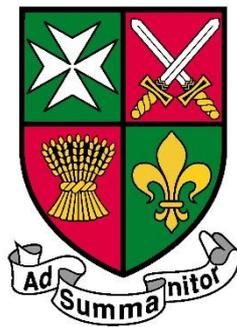


JORDANHILL SCHOOL



S5 → S6

COURSE CHOICE

2019 – 2020

Course Choice for S6

Significant Dates and Events in 2019

Monday 4 th March	Course Choice survey opens on JMG S5 pupils to complete first draft of their Personal Development Plan in PSHE
Monday 11th March	Deadline for completion of online PDP in Social Education Course Choice survey closes
18 th March – 29 th March	Individual pupil interviews with Heads of House.
W/C Monday 15 th April	Re-negotiation of courses where necessary.
Friday 26 th April	SQA Examinations Study Leave begins.
Monday 29 th April – Friday 31 st May	SQA Exam leave
Monday 3 rd June	Start of new timetable.
Tues 6 th Aug	SQA results published.
Aug - post results	Interviews with Heads of House to discuss course alterations necessitated by SQA results. Date to be confirmed in June
Monday 19th August	New session begins.

Careers Information

Information about various careers is available in the school Careers Library. Individual appointments can be made with the school's Skills Development Scotland Officer via Pastoral Care.

You can obtain additional information and advice from the Skills Development Scotland, 3 Byres Road, Glasgow, G11 5RD. (Tel. 08458 502502)

JORDANHILL SCHOOL

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Rector: Dr P W Thomson BSc, PhD, Dip Ed Telephone: 0141 576 2500

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March 2019

Dear Parent/Carer

S5 Pupils: Personal Development Planning for S6

This booklet describes the range of opportunities and courses available to our senior students in S6. The inside cover of the booklet sets out the timescale for key events.

All pupils wishing to return to S6 for session 2019-2020 will be required to prepare a **Personal Development Plan (PDP)** which will contain a set of personal aspirations together with the means by which these will be progressed and monitored. Core elements of the PDP are

- ◆ Academic courses
- ◆ Leadership
- ◆ Physical challenge
- ◆ Community involvement
- ◆ Citizenship
- ◆ Enterprise / Creativity

This PDP will be completed on-line by pupils and checked by their Head of House, who will use it as the basis for dialogue. If, after discussion, it is decided that returning for sixth year is the best option for individuals, then the PDP will be formalised at that stage and signed by pupils as a specific commitment on their part to the challenges they wish to undertake.

All of the information in this booklet is available on the school website where you can also find more detailed descriptions of the academic courses available.

Information Sessions for parents will be held during the **S5/6 Parents' Evening on Wednesday 6th March**. Heads of House and members of the senior management team will be available to discuss the options available to your son/daughter although they may also have subject commitments. If you are unable to make an appointment, please telephone to make an alternative arrangement.

You might like to note the ongoing popularity of the following courses:

- ◆ **Leadership and Team Skills** – these are developed through participation in the S6 Charity Committee, PE N5/ H course, the Yearbook Committee and S6 Community Involvement.

A **Personal Development Planning Tool** is included in this booklet for drafting purposes. Pupils will be asked to make their initial choices this week on the school portal and they will be given an opportunity to confirm these choices during the PSE lesson scheduled for **Monday 11th March**. The online survey will close on **Monday 11th**. Individual student interviews will begin at the start of the following week.

Yours sincerely

Susan McDade
S5/6 Year Head

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Useful Websites

Gateway (PlanIT & Progress)	www.ceg.org.uk
Scottish Qualifications Authority	www.sqa.org.uk
Scottish Executive	www.scotland.gov.uk
Scottish Council for Research in Education	www.scre.ac.uk
Skills Development Scotland	www.skillsdevelopmentscotland.co.uk

