

## CHOOSING COURSES IN THE MIDDLE SCHOOL

The choice process starts early in the new year for Second Year (S2) pupils with a series of lessons during Personal, Social and Health Education (PSHE) periods prepared by the Pupil Support staff. These include a “mock” option experience and provide comprehensive information about the choice process. In the latter part of February, there are important tests and assessments in each subject. In February, the Head Teacher and some of her senior staff hold a parent information evening following the distribution of choice documents and report booklets. In March a Parent Consultation Evening with individual teachers will be held. The date for the return of option request forms will be **19 March**.

### THE MIDDLE SCHOOL COURSE

The core of every pupil’s course consists of English, Mathematics, a Science subject, a Social Subject and a Modern Foreign Language. Every pupil also has the opportunity to choose three further subjects, making a total of eight Standard Grades. A specified amount of time is also devoted to Personal Social and Health Education, Religious and Moral Education and Physical Education. Within this curriculum, which is specified by national guidelines, there remains a considerable degree of pupil choice.

Standard Grade courses form the basis of the middle school curriculum. They are obtainable at Credit, General or Foundation level; the provision of examinations at three levels is designed to provide opportunities for meaningful certification for all abilities. The final level which a pupil will attempt is NOT decided at the time of middle school choice. Individuals find their own ‘best’ level in each subject as the course progresses and they are not constrained to sit final examinations at only one level. In Administration, Intermediate 1 and 2 courses are taught instead of Standard Grade. Intermediate 2 replaces Credit and Intermediate 1 replaces General/Foundation Level. A, B or C Grades will be awarded. There is, in addition, Intermediate 1 certification in Religious and Moral Education.

### CHOICE OF SUBJECTS

Within the areas where choice is available, the usual considerations when choosing subjects are whether a pupil likes a subject, how good they are at it and how useful it will be considering their future educational and career intentions. It is in order to supply information about the chances of success at any particular level that reports are provided at this time.



Subject teachers and Principal Teachers will be glad to give advice about the abilities and aptitudes of pupils within their particular subject and provide information about Standard Grade courses.

Pupil Support staff have the best overall knowledge of each pupil's abilities and performance and are happy to be consulted for general advice. The Guidance staff and Depute Head Teacher, L Barr, are able to discuss careers-related issues and can call on the specialist knowledge of the Careers Service with whom they have excellent contacts. Any parents with particular doubts or worries are encouraged to telephone the school office who will link you with an appropriate member of staff.

## **EDUCATION FOR WORK**

South Lanarkshire Council are involving all South Lanarkshire Secondary schools in their vocational training scheme 'Education for Work'. The courses on offer next year for S3 are:

- Construction
- Care
- Hospitality
- Performing manufacturing operations
- Hairdressing

A maximum of 30 pupils will be out of school one half day per week at college. Simon Cameron from South Lanarkshire Council will be available on the S2 Parent Consultation Evening to discuss this opportunity with you. Parents may also obtain further information from Mrs C Martis (Depute Head Teacher) at the school.

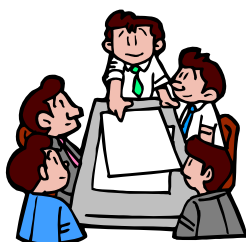
## **SUPPORT FOR LEARNING AND SPECIAL EDUCATIONAL NEEDS**

The Scottish Qualifications Authority (SQA) allows different forms of support in Standard Grade examinations for certain pupils with Additional Support Needs, depending on individual circumstances. For example, pupils may be permitted the use of a reader and/or scribe, extra time or the use of a range of ICT to compensate for their difficulty. These supports are called Alternative Assessment Arrangements. The school must negotiate appropriate support with the SQA well in advance of the examinations. Parents may obtain further information from Mrs Anderson (Principal Teacher, Support for Learning).



## **EQUAL OPPORTUNITIES**

The school is committed to ensuring that no pupil is disadvantaged because of social class, gender, race or disability. The content, level, resources and materials in our courses and our Pupil Support, Personal, Social and Health Education and Careers provision is designed to reflect this commitment. In the interests of promoting equal opportunities, the school tries to ensure that all pupils see themselves as taking up courses relative to their interests, abilities and career requirements and disregarding such outdated concepts as some



subjects being more suitable for girls and others for boys. It would be our hope that parents would support the school in encouraging children to ignore any traditional stereotyping in making their subject choices.

