - the nature and digestion of food; reproduction and care of the young; the role of our kidneys in regulating water content and the effects and treatment of kidney disease; an introduction to the study of animal behaviour. (This area of the course is covered during the S2 Biology course.)

**Investigating Cells** - the structure and function of cells including diffusion, cell division, enzymes and energy transfers.

**The Body in Action** - the role of our skeleton in support and movement; the structure, function, injury and disease of our joints; the functions of the heart and the lungs; the brain and the senses; physical fitness and the effects of exercise.

**Inheritance** - variation within species; how physical characteristics are inherited; determination of sex; genetic disorders and their diagnosis; selective breeding and mutation.

**Biotechnology** - brewing, wine-making, cheese and yoghurt manufacture; treatment and disposal of sewage and other waste; alternatives to fossil fuels; genetic engineering; “biological detergents”; immobilisation of enzymes and continuous-flow processing in industry.

## Assessment

There are three assessable elements which are weighted as shown:

**Knowledge and Understanding (KU):** biological facts, ideas, techniques and the application of biology in society (40%).

**Problem Solving (PS):** selecting and presenting information, carrying out calculations, commenting on experimental design, drawing conclusions and making predictions from data (40%).

**Practical Abilities (PA):** performing ten practical techniques and designing and carrying out two laboratory investigations (20%).

Knowledge and Understanding and Problem Solving are assessed externally by the SQA in General and Credit examinations at the end of S4. Practical Abilities are assessed in school by your teacher during the course.

Head of Biology: Mr JM Shields

## CHEMISTRY

The Chemistry course offered in S3 and S4 is Intermediate 2. Learning and teaching is spread over two years hence pupils will take the course examination at the end of S4.

The course consists of three units:

Building Blocks  
Carbon Compounds  
Acids, Bases and Metals.

There is more content in the Intermediate 2 course than in the Standard Grade course, so delivery of Intermediate 2 will narrow the gap which presently exists between Standard Grade and Higher Chemistry. In S2, the Chemistry course at The Academy follows the learning outcomes for Intermediate 1 so, in the unlikely event of a pupil feeling insecure about gaining a pass mark in the Intermediate 2 course exam, he, or she, can be entered for the Intermediate 1 exam at the end of S4.

The Intermediate 2 course is structured in a similar way to the Higher Chemistry course. A National Assessment Bank (NAB) test is taken at the end of each of the three units. These tests must be passed in order to obtain the course award, but they have a 60% pass mark and are at a level of minimum competence. There are three Prescribed Practical Activities (PPAs) built into each unit. Candidates will write a report on each experiment, as questions in the course exam may be set on details of these PPAs. Only one report from Unit 1, Building Blocks, needs to be achieved to overcome all the performance criteria.

The course exam consists of one paper of two hours with a total allocation of 80 marks.

The paper will consist of two sections:

Section A; 30 fixed response (multiple choice) questions worth 30 marks.  
Section B; extended answer questions worth 50 marks.

Experiments are an essential part of every Chemistry course. The experimental work in this course will not simply consist of the PPAs, but will range far and wide to assist the deeper understanding of each chemical concept. After all, Chemistry is, first and foremost, a practical subject.

Head of Chemistry: Mrs FM Macdonald

## **COMPUTING STUDIES**

The ability to use computers skilfully and efficiently is a vital life skill for the 21<sup>st</sup> century. Computers are now used in all areas of our lives and are a part of day to day work in almost every job or career. Standard Grade Computing Studies provides a broad background to many aspects of Computing and teaches practical and problem solving skills necessary for the future.

The course is split into five main topic areas:

### **Applications**

Pupils build on their knowledge and skills in using software packages (such as spreadsheets, word processing and databases) learnt in S1 and S2. They also study the use of software such as presentation and desk top publishing packages in more depth.

### **Automated Systems**

This unit looks at the importance of computers in industry. Topics include robotics, sensors and computer simulations such as virtual reality.

### **Commercial Data Processing**

This unit involves the study of how computers are used in the business world by organisations such as banks and shops, this includes the study of how computers help large companies in handling data efficiently.

### **Computer Systems**

Pupils consider how the computer works and how its performance can be improved. We look in particular at different types of hardware, how computers can be networked to allow communication between systems and at how computers store and process data.

