

Wick High School

S2 to S3

Prospectus



2019 – 2020



WELCOME

The purpose of our school curriculum is to support opportunities for learners to be successful and to prepare them for positive destinations post school.

Planned on this basis, the curricular structure should make sure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

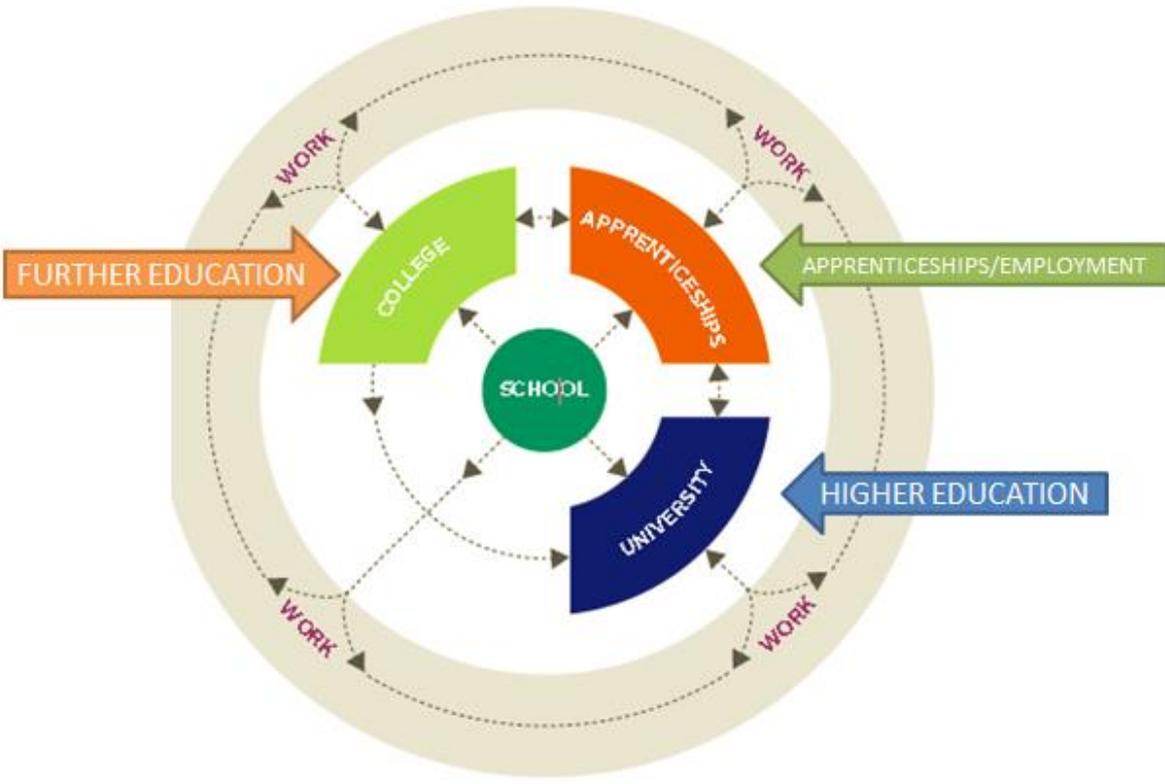
Learners should have the opportunity to access different pathways throughout their schooling which lead to the most appropriate qualifications and experiences which prepare them for leaving school into a successful sustained positive destination.

LEARNING PATHWAYS

“Curriculum for Excellence by its nature provides the opportunity for a more balanced and inclusive approach to academic and vocational education with the potential to blend the two to the needs of the individual.”

Education Working For All

Learning Opportunities: Pathways for All



Pathways from S3

The S3 Experience

Our S3 experiences are designed to ensure effective transition to the Senior Phase (S4-S6). These draw upon:

- Key *Level 3 Experiences and outcomes* not covered in S1 and S2.
- Relevant *Level 4 Experiences and outcomes*
- Appropriate elements of National 4 and 5 courses to assist pupils to make a smooth transition into appropriate course in the Senior Phase.

S3 is a preparation for transition into the Senior Phase. Progress in S3 assists us in supporting young people to make curricular choices in S4 where they will be likely to gain their best academic outcomes.