## **DESCRIPTION OF COURSES**

The notes on the following pages are very brief outlines of rather complex structures. Subject Principal Teachers will be only too pleased to supply additional information where required.

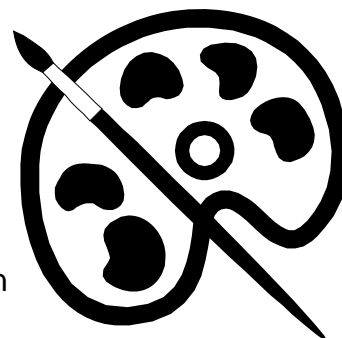
Standard Grade courses are understood to be available at all three levels (Credit, General and Foundation), unless otherwise stated in the following course descriptions.

The Art and Design Department provides a Standard Grade course, offering certification at Credit, General and Foundation levels.

The course is divided into three activities, Expressive, Design and Critical, all of equal assessable value.

### **Expressive Activity**

Gives pupils the opportunity to express their own ideas using a range of materials and technologies, in both two and three dimensions. This activity is mainly practical in content.



### **Design Activity**

Involves pupils in creative design tasks, which solve practical problems. This activity is also mainly practical in content but will include a written self-evaluation.

### **Critical Activities**

Involves pupils in research, appreciation and evaluation of artists' and designers' work. These result in written outcomes, which lend support and relate to both expressive and design practical work.

Pupils will be made aware of the mix of internal and external assessment in all three units at all levels.

Pupils will be strongly encouraged to visit Galleries, Museums and Exhibitions to widen their experience of contemporary Art and Design, as this proves to be invaluable to all areas of their course work.

Homework is an essential and integral part of this very challenging but enjoyable course.

- Intermediate 1 replaces Standard Grade General/Foundation level
- Intermediate 2 replaces Standard Grade Credit level

This course allows you to develop a knowledge and understanding of many aspects of the world of business.

### **Where will it be taught?**

In two fully equipped PC suites with business standard hardware and software with a Windows XP operating system.

### **Why are we offering the Intermediate 1 and 2?**

- This course provides better preparation than Standard Grade for courses offered in upper school
- The course structure at Intermediate level is exactly the same as at Higher.
- It offers a broader base of ICT skills which should better prepare you for the modern world whether you follow an academic or vocational pathway.

### **What is in the Intermediate course?**

- |        |   |
|--------|---|
| Unit 1 | Admin Services – This unit covers organisational working practices and the theory associated with the two practical units                     |
| Unit 2 | Information Technology – A practical unit (word processing, databases, spreadsheets)  |
| Unit 3 | Presenting Information – A practical unit (email, electronic diaries, internet, powerpoint presentations, electronic conferencing, ecommerce) |



### **How is the course assessed?**

- At the end of each unit there is an assessment which is completed in class.
- You gain an SQA certificate for each unit successfully completed.
- At the end of the course there is a formal SQA written and practical exam
- You will gain an overall grade from SQA of A, B or C at either Intermediate 1 or Intermediate 2.

## ACCOUNTING AND FINANCE

## STANDARD GRADE

### Why Accounting and Finance?

This course provides a range of skills which are useful for many people but particularly valuable if you are interested in a career in business/finance or would like to run your own business.

### Course Outline

The course provides an introduction to procedures used in accounting and develops the skills required to prepare a variety of accounting statements. Computers are used extensively throughout this course.

Work is done on a variety of tasks. Examples of these include –

- preparing a personal cash budget
- recording purchases and sales stock in a firm's ledger
- calculating a firm's profit and loss
- preparing the accounts of a club
- preparing the Balance Sheet of a large company.

You also learn how accounting procedures are used in commerce and industry.

### Assessment

There are three main elements in this course:

- **Handling Information** (makes up 50% of final exam)
- **Knowledge and Understanding** (makes up 50% of final exam)
- **Practical Abilities** (a project completed in class time using computers)

### Progression

Successful completion of this course will lead to study at the following levels:

- A pass at Foundation/General Level - Intermediate 2
- A pass at Credit Level - Higher

### Career Areas

This course would be extremely useful for any career in Business as well as Personal Finance

If you wish more information, contact any member of the Business Education Department Staff.