### **Programming**

Pupils use the programming language *True Basic* to build on the basic programming concepts learnt using *Logo* and *Scratch* in S1 and S2. This provides a general basis for the further study of programming and helps pupils to develop transferable skills in planning, logical thinking and problem refinement.

## **Assessment**

Three elements are assessed:

<i>Knowledge and Understanding</i>	20%
<i>Problem Solving</i>	40%
<i>Practical Ability</i>	40%

The first two elements are assessed by a written exam at the end of S4. The third element is assessed through a series of practical assessments carried out in school and marked internally with external moderation by the SQA.

Acting Head of Department: Mr M McGranaghan  
Head of Department: Mrs JE McDonald

## **CRAFT AND DESIGN**

Standard Grade Craft and Design is founded on the "**design - make - evaluate**" approach, providing a broadly-based programme in which you will meet increasingly difficult design problems requiring use of a range of materials, and application of a spectrum of design techniques and manufacturing processes. The course aims to combine the intellectual processes of logical reasoning and deduction with practical creativity, resulting in S3 in the production of a number of items which you have designed and manufactured, ranging from mechanical toys in wood, metal candle-holders to acrylic clocks.

In S4, you will carry out a major project which you will research extensively, craft in an appropriate manner and which will be objectively evaluated.

The structure of the course and its physical position within the Art Department mean that both Craft and Art overlap and where possible interrelate.

### **Assessment**

There are three assessable elements which are equally weighted:

#### **Knowledge and Understanding**

#### **Designing**

#### **Practical Abilities**

The first element is assessed by external examination, the others are assessed in school and moderated by external visitation by the Scottish Qualifications Authority.

Head of Art/Craft and Design: Mr A de Villiers

# DRAMA

## **Outline of Course**

The Standard Grade Drama course is a two year course: two thirds of the course is practical work and one third is written. The course aims to develop personal and social skills through drama, and theatre arts activities.

## **Methods of Learning**

Pupils explore a wide variety of topics, themes and situations through:

- a) **CREATIVE DRAMA TECHNIQUES**: characterisation, role-play, improvised drama, mime and movement, voice, directing, script work, presenting and evaluating.
- b) **THEATRE ARTS ACTIVITIES**: lighting, sound, set, props, costume and make-up. Others areas that may be explored are theatre management and stage management/theatre production.

An exciting feature of the course is that the department collaborates with a variety of different theatre and arts organisations such as Scottish Youth Theatre, RSAMD, National Theatre for Scotland, BBC and Citizens Theatre, to enrich the teaching and learning for pupils.

## **Assessment**

The course is assessed internally by continuous teacher assessment and externally by SQA verification and a final written examination. Video and pupil folios will be used as evidence for assessment. The final grade is a combination of practical and written elements consisting of the following:

***CREATING***

***PRESENTING***

***KNOWLEDGE AND UNDERSTANDING***

## **Drama Qualifications and Pathways**

Students may gain Standard Grade in S4 and progress to Higher in S5, which will then offer the possibility of Advanced Higher in S6.

### **Why choose Drama?**

Drama is accepted by all universities as an entrance qualification; many now regard the communication and presentation skills of the qualification as very attractive and desirable. In fact, some universities now put students from other subjects through short Drama courses to help attain essential skills. They recognise that students who have studied Drama are used to working closely with others to tackle and solve a range of problems.

It is difficult to imagine a job where the individual is not required to work and communicate closely with other people. Drama helps to develop the confidence to do these things effectively. Employers recognise that the qualities central to drama are often as important as paper qualifications.

Head of Drama: Mr N J Millar

## ENGLISH

### S3: Standard Grade

This course will develop the skills in Reading, Writing, Talking and Listening which you practised in S1 and S2.

Your work will be based on a variety of literary texts - novels, poems, plays, short stories, journalism etc - which you will study in class and at home. These will be used as the springboard for activities offering:

- practice in writing critical evaluations of literature
- detailed examination of how language works
- stimulus material for creative and discursive writing
- topics for discussion and solo talk

### **Reading and Writing**

You will continue to draft and redraft many of your pieces of writing. Your final drafts will be kept in your folder in your English classroom.

**This folder must not be removed from the English Classroom.** In the spring term of S3 you will choose the five best pieces:

- three Critical Essays about texts you have read
- one piece of personal or creative writing
- one piece of discursive or transactional writing

These will form your **Folio** and will be submitted to the SQA as part of your assessment for Reading and Writing.