Building a detailed profile of each pupil through S1-S3 maximises achievement in S4 and allows us to offer reliable advice on progression to S5.

Senior Phase

Pupils progress to the National Qualifications completing these in the summer term of S4. These courses draw on and build on the curriculum experiences and outcomes as appropriate.

Pupils could follow any one of the following pathways depending on their rate of progress to the end of S3:

-
- Complete National 3 Units
- Complete N4 Units and the N4 Added Value Unit2 to gain the N4 course award
- Complete the N5 course

We aim to provide each pupil with advice on their progression into appropriate courses in S4 based on how well each pupil is coping with the demands of their S3 programme of study.

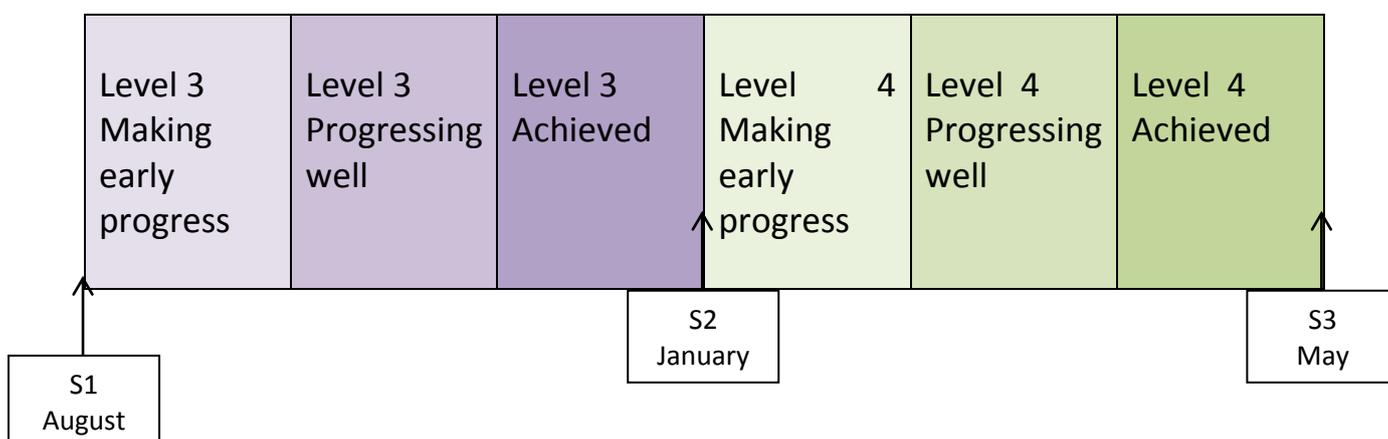
The reports and course choice advice offered in March of S3 form part of that guidance.

Progress through the Broad General Education

The following information offers some insight into where pupils are now and where they might be by the end of S4.

On average it takes about 9 months for a pupil to move from the **making early progress** at a level to **progressing well** and a further 9 months to level **achieved**. Two pupils who are both assessed as **progressing well** at level 3 can be several months apart in their progress.

The following diagram shows the likely progression through the Broad General Education for pupils who are likely to be successful at National 5 in S4 and Highers in S5.



By February of S3

- Strong candidates for 4 or 5 Highers are highly likely to be progressing well or have **achieved** level 4 in all of their core subjects by February of S3 and certainly by the end of S3.
- Pupils working at level 3 in a core subject would not normally progress to National 5 in S4 or Higher in S5.
- A pupil who is **making early progress** at level 3 may take 18 months to become secure. National 4 then becomes a more likely progression route in S4 rather than National 5 in S4.

The following table summarises the recommended progression routes for young people from S3 into the Senior Phase:

Broad General Education Progress	Recommended Progression into Senior Phase
Level 2 Achieved	National 3
Level 3 Making early progress	National 3
Level 3 Progressing well	National 4
Level 3 Achieved	National 4
Level 4 Making early progress	National 4
Level 4 Progressing well	National 5
Level 4 Achieved	National 5

Pupils will have the opportunity to discuss their subject choices parents/carers and their Guidance teacher. It is important to choose subjects that they enjoy and may help them in the future. S3 is an important year – make the most of it by making good choices.