Email: [jgilli@strathaven.s-lanark.sch.uk](mailto:jgilli@strathaven.s-lanark.sch.uk)  
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## 1 **WHY study Computing?**

Computers are used extensively throughout society. They can be found in Commerce, Industry, Education and in our own homes.

They offer employment opportunities within the jobs market and educational opportunities within College and University.

## 2 **WHAT areas are studied within the Computing course?**

### **Creating an Internet Website**

You will be offered the opportunity to undertake a project in creating your own internet website. This project will constitute the main internal assessment component of the course.

### **Computer Applications**

- a) **General Purpose Packages** - Databases, Word Processors, Spreadsheets and Graphics.
- b) **Automated Systems** - Robotics and CAD
- c) **Commercial Data Processing** - the use of large mainframe computers in business.

### **Computer Systems**

A detailed study of how computers work including machine architecture, operating and filing systems.

### **Software Development**

This forms a major part of our course and includes teaching in programming analysis, design, implementation and evaluation.

## 3 **HOW is the subject taught and assessed?**

Mostly through gaining "hands on" experience in using computers to solve various tasks. A variety of teaching and learning approaches are used, extending from whole class lessons to pupils undertaking individual work at their own computer.

Assessment is continuous throughout the course and consists of end of unit theory tests and practical ability assessments on skills which have been achieved.

## 4 **WHO should choose to do Computing?**

Any **hard working pupil** who wishes to learn more about computers and who wishes to continue their Computing studies into the Intermediate, Higher and Advanced courses is welcome to join the Standard Grade course.

**AIMS OF THE COURSE:**

- 1 To develop the communication skills of Reading, Writing, Talking and Listening
- 2 To encourage a pupil's individual responsibility for his/her own learning
- 3 To extend the experience of pupils through exploration of issues raised in the literature and general written material they read
- 4 To encourage an appreciation of literature and the skills to evaluate it
- 5 To prepare pupils fully for presentation in the Standard Grade examinations and to fulfil all internal assessment procedures
- 6 To encourage understanding of and a range of responses to the world of which pupils are a part
- 7 To promote intellectual, emotional, moral and social maturity in pupils
- 8 To encourage the ability to work and learn with others and to listen to and respect the views of others

Pupils will be assigned to appropriate sections in S3 based on their performance in English in S1 and S2. Programmes of study will include the study and analysis of a variety of texts, close reading, extended writing, critical essays, individual talk, group discussion and personal reading/study.

Assessments will be a mixture of continuous assessment in Reading, Writing and Talk, with class tests and examinations on Close Reading and Writing in S3 and S4. Final grades will take account of both types of assessment.



## MATHEMATICS

## STANDARD GRADE

All pupils will study Mathematics to the highest level of which they are capable. The course includes work on arithmetic, statistics and geometry and, for more able pupils, on algebra and trigonometry.

Assessment will take place under two headings:-

### **Knowledge and Understanding**

i.e. how well pupils have learned the work which they have been taught and are able to use mathematical techniques to solve straightforward questions;



### **Reasoning and Enquiry**

i.e. how well pupils can analyse novel problems and select strategies to solve them using the Mathematics which they have been taught.

Both elements are assessed by tests and exams. In some papers, pupils are expected to demonstrate their ability without the use of calculators while, in others involving more complicated calculations, the use of calculators is allowed. Practice in mental skills and non-calculator work will form a part of most lessons.

Pupils will be presented for examination at the end of fourth year at the highest level of which they have shown themselves capable and, as a safety measure, also at the level lower than this.

## HOME ECONOMICS

## STANDARD GRADE

This course offers the opportunity to earn certification at Credit, General and Foundation levels. In the course, knowledge and skills are developed in the 'basic needs' areas of food, clothing, shelter and human relationships. Designed to help cope with everyday life, there is naturally an emphasis on developing such skills through practical experience and the assessment for the grade a pupil is given in 'Practical and Organisational Skills' is carried out in the school. There is a written exam to assess pupil performance in the other 2 assessable elements – 'Knowledge and Understanding' and 'Handling Information'.



There are 3 main areas of activity:

- 1 Health
- 2 Materials and Resources
- 3 Individuals and Families

The course revolves around eight Essential Knowledge Statements and practical work is included wherever possible.