### **Talk**

You will be given a number of opportunities to take part in group discussions and to talk on your own to different sizes of audiences in a variety of situations. Your teacher will tell you what you are doing well and what needs improvement. Your best performances during the year will be used to assess your grade for Talk.

## **Assessment**

Your Standard Grade result will be made up of three equally weighted elements: Reading, Writing and Talk.

Two thirds of your final assessment is the result of your coursework in S3. **It is, therefore, very important that you develop a mature and responsible attitude, ensuring that you meet all deadlines.** One third is based on external examination; this comprises Close Reading and Composition.

### **S4: Preparation for Higher**

In S4 you will embark upon the Higher course, beginning at Intermediate 2 level. There will be no examination at the end of the year although you will sit an Intermediate 2 exam for practice towards the end of S4. As the Higher exam concentrates on Close Reading and Critical Essay skills, these are the areas on which you will focus during the year.

Head of English: Mrs AF Watters

# HOSPITALITY

## **S3 Course Outline**

Are you passionate about food? Do you love to cook? Would you like to raise your skills to industry standard?

The Intermediate 1 course is industry standard in Practical Cookery. It has been designed primarily as a practical course to offer development of practical skills and understanding appropriate to food preparation and cookery. It will enable candidates to:

- develop an understanding of hygienic food handling
- plan their work to integrate practical skills
- develop their skills in food preparation techniques and cookery processes
- identify equipment used in food preparation and cooking
- gain knowledge of the terms used in food preparation techniques and cookery processes.

The emphasis of this course is on acquiring food skills and knowledge through practical experiences. At least 80% of your time will be spent on practical work.

The Intermediate 1 course is divided into four units of work:

Food Hygiene for the Hospitality Industry  
Organisation of Practical Skills  
Introduction to Food Preparation Techniques  
Introduction to Cookery Processes

### Intermediate 1 Internal and External Assessment Requirements

The internal assessment for all units in this course combines both practical exercise and theoretical activity, in the form of short response answers. There is no external written exam. The external assessment will take the form of a Practical Assignment;

- 70 marks allocation
- 1 hour 30 minute time allocation
- The candidate will produce a two course meal for 4 people
- The assignment will be set by SQA

## **S4 Course Outline**

The units covered in Intermediate 2 Hospitality Practical Cookery are:

Food Preparation for Healthy Eating  
Foods of the World  
Practical Skills for the Hospitality Industry

This builds on the skills and knowledge acquired in the Intermediate 1 course; one example would be that candidates would be expected to correctly prepare under exam conditions vegetables in the following way: julienne, brunoise, jardinière, paysanne, macedoine, chiffonade.

### Intermediate 2 Internal and External Assessment Requirements

The exam is wholly practical: there is no external written exam.

The external assessment will take the form of a Practical Assignment:

- 100 marks allocation (15 marks for the planning booklet and 85 marks for practical cookery skills in a formal practical exam).
- 2 hours 30 minutes time allocation
- Assignment recipes are sent to the school from SQA at least 4 weeks in advance to allow students to practise the dishes only once and plan the execution of the day.

This course is moderated externally every year, to ensure industry standard.

## **Royal Environmental Health Institute of Scotland (REHIS) Food Hygiene Certificate**

At the end of S4 candidates will be awarded their food hygiene certificate from the REHIS (Scotland). This is the legal documentation required to work within the food industry. This is a valuable life skill and will be favoured by employers.

## **General Comments**

The benefit of achieving this course award is best summed up as follows:

- The practical nature of this course allows pupils to develop excellent craft and practical skills.
- The integrated approach to the units allows pupils to have an insight into the food production and hospitality industries.
- The course helps to develop numeracy, communication and planning skills.

## **Associated Careers**

As well as giving you skills for life, this can also be a pathway for a career in the Hotel, Catering and Leisure Industries.

Head of Food Technology: Ms C Dolan

## **GEOGRAPHY**

Geography is both a **science and a social science**, and this is reflected in the Standard Grade syllabus in the following divisions:

**i) Physical Environment** The visible landscape is formed by the interaction of many physical processes. Through the study of weather, climate, vegetation, soils and geology, you will be able to identify and understand natural systems.

Modification of the physical landscape by human occupation provides a starting point for your examination of interrelationships, conflicts of interest, and global environmental issues which affect your choices for the future use of our planet.