For more information regarding Curriculum for Excellence (CfE), SCQF levels and Qualifications, please talk to your child's teacher. More information can be found at the following websites:

- Education Scotland (www.education.gov.scot/parentzone)
- National Parent Forum Scotland (<http://www.npfs.org.uk>)
- ParentZone (www.parentzone.org.uk)
- SQA (www.sqa.org.uk)

SUBJECT INFORMATION:

English promotes the development of skills in using language, particularly those that are regularly used in everyday life. These include the ability to apply knowledge about language. These reflect the need for young people to communicate effectively both face-to-face and in writing through an increasing range of written and media texts, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

Area of Study:

We will help pupils to develop and extend their literacy and English skills by providing opportunities to:

- Communicate, collaborate and build relationships
- Reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantage of opportunities provided by ICT
- Develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- Explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, watching and reading
- Engage with a wide range of texts in English and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- Explore and discuss word patterns, choice and text structures

Developing the Young Workforce Module

We will do this through:

- Writing in response to texts – creatively and critically as appropriate to genre
- Reading written and media texts – fiction and non-fiction
- Close reading – answering questions on short seen or unseen texts
- Creating written and media texts
- Talking and Listening activities

SUBJECT LINKS

www.sqa.org.uk/sqa/45672.html

[BBC Bitesize](#)

CAREER LINKS

Acting Librarian Politics Law
Administration Civil Service

Writer Teacher Journalist

Web/film/TV editing Publishing

Local Government Broadcasting

SUBJECT INFORMATION:

Mathematics is the study of numbers, structures and change. We use it in our everyday lives and a wide range of academic subjects to understand the world around us. By discovering patterns Mathematicians can use logic and conjecture to solve a multitude of problems and make new discoveries.

Areas of Study:

Number, money and measure: Including Estimation and rounding, Number and number processes (including addition, subtraction, multiplication, division and negative numbers), Fractions, decimal fractions and percentages, Money, Time, Mathematics – its impact on the world, past, present and future, Measurement, Patterns and relationships, Expressions and equations,

Shape, position and movement: Including Properties of 2D shapes and 3D objects, Angle, symmetry and transformation,

Information handling: Including Data and analysis, Ideas of chance and uncertainty

All of the above will be learned through a mixture of workbook exercises, investigations, homework and real-life contexts. The concepts are also reinforced by their application in other subjects.

Course Assessment:

There are regular assessments on topics as well as opportunities for pupils to select their own evidence of having mastered skills. This is complemented by standardised testing to gauge deeper retention of knowledge and the transfer of skills. These assessments give pupils information on their progress in relation to the Benchmarks for the achievement of levels.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45750.html>

Physics

Computing Science

CAREER LINKS

Engineering

Data Analysis

Sciences

Accountancy

Computer Programming

SUBJECT INFORMATION:

Learning a language will help open up the world to you, making it easier for you to travel, go on holiday, or even live abroad (French is spoken in 40 countries world-wide). Once you've learnt one language, it's easier to learn more! Learning a language is good for your brain.

Areas of Study:

All S3 Major and Minor pupils will work towards achieving a SQA Wider Achievement Award in Modern Languages for Life.

Through learning a new language, pupils:

- Gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- Enhance their understanding and enjoyment of other cultures and of their own, and gain insights into other ways of thinking and other views of the world
- Develop skills that they can use and enjoy in work and leisure throughout their life.

The study of language plays an important role in all language learning and the development of literacy skills.

The S1-S3 Course will cover the following themes:

- About Me
- School
- Interests outside School –sports, hobbies etc.
- Where I live
- Holidays

We will do this through:

Reading,, Writing, Speaking and Listening activities, games and songs.

SUBJECT LINKS

www.sqa.org.uk/sqa/45775.html

languagesonline.org.uk

Linguascope.com

BBC Bitesize

CAREER LINKS

Translating Travel & Tourism Law

Hospitality Retailing Interpreting

Finance Local Government Teaching

Journalism Customs & Immigration

Airline Cabin Crew Publishing

SUBJECT INFORMATION:

Computing Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Areas of Study:

Wireframe development: Designing mockups for apps in relation to a specified brief.