## **MODERN LANGUAGES FRENCH AND GERMAN**

## **STANDARD GRADE**

Modern Languages are important for all sorts of things – holidays, meeting new people, future employment and further study. Languages are being increasingly used on the Internet and knowing another modern language can open up lots of new possibilities. The study of at least one foreign language is a normal part of the secondary school curriculum up to the end of S4.

## **FRENCH**

## **STANDARD GRADE**

Everyday topics like family, hobbies and holidays will be dealt with, as well as issues which are of concern to young people such as sports, health, relationships, future plans, etc.

All pupils will be assessed in the skills of Listening, Reading, Speaking and Writing.

Authentic topic material will be exploited and the use of ICT is encouraged.



## **GERMAN**

## **STANDARD GRADE**

The content of all language courses is similar, and therefore the description of the Standard Grade German course is identical to that for French. Most S2 pupils have had the opportunity to study some German in S1 and S2, and those who have enjoyed it and feel they would like to continue with it should consider this option.

The pace of work will be faster than French as the pupils have acquired less language by the end of S2.



## MUSIC

## STANDARD GRADE

Pupils study 3 elements in Standard Grade Music at Credit, General and Foundation level.

### 1 Performing

In this element, pupils study two instruments, their first instrument as a solo instrument and the second as part of a group or ensemble.

### 2 Listening

This element is designed to develop a knowledge of all types of music from Classical music to present day popular music.

### 3 Inventing

In this element, pupils develop skills in composition and arranging using Midi Sequencing and notational software.



Music courses in S1 and S2 are designed to prepare pupils for the Standard Grade course and therefore the course is not restricted to pupils who receive instrumental lessons privately or in school.

## PHYSICAL EDUCATION

## STANDARD GRADE

This course involves pupils:

- improving practical performance in athletics, table tennis, basketball, hockey and gymnastics through sustained effort and continuous participation in skill development programmes.
- developing knowledge and understanding of those skill, fitness and tactical requirements that collectively determine the quality of the final performance.
- making critical judgements on the quality of their own performance and the performances of others.
- identifying appropriate improvements that can be made to their own performance or to the performance of others to ensure greater success.



Most learning will take place within a practical setting. However classroom work will be used to reinforce important information and to prepare answers in readiness for the final exam.

Practical performance is assessed continuously throughout the course. It is essential that pupils demonstrate maximum effort and at all times their true abilities.

Knowledge and Understanding and Evaluation are assessed by means of a video and written exam. Regular class tests and homework will be used throughout both years to reinforce learning and track progress.

# THE SCIENCE SUBJECTS

## BIOLOGY, CHEMISTRY, PHYSICS, SCIENCE

### SCIENCE

### STANDARD GRADE

Standard Grade Science is the only science course available that allows pupils to start at Foundation level. Starting at this level provides support and allows success for pupils whose abilities in science have yet to develop fully. As abilities develop, progression to General level is possible.

The majority of pupils who study Standard Grade Science are unlikely to become professional scientists. However, the course provides opportunities for pupils to learn useful scientific skills that are important for work and leisure in a modern technological society.

Although there is no Higher Grade Science option in S5, progression beyond Standard Grade Science may be possible via courses offered by the Chemistry, Biology and Physics departments.

There are four main topics as follows:

- 1 Healthy and Safe Living**
  - Breathing and healthy lungs
  - Blood circulation and a healthy heart
  - Defending against germs and disease
  - Smoking and using alcohol
  - Keeping fit for life
- 2 An Introduction to Materials**
  - The special properties and uses of materials
  - Making new materials from old
  - How the shape of a structure affects its strength
  - Flame-proofing materials
  - How materials may be damaged and protected
- 3 Energy and its Uses**
  - Using energy in the home
  - Electrical safety in the home
  - Producing electricity in large power stations
  - Wind farms, solar panels and wave power
  - The impact of electricity production on the environment
- 4 A Study of Environments**
  - How living things depend on each other
  - Production and recycling of household waste
  - Pollution of the environment
  - Changing the environment to meet our basic needs
  - Caring for environments and the plants and animals in them



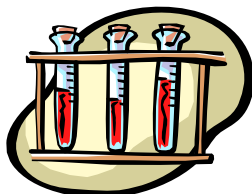
There will be exams at the end of the course to grade Knowledge and Understanding of science and Problem Solving skills. In addition, opportunities are in place to demonstrate Practical Skills throughout the course.