**ii) Human Environment** Urban and rural settlement are major features in the human environment. You will be looking at the processes which lead to their growth and decline.

Settlement changes are linked to economic developments. Farming and industry are important factors in shaping the environment in which you live.

**iii) International Issues** This is the study of the similarities and contrasts which appear in demographic, social and economic aspects of population. You will learn to view your own nation along with the wider world as a rich mosaic of societies and cultures.

You will experience a greater empathy and understanding of the cultural, economic and political linkages between developed and developing nations. Trade, aid, natural disasters, conflict and co-operation are fundamental topics.

**Certification is based on external assessment of two elements:**

**Knowledge and Understanding** of the syllabus, geographical skills, maps and graphicacy.

**Enquiry Skills** - you will identify and use a variety of gathering and processing techniques appropriately to solve geographical problems, make valid conclusions and evaluate points of view. This will involve fieldwork.

These two are assessed by external examination at the end of your course.

Pupils who undertake a course in Geography experience relevant and worthwhile knowledge acquisition and a breadth of skills development (literacy, numeracy, problem solving and graphicacy) both inside and outside the classroom. As future citizens Geography encourages pupils to think critically about the political, social, economic and environmental issues that face the planet today.

Current developments in teaching and learning in Geography use a variety of resources, contemporary media, internet, etc, and data collected by yourself. You will be required to develop critical skills required by today's society as well as developing informed values and attitudes through discussion and debate. Uniquely Geography creates a bridge between humanities and the physical sciences.

Head of Geography: Mr W Robertson

# HISTORY

## **Why choose History?**

History is who we are and why we are the way we are. The study of history gives pupils insight into their own lives and the society in which they live, as well as showing understanding of important world events. Current issues cannot be fully understood without an appreciation of the past. History also stimulates interest in the heritage of our nation, from watching history on the television to visiting historical monuments home and abroad. This interest is further stimulated with the pupils being given the opportunity to see the First World War battlefields first hand; an unforgettable experience.

The study of history draws upon the evidence of the past. This is found in the wide and diverse range of sources including books, physical artefacts, oral recollection, pictures, film, maps, documents, Museums and other evidence. The awareness of differing types of evidence and bias is taught. Critical analysis of unseen information and extended writing are developed. These skills are crucial in further education and the world of work.

## **The syllabus**

### **Unit 1: Changing Life in Scotland and Britain:1830s- 1930s**

- Population growth and change in Scotland, including emigration and immigration.
- Technological change and its effects on the agricultural, coalmining and railway industries.
- Changes in condition of health and housing, and in working conditions in the mines and on the land.
- Reform of Parliament after 1830 and the movement for Women's Rights, 1890-1928.

### **Unit 2: International Co-operation and Conflict, 1890s-1920s**

- International tension in Europe from the development of the alliance systems before 1914, to tension in the Balkans and the outbreak of war in 1914.
- The effect of war on German and British soldiers on the Western Front and civilians at home, including the New technology of war and its effect on the way war was conducted on the Western Front.
- The Treaty of Versailles, 1919, and The League of Nations.

### **Unit 3: Germany 1918 - 1939**

- The effects of the end of the war and the Versailles Treaty on Germany.
- The formation of the new democratic Weimar Republic and its problems to 1933.
- The coming to power of the National Socialists in 1933 – 1934.
- The Nazis in power, looking at the treatment of the Jews and other groups in Germany.

**Standard Grade Assessment** is through the elements of

**Knowledge and Understanding:** Pupils show understanding of events, why they happened, their consequences and importance.

**Enquiry Skills:** Pupils learn to analyse and assess primary and secondary material. Pupils show awareness of the strengths and weaknesses of presented evidence, as well as ability to select and organise information from presented sources and draw a conclusion.

A variety of teaching methodology is used from individual learning, group work, as well as debate and discussion in class. Interactive resources and ICT are increasingly a part of the learning experience for both pupils and staff.

Head of History and Modern Studies: Mr SM Wood

## LATIN

In S3 you will begin the first year of Intermediate 2 Latin which will continue through S4. In S3 you will move on to books 3 and 4 of the Cambridge Latin Course. The course will follow a pattern similar to the S2 course where you will learn about Roman culture and how sources are used to understand it as well as deepening your knowledge of the Latin language.