Database design: Database fundamentals such as files, records and fields. Designing a database with associated queries. Moves on to SQL basics in preparation for National 5.

Computational thinking/Introduction to programming: Students work through the express course on code.org as a light introduction to basic programming constructs.

Python programming: assigning values to variables, fixed loops, conditional loops, conditional statements and working with arrays.

Course Assessment:

Students are assessed throughout each topic based on the curriculum for excellence benchmarks. Students are offered extension tasks which link Level 4 to National 5

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/48477.html>

Mathematics

Engineering Science

CAREER LINKS

Programmer

Engineering

Games Designer

Robotics

IT Technician

Research and Development

SUBJECT INFORMATION:

Biology is the study of living organisms how they grow, reproduce, and interact among themselves and with their environment. It is highly relevant to everyday life: research in plant breeding and genetic modification can be used to increase the world's food supply and approximately 70 percent of new medicines are derived from the chemicals produced naturally by plants. The study of human biological systems helps understand how the human body works. Thus, by studying biology, you'll be at the forefront of cutting edge research and crucial medical findings and able to make informed decisions about your own body and health.

Areas of Study:**Biology: Cells**

This Unit covers the study of cell structure, cell division and the properties and functions of enzymes.

Biology: Biotechnology

This Unit covers the study of microbes, food production, genetic engineering and the impact of modern day environmental management.

Biology: Body Systems

This Unit covers the study of two of the body systems ; the digestive system and the urinary system. Variation and genetics of living things will be studied.

Biology: Ecology

This Unit covers the study of ecosystems, biodiversity of living organisms and their adaptations for survival.

Course Assessment:

Homework, End-of-topic tests, a Practical Assignment and a S3 exam.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45723.html>

<http://www.sqa.org.uk/sqa/46448.html>

CAREER LINKS

Nurse

Doctor

Paramedic

Agriculture

Pharmacist

SUBJECT INFORMATION:

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. No matter what you look at, a chemist has probably been involved in manufacturing or developing it. The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability and its effects on the environment, on society and on the lives of themselves and others. Chemistry is a very practical subject and provides many opportunities to carry out experiments and practical investigations.

Areas of Study:**Chemistry: Speed of Chemical reactions**

This will include different experiments involving the study of factors which affect the speed of chemical reactions.

Chemistry: Chemical Structures

This will include the study of elements, compounds and mixtures, elements in the periodic table, chemical equations and physical states of the elements.

Chemistry: Chemical bonding

This will include the study of bonding and how the type of bond affects the properties of different materials.

Chemistry: Fuels and Hydrocarbons

This will include the chemistry of fuels and their properties as well as their impact on society.

Chemistry: Consumer products

This will include the study of plastics and chemical cells.

Course Assessment:

Homework, End-of-topic tests, a Practical Assignment and a S3 exam.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45720.html>

CAREER LINKS

Analytical Chemist

Chemical Engineer

Doctor

Dentist

Forensic Scientist

SUBJECT INFORMATION:

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. Physics is a very practical subject and provides many opportunities to carry out experiments and practical investigations.

Areas of Study:**Physics: Wave Properties and Sound**

This will include the study of different wave behaviours and relationships followed by a specific focus on Sound.

Physics: The Electromagnetic Spectrum

This section will include practical work and demonstrations based around the properties of each section of the electromagnetic spectrum.

Physics: Space

Here, students will study the history of the research and exploration of the Solar System, as well as the technologies that made this possible.

Physics: Electricity and Electronics

This will include different types of circuit, and how various electrical properties behave in each of these circuits. Specific electronic devices will also be studied, such as logic gates.

Physics: Magnetism

This will include the study of magnetic and non-magnetic materials, as well as electromagnets.

Physics: Motion and Energy

This will include the study of all moving things, and how we can describe, calculate and analyse their motion.