## **BIOLOGY, CHEMISTRY, PHYSICS**

Standard Grade Physics, Standard Grade Chemistry and Standard Grade Biology are each available at General level and, for those who demonstrate the ability, at Credit level. Note that they are NOT available at Foundation level. The combination of Standard Grade Science with any of the individual science subjects MUST be avoided.

Biology is offered at General and Credit levels only. The underlying theme of the course stresses the relevance of Biology to everyday life.

1 **The Body in Action**



Pupils study the range of processes associated with movement and relationships between physical activity and healthy living

2 **Animal Survival**

Examines the needs of animals to ensure survival and reproduction

3 **Investigating Cells**

Investigates the structure and function of the cell

4 **Inheritance**

Illustrates passage of information from one generation to the next

5 **Biotechnology**

Examines the use of microbes in production of food, antibiotics, fuels, etc

6 **The World of Plants**

Gives an understanding of structure, functions and uses of plants

7 **The Biosphere**

Distribution and behaviour of organisms are investigated in a fieldwork context



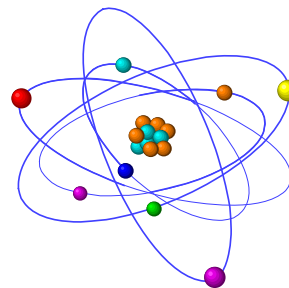
These units cover a wide variety of topics, ranging from the investigation of processes at cell level to the study of the structure and functions of various systems of the body. Pupils will also study conservation and management of the planet's resources by tackling topical issues such as the effect of pollution on the environment.

During the two year course, an emphasis is placed not only on Knowledge and Understanding of basic concepts, but also on Problem Solving and Practical Abilities, the latter providing the pupils with the opportunity to participate in interesting and enjoyable experimental work.

Of these three assessable elements, Knowledge and Understanding and Problem Solving are assessed externally by a single paper at each level of study. Problem solving requires at least General Level ability in Mathematics.

Practical Abilities are assessed internally at regular intervals and constitute part of each pupil's final grade.

Chemistry is an important study which, by careful mixing of theory with regular experimental work, seeks to explain the world we live in. After all, everything we see, feel, touch and breathe is made of chemicals, and some understanding of the materials around us should be seen as a vital part of our preparation for life. Everyone remembers the bangs, pops and fizzing – but chemistry is more than that: there are investigations, problem-solving puzzles, video and interactive CD ROMs.



Throughout the course, there is an emphasis on encouraging good skills which link to other disciplines. Theory is connected to real-life situations in the world of work.

The 15 units of work cover a wide variety of topics, as outlined below:

1 **Chemical Reactions**

What is a chemical reaction? Here we attempt to understand just that, relating to everyday activities and substances, including digestion, cooking, burning (hopefully not linked to your cooking!), and so on.

2 **Speed of Reactions**

This picks up the ideas of Topic 1 and asks “What makes a reaction fast – what makes a reaction go *faster* – *what makes it explode?*” It explores what is meant by a catalyst and also looks at ways of tracking the course of a reaction.

3 **Atoms and the Periodic table**

Now we look at the fundamental particles which are the building blocks of everything.

4 **How Atoms combine**

Something must hold us together – this Topic looks at the “glue” which binds the particles together as molecules or crystals, or just stops us falling apart!

5 **Fuels**

Fuels keep us warm and cook our food. We look at our most common fuels, where they come from and what happens to them in our cars. There is a strong emphasis on keeping the environment free of pollution.

6 **Structures and Reactions of Hydrocarbons**

The bulk of this section concerns the types of hydrocarbons we use, what they are used for and how we can manipulate Nature to get more of what we want.

7 **Properties of Substances**

Properties concern what a substance can do – this work extends beyond Topic 4 to look at the electrical properties of substances and what happens to them when we try to pass electricity through them.

8 **Acids and Alkalis**

Common materials often surprise us by what they can do. Everywhere we look in our everyday lives there is evidence of acids and alkalis - from our pH balance shampoo to the Cola we drink, to our drain cleaner to a wasp sting. We offer causes and solutions to acid rain, discover how

antacids work and how farmers “sweeten” soil. But what happens when an acid comes in contact with an alkali?