In the second year of the course, S4, you will complete book 4 of the Cambridge Latin Course and begin to read unaltered original Latin: the actual prosecution speech used by Cicero in the trial of a corrupt governor, Gaius Verres; and the story of Dido and Aeneas written by Virgil. In this study you will learn in detail how words can be selected and arranged to make an argument more convincing and persuasive; and also how narrative effects can be used to deepen the impact of any piece of writing.

The main skills developed in the course are precision of translation; close reading comprehension; and appreciation of persuasive and literary techniques.

### **Assessment**

Assessment is through a 2 hour externally assessed exam in S4.

Paper 1 is interpretation questions on the passages of Cicero and Virgil studied in class; it lasts for 1 hour.

Paper 2 is a translation passage of approximately 150 words. The vocabulary used in the passage is provided in a word-list. This paper also lasts 1 hour.

Head of Classics: Mr SAA McKellar

## **MATHEMATICS**

Mathematics is concerned with learning rules and skills to deal with numbers, formulae and equations etc. In the Intermediate course, you will be encouraged to solve problems which arise in real life using mathematical knowledge and techniques which you have learned. One of the aims of this course is to improve your ability in problem-solving activities.

The skills and knowledge of mathematics at Intermediate level can be illustrated in technological, vocational, scientific, social and environmental contexts. Pupils' experiences of placing mathematics in context and basing their learning on the solution of problems allows the course to contribute to other areas of learning, to communication skills, to creative thinking and to personal and social development.

During S3 there will be end-of-chapter tests and assessments in January and May. Non-calculator work will continue and there will be investigations. We would strongly recommend the purchase of a graphics calculator from the department at the beginning of S3.

Developing study skills is important and revision techniques will be discussed and past paper practice will be encouraged.

The Intermediate course is structured in a similar way to the Higher course. A National Assessment Bank (NAB) test is taken at the end of each of the three units. These tests must be passed in order to obtain the course award, but they are at a level of minimum competence. The final examination in S4 includes a non-calculator paper.

Head of Mathematics: Mrs LS Moon

## MODERN LANGUAGES

All pupils studying French in S2 would normally be expected to carry on with French to Standard Grade as by this stage they have developed a solid background in the subject. Standard Grade Spanish is also available to those pupils who have already studied Spanish for at least a year and who wish to pursue an additional modern language.

In the course of studying for a Standard Grade in a modern language you will learn about the people and places where the language is spoken. As well as dealing with everyday topics like your home, family, school, hobbies, holidays and life in the country whose language you are studying, you will also be learning about issues of concern to young people of your own age. These issues might include sports; diet health and fitness; smoking, drugs, alcohol; relationships; the environment; music; cinema; future plans. You will have the opportunity to use the computer to support your language learning.

**Speaking** will be assessed by your teacher in the course of normal classroom activities. You will be expected to give a short prepared talk in the foreign language, hold a short conversation, and participate in role-playing situations like shopping, job interviews or asking for directions in the foreign language.

In **Listening** you will have to listen to a recording of native speakers of the language talking about some of the things you have studied in the course. You will hear the recording three times, and questions and answers will be in English. Some questions will require short written answers and others will be true/false or multiple choice.

For **Reading**, you will have to read a series of short texts in the foreign language relating to some of the topics you have studied. You will have to answer a number of questions about what you have read, with both questions and answers being in English. Some questions will require short written answers, and others will be true/false or multiple choice. You will be allowed the use of a dictionary in this exam.

For the **Writing** element, you will be writing in the foreign language as part of your normal classroom activities. From time to time, you will redraft a piece of work and then write a final version in class, under exam conditions. You will be allowed the use of a dictionary to help you with this. Towards the end of the course, the final version of your three best pieces of work will be sent to the SQA to be marked.

All of the skills assessed (i.e. Speaking, Listening, Reading and Writing) will contribute to your final grade. When your overall grade is being worked out, your grades for Reading and Speaking will be double-weighted, i.e. they will be multiplied by 2. All four grades will then be added together and divided by 6 to obtain your final overall grade. If, for example, your grades are:

Speaking	1
Reading	1
Listening	2
Writing	3

then your overall grade will be 1.

**The format for Standard Grade is the same for French and Spanish. It is expected that any pupil who chooses to study Spanish in S3 will already have studied the language for a year, and that anyone who has studied it in S2 will normally continue to do so until at least the end of Standard Grade.**

Head of Modern Languages: Mrs EM Wallace

## **MODERN STUDIES**

Modern Studies is concerned with contemporary issues. It examines the political, social and economic forces and institutions which influence our daily lives on a local, national and global scale.