Course Assessment:

Homework, End-of-topic tests, a Practical Assignment and a S3 exam.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45729.html>

CAREER LINKS

Construction

Pilot

Engineer

Astronomy

Biotechnologist

SUBJECT INFORMATION:

Art and Design promotes creative problem solving skills, critical and creative thinking skills and confidence in verbal, written and visual communication to allow successful progression to the world of work and further or higher education within creative industries.

Areas of Study:

Pupils will learn a variety of different skills and techniques in using different Medias in the skills busting block of the course. The skills learnt though this section will better prepare the pupils for further investigation into both Expressive and Design miniature folios that will be completed later in the year.

Expressive - this Unit helps learners to develop their personal thoughts and ideas in visual form through their own chosen theme. They will experiment with and develop their media handling skills, using equipment and materials expressively in 2D and/or 3D media handling skills. Learners will also be encouraged to explore how technologies can be creatively used when developing their ideas.

Design- this Unit helps learners to plan, research and develop creative design proposals. This will help develop their creativity, problem-solving and critical thinking skills as they consider design opportunities, issues and constraints. They will experiment with and develop their 2D and/or 3D media handling skills, using equipment and materials to develop their design proposals. Learners will also be encouraged to explore the possibilities of using technologies creatively when researching and developing their ideas.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45707.html>

Design and Manufacture

Graphic Communication

CAREER LINKS

Below are just a few different jobs available through a career in Interior Design

Art and Design:

Animator

Architect

Costume Designer

Interior Design

Jewellery Designer

Photographer

Product Design

SUBJECT INFORMATION:

In this course, pupils will have the opportunity to explore two subjects: Graphic Communication and Design and Manufacture. Throughout the year pupils will develop graphics and design skills through working on three different projects. They will learn about the 3P's of graphics; Preliminary, Production and Promotional, and be given real life design scenarios. Pupils will learn how to sketch, model, render, use computer software, and a variety of other graphics based skills. They will learn about the design process and factors which influence design, as well as gaining knowledge and understanding of materials, tools and processes whilst manufacturing and evaluating their chosen designs.

Areas of Study:

Graphic Communication:

Pupils will develop skills in graphic communication techniques, including the use of equipment, graphics materials and software. They will develop skills in freehand sketching, CAD, DTP and learn how to apply graphic communication standards and conventions

Preliminary graphics

2D and 3D Sketching, rendering skills and thumbnail ideas

Production graphics

Computer aided technical drawings that adhere to British Standards and Conventions.

Promotional graphics

Computer aided renders of computer models, along with computer generated promotional graphics

Design and Manufacture:

Pupils will experience what it is like to be a designer, working on a project from the research stage right through to manufacturing a final product that they have designed themselves. They will develop knowledge, understanding and skills in design, materials and manufacturing.

Design

This area includes Product research, Idea generation, and development of ideas, communicating a plan for manufacture, and presenting ideas in a visually appealing way.

Materials and Manufacturing

Produce chosen idea using appropriate material and manufacturing methods. Use safe working practice and learning knowledge of tools, machines and processes.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45651.html>

Graphic Communication

Art and Design

CAREER LINKS

Graphic Design Illustration

Product Design CAD Engineering

Marketing Architecture

Construction Animation

Multimedia Design

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The main aims of Geography are to enable learners to:

- Appreciate the ways in which people and the environment interact in response to physical and human processes at local, national and international scales
- Be aware of spatial relationships and develop an understanding of the changing world in a balanced, critical and sympathetic way
- Develop an interest in, and concern for, the environment leading to sustainable development

Areas of Study:

Natural Regions – Use and misuse of ecosystems along with management strategies to minimize the impacts of this misuse.

Rural Studies – Farming in Scotland and Farming in less developed nations.

Urban Case Study – Development of Cities in the developed world with a study of the city of Glasgow and its recent urban changes.