9 **Reactions of Acids**

This runs with the last question in the previous topic and looks at other reactions of acids.

10 **Making Electricity**

Did you know that the creation of a battery or the making of electricity is actually a Chemical process? While Topic 7 looks at what happens when electricity is passed through certain substances, here we use different substances to *make* electricity!

11 **Metals**

What are metals? How do we extract them from their ores?

12 **Corrosion**

The moment a metal is formed out of its ore, it begins the process back to where it came from. We call this corrosion. By understanding this process we can slow down or prevent our expensive car or bicycle becoming a pile of rust.

13 **Plastics and Synthetic Fibres**

Takes the hydrocarbons of Topic 6 and extends the work to look at the manufacture and properties of the materials which surround us today – the man-made substances we call plastics.

14 **Fertilisers**

Looks at the fact that we could feed the World right now with use of both natural and synthetic fertilisers - and links this to the nitrogen cycle, and ways to manufacture large quantities of fertiliser cheaply.

15 **Carbohydrates and Related Substances**

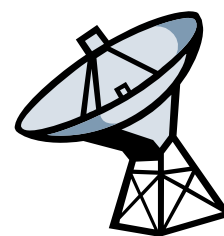
Carbohydrates are energy foods: we look at the simplest and how photosynthesis creates them, and we show how the largest are built up from small beginnings. Our whisky industry is vital to the nation's economy. We discover how special chemicals called enzymes can break carbohydrates down to alcohol.

Physics is an important branch of science and technology which deals with how things work. In Physics, we explore such marvels as space flight, communication satellites and colour television. We find out how medical physics has made possible the miracle of body scans, the correction of eye defects and the treatment of cancer.

Physics is taught at General and Credit levels. It is introduced through its impact on everyday life. Here, in Physics, we know that teaching from a blackboard can be boring. That's why there are lots of "hands-on" experiments using modern equipment such as motion computers. Practical lessons let pupils see the theory actually working in practice.

There are 7 units of study as follows:-

- 1     **Telecommunication**  
Including radio and television, communication satellites and mobile phones
- 2     **Using Electricity**  
Including household electricity and safety, electric circuits and electric motors
- 3     **Health Physics**  
Including the use of ultrasound, lasers and radioactivity in medical care
- 4     **Electronics**  
Including transistors, logic gates and amplifiers
- 5     **Transport**  
Including speed cameras, road safety and car design
- 6     **Energy Matters**  
Including the supply and demand of energy, conservation issues and heat in the home
- 7     **Space Physics**  
Including telescopes, rockets, interplanetary flight, gravity and weightlessness



There will be General and Credit exams at the end to grade Knowledge and Understanding of physics and Problem Solving skills. In addition, opportunities are in place to demonstrate practical skills throughout the course.

# THE SOCIAL SUBJECTS

## GEOGRAPHY, HISTORY AND MODERN STUDIES

### GEOGRAPHY

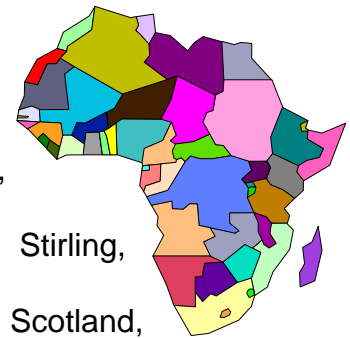
### STANDARD GRADE

Standard Grade Geography is open to all pupils and the course provides learning opportunities at Foundation, General and Credit levels. The course has two assessable elements: Knowledge and Understanding and Enquiry Skills (Interpreting, evaluating, and investigating).

Field-work is given an important emphasis in the department. Our field excursions in S3 are to Loch Lomond National Park and also the local area. We also encourage active learning through the use of maps, slides, DVDs and role play. There is a progressive development of geographical skills over the 2 year course and we also place great emphasis on traditional study and exam skills.