As well as providing knowledge and understanding, the course aims to prepare pupils for active and informed participation in society so that they can become responsible citizens who can shape their own future. This includes the development of balanced opinions through research, critical analysis, interpretation and group discussion. Apart from textbooks, pupils will need to collect and analyse information from a variety of other sources including television, newspapers and the Internet.

The Standard Grade course covers the following topics, further details of which are available via the Department pages on the school website:

- Living in a democracy [participation, representation, rights and responsibilities].
- The role of Trade Unions and other pressure groups [such as Friends of the Earth].
- The elderly and unemployed [their needs, problems and solutions].
- Issues in China [political and economic development].
- International Issues and conflict [The United Nations, European Union and NATO].
- Problems in the developing world [Africa] and possible solutions.

The type of issues which might be discussed include:

- Newspapers report that the NHS is not doing its job. Is there evidence for this? Can MPs or MSPs influence and improve the NHS?
- Television gives us images of famine and war in Africa. What is happening and what can be done?
- China is the fastest growing economy in the world. What implications does this have for demands for more political freedom in the country?
- Should the United Nations have been consulted in the 'War on Terror'? Who made the decisions? What action was taken and why?

Written work requires the ability to express ideas in a clear and structured way. The final award is based upon a written exam which assesses Knowledge and Understanding [40%] and Enquiry Skills [60%].

If you have an interest in current affairs, politics, international issues or if the questions above make you curious then Modern Studies is the subject for you!

Head of History and Modern Studies: Mr SM Wood

## **MUSIC**

There are four practical elements which you will be studying in this Standard Grade course, which will provide a creative atmosphere enabling you to express your ideas, moods and emotions in a wide range of music, while developing your musical skills. You will perform on any two instruments (which can include voice, keyboard, drum kit and guitar), and you should be reasonably competent in one of these at the beginning of the course.

### **Solo Performing**

This develops your musical awareness and understanding, and also increases your confidence.

### **Group Performing or Solo Performing on a Second Instrument**

You have the option here to choose between playing a second instrument as a soloist or performing with others. Playing in a group develops your ability to respond to the discipline of playing in an ensemble.

### **Inventing**

In this activity you will create your own work, either composing, arranging or improvising. You will have the opportunity to work with the Sibelius Music Software in compiling your folio.

### **Listening**

This element forms an active and integral part of the course, closely related to the other elements. You will study a wide range of musical styles and forms, including Scottish Music, 20<sup>th</sup> Century Popular and Classical Music. The Listening Examination is mainly in the form of multiple choice.

## **Assessment**

Each element accounts for 25% of the total marks.

Performing on a second instrument or Group Performing and Inventing are assessed in school and moderated by an external moderator.

Solo Performing is assessed by a visiting examiner and Listening is taken as an exam based on a CD supplied by SQA.

**If you are considering music, please speak to Mr Marshall before making your final choice.**

Head of Music: Mr MB Marshall

## **PERSONAL AND SOCIAL EDUCATION (PSE) AND CAREERS**

All pupils will continue to have one period a week of PSE on their timetable. Over the two years the topics covered will be of a more demanding and sensitive nature than those covered in S1 and S2 and will be appropriate to the relevance and interests of the S3 and S4 age group.

A wide range of pupil-centred teaching approaches will be used in the delivery of the course thereby encouraging and enabling our pupils to make informed choices about issues that affect them. There is also a four week cooking experience in our Home Economics department. Throughout the two years there will always be time and opportunities to investigate and research areas of interest and career options.

In S4, the careers input will be substantial. The main aspect of Careers Guidance in S4 is the Futurewise Psychometric Test. This is followed by group feedback on the Futurewise Test, then individual Futurewise interviews with the reports being sent to parents. Each pupil will have a one-to-one interview based on their Futurewise results, with either their Head of House, Dr J Andrews, Mrs McCallum or the ISCO regional director. The interview takes one period and covers Higher subject choices as well as relevant information about courses and universities. Pupils are also encouraged to utilise the Careers Library, where careers advice is available every day. There will be preparation and follow-up work during PSE.

All S4 pupils will also have the opportunity to attend a half-day workshop which aims to motivate and help with approaching exams and revision in the most positive way possible.