Course Assessment:

Pupils will be assessed in a number of ways:

- Ongoing jotter work
- Design and creation of leaflets/posters/displays
- Detailed written reports
- Testing using exam style questions (to prepare for the senior phase)
- Fieldwork reports

Homework

Pupil will receive homework tasks linked to class work. They will also be required to complete some aspects of fieldwork at home.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45627.html>

- Environmental Science
- Countryside Management
- International Development
- Economics/Politics
- Hydrology
- Earth Science

CAREER LINKS

- Cartography
- Climatology
- Demography
- Ecology
- Rural Development
- Teaching
- Geology
- Tourism
- Landscape Architecture
- Leisure and Recreation
- Meteorology
- Conservation
- Surveying
- Planning
- Transport
- Renewable Energy

SUBJECT INFORMATION:

History provides learners with insights into their own lives and into the society and wider world in which they live. The study of history develops important skills including evaluation and analysis, essay writing and the ability to express and sustain a logical and coherent argument on a wide variety of issues. History is vital in the development of citizenship, internationalism and anti-racism.

Areas of Study:

- World War II & The Holocaust
- Rwandan Genocide & Genocide Case Study
- Plus a choice from:
 - Wicked Women
 - LGBT Rights Movement
 - Espionage
 - Cold War 'Hot Spots'.

Course Assessment:

Pupils will be assessed in a number of ways:

- Ongoing jotter checks
- Structured Essays
- Research Reports
- Case study investigation/presentation
- End of unit tests – exam style questions

Homework

Pupils may be required to finish class work at home and use their own time to study for ongoing assessments.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45628.html>

- Archaeology
- Anthropology
- Classics
- Economics
- Ethnology
- Heritage

CAREER LINKS

- Journalism and Broadcasting
- Law and Legal affairs
- Local Government
- Civil Service
- Public Relations
- Police, Armed Forces
- Banking

SUBJECT INFORMATION:

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

Areas of Study:

- Syria: a case study in conflict
- World Issues: a look at some of the biggest challenges facing current generations
- Revolutions: a guide to people and power

Course Assessment:

Pupils can expect to be assessed in a number of ways:

- Jotter checks
- Class tests, based on exam style questions
- Appropriate use of sources – SQA style assessments
- Decision Making Exercises

Homework

Homework will be issued to ensure pupils are up to date with classwork and all pupils will be encouraged to engage with local, national and international media. Knowledge of current world events is essential in Modern Studies.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45629.html>

- Politics/International Relations
- Geography
- Economics
- Social History
- Sociology
- Social Policy

CAREER LINKS

- Police
- Union work
- Community work
- Broadcasting and media
- Law and economics
- Social work
- Charity work
- Politics trade
- Banking
- Marketing
- Teaching
- Journalism
- Administration
- Civil Service

SUBJECT INFORMATION:

This course makes a valuable contribution to your general education and personal development by providing you with a broad practical experience of performing and creating music. It also allows you to develop and extend your interest in music and acquire more specialist skills in an area which may be of particular interest to you.

Areas of Study:

In Music in S3 pupils will choose two instruments to work on. This should be their best instruments from S1/2. By doing this, it prepares pupils for the demands of National Courses. Pupils will be encouraged to prepare a programme for both instruments and perform to the class teacher and/or the rest of the class as performing skills is a prominent activity for this course. Pupils will also be encouraged to listen to a wide range of music from different styles and cultures. They will be asked to identify musical concepts from this music. This prepares pupils for the Understanding Music parts of the National Courses.

The progression from S3 into Senior Phase:

- National 4
- National 5 Music

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45715.html>

CAREER LINKS

Musician
Film/TV Music
Music Therapist
Music Producer
Music Engineer

SUBJECT INFORMATION:

Physical Education gives you the opportunity to develop your personal fitness and increase your enjoyment and skills in physical activities. You will have the opportunity to improve your sports performance skills in a range of competitive activities. It will help you to develop confidence, resilience, initiative, decision making and team working skills. It is particularly suitable for those who love physical activity and enjoy learning in practical ways.

Physical education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors. Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners.

Physical activity and sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

Physical activity and health

Learners develop an understanding of their physical health and the contribution made by participation in physical education, physical activity and sport to keeping them healthy and preparing them for life beyond school. They investigate the relationship between diet and physical activity and their role in the prevention of obesity. The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45741.html>

CAREER LINKS

Personal Trainer

Physiotherapist

PE Teacher

Sports Coach