The content of the course is drawn from studies of the physical and human environment plus an examination of topical international issues. Examples of topics covered are listed below:

- River Landscapes – River Clyde, River Tees, River Rhone, River Spey
- Glaciated Landscapes and the Ice Age – Scotland, Europe
- Towns and Cities – Strathaven and Stonehouse, Stirling, Glasgow
- Farming in Britain – Western, Eastern and Northern Scotland, Changes in Farming
- Weather – Reasons for British Weather, forecasting, measuring the weather
- Natural Regions – The spreading deserts, conservation of the rainforests, Oil in the Alaskan Tundra, Tourism and pollution in the Mediterranean
- Field trip to Loch Lomond and the Trossachs National Park
- Fieldwork in Strathaven – teaching Enquiry Skills
- World population – population explosion in the developing world/the ageing population in the developed world
- Industrial Change in Scotland – Why coal and steel declined, modern industries, power generation
- International Relations – European Union, United Nations, Superpowers
- Trade and Aid – why is Africa poor? Why are developing countries in debt? What is fair trade?



In addition every 2-3 years we offer a foreign Geography excursion to Iceland to study glaciers, volcanoes and magnificent river and coastal landscapes.

## HISTORY

## STANDARD GRADE

Standard Grade History is open to all pupils and is the study of people in the past and how their actions and struggles have shaped the world today. The three topics covered at Standard Grade are:

- 1 **Changing Life in Scotland and Britain 1830-1930**
- 2 **World War 1**
- 3 **Germany from the fall of the Kaiser to the rise of Hitler 1918-1939**

The Standard Grade course is assessed on both Enquiry Skills and Knowledge and Understanding. Enquiry Skills teaches pupils how to analyse historical sources and extract the main points of relevance. Knowledge and Understanding involves pupils learning and retaining knowledge of the topics covered.

Both elements of the course are taught in a variety of ways including power point presentations, group work and role play and provide excellent preparation for Higher History.



**“Those who cannot learn from history are doomed to repeat it”.**

## MODERN STUDIES

## STANDARD GRADE

This is a study of contemporary society which focuses on social, economic and political issues at local, national and international level. The course builds on skills developed in S2, i.e. Knowledge and Understanding, Evaluating, and Enquiry Skills. The topics covered in the two year course are:

- 1 Syllabus area 1 - Living in a Democracy
- 2 Syllabus area 2 - Changing Society
- 3 Syllabus area 3 - The USA
- 4 Syllabus area 4 - Politics of Aid and Alliances (UN, EU etc)

Throughout the course, pupils will use a variety of sources including textbooks, videos, newspapers, CD ROM, the Internet, databases and Library resources. At Credit/General level pupils will be expected to gather information from a variety of sources and produce essays and reports.

In the final exam, pupils will sit papers at Credit/General or General/Foundation levels.

## THE TECHNICAL SUBJECTS CRAFT AND DESIGN AND GRAPHIC COMMUNICATION

The Department offers a wide range of skills and training which are not only useful for particular careers but are of general use and interest whatever career is eventually chosen.

### CRAFT AND DESIGN

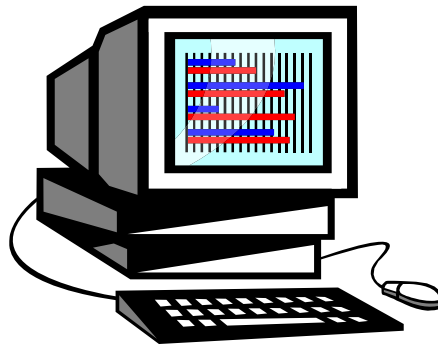
### STANDARD GRADE

Craft and Design is based on the 'design - make – evaluate' approach, providing a broad-based S3 programme where pupils meet increasingly difficult design problems requiring the use of a range of materials and the application of a variety of design techniques and manufacturing processes. In S3, pupils produce a range of researched and manufactured items while, in S4, they produce a major project requiring 25 hours of practical work. Potential students should be aware, however, that the S4 stage of the course requires around 50 hours of work on a design folio and theory. The main areas of study are:

- 1 **Hand Skills**  
Safe use of a wide range of hand tools in wood, metal and plastics
- 2 **Machine Skills**  
Safe use of a range of power and machine tools
- 3 **Design**  
Use of the design process to solve practical problems, communication of design detail in drawings and text
- 4 **Project work**  
The design and construction of a project or projects to satisfy an identified need.



This course is intended to simulate the kind of activity undertaken in industry and to motivate pupils whose interests lie in areas such as architecture, surveying, draughting, engineering, design and manufacturing. While retaining many traditional drawing methods, the introduction of techniques such as rendering, the use of colour, modelling and various computer-assisted graphics applications serves to give the Graphic Communication student an introduction to modern graphical skills now widely used.