Below is an overview of some of the topics covered in PSE:

### S3

Communication skills

Library Investigative research and retrieval project

Powerpoint presentations written and delivered by the pupils

Extended introduction to cookery course

British Safety Council Entry Level Award in Workplace Hazard Awareness

Duke of Edinburgh Award: awards and expedition skills introduction

Relationships

Discrimination

### S4

Health issues

Alcohol abuse

Responsible safe relationships

Motivational workshop

Self-esteem

Careers

Revision skills

Coping with stress

Head of PSE: Mrs MT Muirhead

Careers Adviser: Mrs EF McCallum

## PHYSICAL EDUCATION

In The Glasgow Academy Standard Grade course there are six components to be studied over S3 and S4. They are as follows:

**Fitness** A thematic study covering all other components in the course, along with mental and skill-related fitness.

**Badminton**

**Basketball**

**Hockey**

**Gymnastics**

**Lifesaving**

The specific aims of our course are to enable pupils to

- improve physical performance
- know and understand the principles involved
- identify and distinguish different abilities
- evaluate performance and that of others
- share ideas and communicate decisions
- come to terms with responses to various types of challenge

There are four learning outcomes of the course content emanating from these aims, and the emphasis given to each of them will vary from one component to another:

- practical performance**
- knowledge and understanding**
- evaluating**
- affective development** (no formal assessment)

## **Assessment**

This is directly linked to each of the learning outcomes, as follows:

### **Practical Performance**

the performance of skills  
the application of skills in context

Activity is assessed internally and moderated externally by reference to Grade Related Criteria and comprises 50% of the final mark.

### **Knowledge and Understanding**

the demonstration of knowledge and understanding of facts  
the application of facts and principles to appropriate contexts

This is assessed by written examination at the end of S4, and is allocated 25% of the final mark.

### **Evaluating**

the observation and description of actions  
suggesting ways to improve performance

Evaluating is assessed by video examination at the end of S4, and accounts for 25% of the final mark.

Head of Physical Education: Mr SW McAslan

## PHYSICS

Standard Grade Physics is offered at Credit and General Levels. The course emphasises the application of physics in the world around us and should be equally attractive to and appropriate for girls and boys.

The study of well-known physics applications is intended to stimulate interest and increase motivation of pupils of a wide range of ability. By progressing from the known (the application) to the unknown (the underlying principle) and by allowing repeated opportunities for reinforcement of important principles, the course reflects the best accepted teaching methods. All pupils involved should gain an understanding of some simple applications of physics. For the more able pupils, the essential concepts underlying the applications are firmly established, thus providing the necessary foundation for further study of the subject.

You will study seven units over S3 and S4:

**Telecommunication** – telephones, radio, TV, optical fibres, satellites.

**Using Electricity** – circuits, house wiring, motors.

**Health Physics** – thermometers, ultra sound, sight, nuclear radiations.

**Electronics** – output components, input circuits, transistors and logic gates.

**Transport** – motion, forces and energy.

**Energy Matters** - renewable and non-renewable sources, power stations, transformers, heat.

**Space Physics** - planets, stars, galaxies, telescopes, space travel.

Each unit introduces the basic physics needed for an understanding of its own area of application.

### **Assessment**

This is undertaken in three elements:

**Knowledge and Understanding (40%)**

**Problem Solving (40%)**

**Practical Abilities (20%)**

The first two elements are assessed by means of written examination at the end of the two-year course, backed up by grades based on internal assessments sent to the Scottish Qualifications Authority. The practical element is assessed entirely internally with external moderation and includes practical investigations performed and written up during class time.

To proceed to Higher Physics, Credit level in Knowledge and Understanding and Problem Solving is essential.

Head of Physics: Mr SM Brunton

**SUBJECT OPTIONS: COLUMN STRUCTURE**

Shown below is the columnar structure from which the choice must be made.

You must choose one, **and only one**, from each column.

Such is the complication of timetabling that it is impossible to accommodate combinations of subjects not available in the column structure offered.

1	2	3	4	5	6	7	8
English	Maths	French Spanish Latin	Physics Chemistry Art Craft & Design Hospitality	Chemistry Physics Computing Drama	French History Geography Accounting & Finance Modern Studies	Geography Biology Art Craft & Design Modern Studies	Biology History Music Computing PE