The course is largely assignment based and the main areas of study are:

- 1 **Technical Drawing**  
Orthographic view, geometric solids, surface developments, sectional views, exploded views
- 2 **Building Drawing**  
Site plans, electrical and plumbing diagrams, floor plans, room layout design, promotional drawings
- 3 **3D Sketching and Drawing**  
One and two point perspective, oblique, isometric and planometric views
- 4 **Information Display**  
2D and 3D graphs and charts, flow, sequence and instruction diagrams
- 5 **Colour and Rendering**  
Colour theory, light, shade, shadow, reflection, tone and texture applied to a range of drawings and sketches
- 6 **Modelling**  
Packaging and models of real items in 3 dimensions, incorporating design, text and colour where appropriate
- 7 **Computer Graphics**  
2D and 3D drawings, library of shapes, advertising and presentation graphics
- 8 **Design**  
Logos, symbols and applications in many previous areas.

## **PRACTICAL CRAFT SKILLS (WOODWORKING)    INTERMEDIATE 1 and 2**

### **Purpose**

To build on the practical skills learned in First and Second year Craft and Design..

To gain additional skills in manufacturing items from detailed drawings.

### **Recommended Entry**

Pupils would normally be expected to have demonstrated strengths in the practical respect of Lower School Craft and Design.

### **Course Details**

Three units of 40 hours plus 40 hours flexible time.

### **Bench Skills - Flat Frame Construction - 40 hours**

Pupils will use a range of hand tools to produce a range of joints commonly used in the production of items such as wall clocks, mirror frames etc. An item will be produced from a working drawing.

### **Bench Skills - Carcass Construction - 40 hours**

Pupils will use a range of tools to produce joints commonly used in carcass construction. An item will be produced from a working drawing.

### **Machining and Finishing - 40 hours**

Pupils will learn to set up and use a range of common machine and power tools. A machined component will be produced from a working drawing and will be finished to an appropriate high standard. Safety is of paramount importance through the course.

### **Progression**

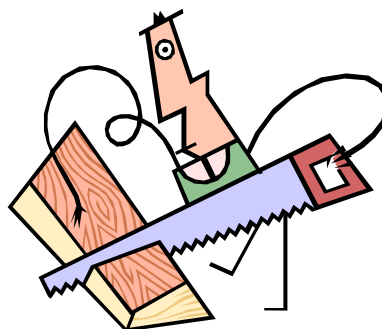
Achievement at Intermediate 1/2 in Practical Craft Skills might enable progress to:

A specialised Scottish Group Award at Intermediate 2.

A Scottish Group Award in Construction at Higher level.

Employment at operator or semi-skilled level in the construction industry.

Employment at craft apprentice level in the construction industry.



## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

Religious, Moral and Philosophical Education is not an optional subject. Pupils usually attend two periods a week in S3 and one period a week in S4. They normally attend in their English section. The type of achievement emphasised is based on this grouping.

Most pupils are given the opportunity to study two to three **Intermediate 1 RMPS Units**.

**The Existence of God** involves an introductory study of classical philosophical arguments relating to the existence of God as well as traditional and contemporary treatments of the arguments.

**Morality in the Modern World** involves the study of Medical Ethics (Genetic Engineering and Euthanasia). Candidates develop knowledge and understanding of both religious and non-religious viewpoints on these contemporary moral issues.

The **World Religion** unit involves a study of how the human condition, the goals of existence and the means of achieving these goals are understood in one religious tradition, namely Christianity.

Pupils who prove successful in all three unit assessments, will have the opportunity to sit the SQA exam during the S4 exam period for a full Intermediate 1 Course award.

For some pupils, the course work will place more emphasis on Citizenship type activities. So far in session 2007-2008, pupils have taken part in "Operation Christmas Child" and learned about the work of Christian Aid. They will have the opportunity to help support the education of two girls in rural China, participate in Fairtrade food and drink tasting, as well as other activities before the year is through.



# **STRATHAVEN ACADEMY**

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Head Teacher**

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## **COURSES OF STUDY IN THE MIDDLE SCHOOL**

**SESSION 2009-2010**