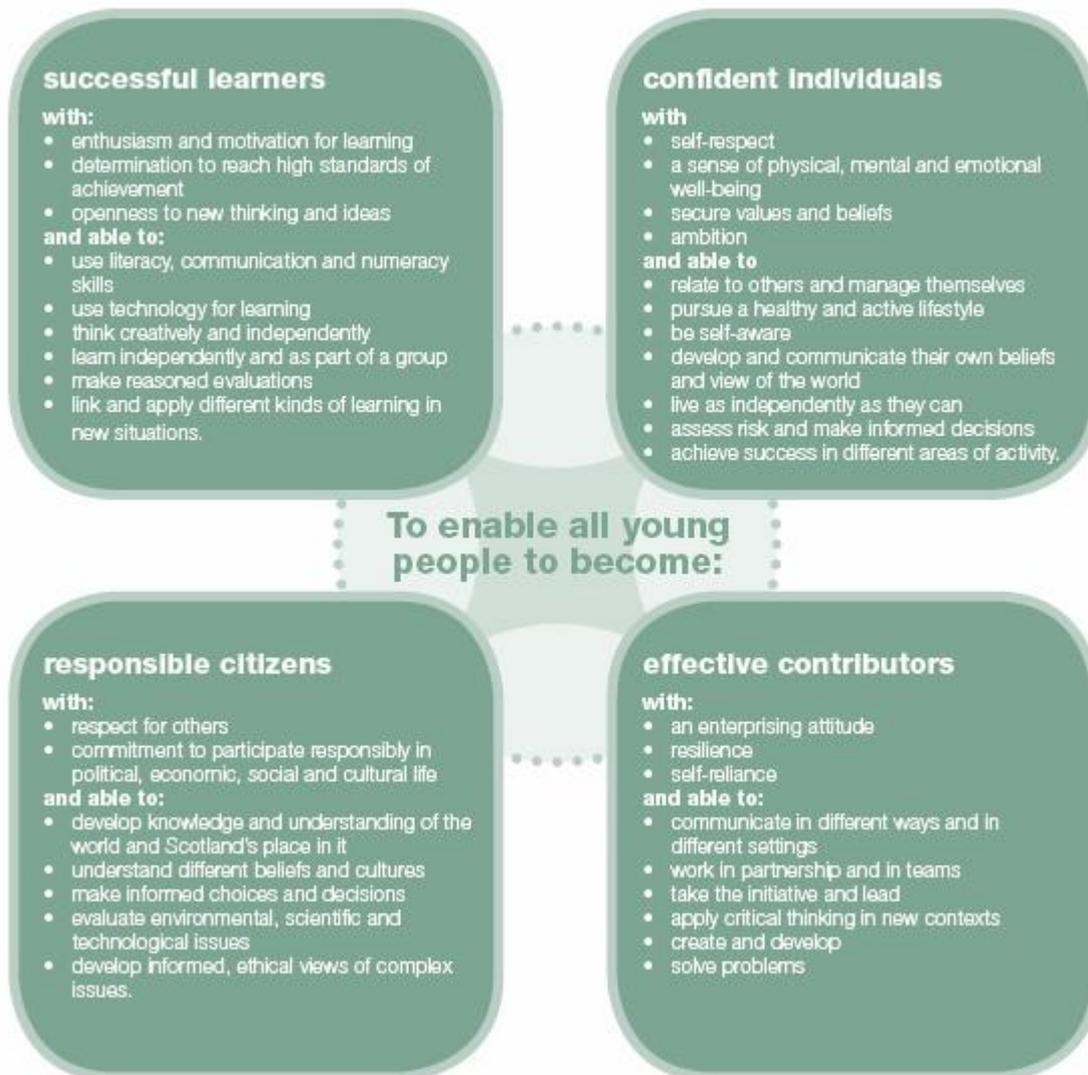
I The Benefits of S6

Curriculum for Excellence

Jordanhill School embraces the principles underpinning Curriculum for Excellence. These are of fundamental importance to S6 students as they prepare to progress into the wider world.

The challenges and opportunities that offered to S6 provide you with the means to demonstrate that you are a successful learner, a confident individual, an effective contributor and a responsible citizen.

The Four Capacities of A Curriculum for Excellence.



How will S6 in Jordanhill School be of value to you?

Your education to date should have equipped you with many of the subject skills and qualifications essential for your next step. However, there is wide-spread agreement that the social and economic landscape is changing quickly and that simply being able to pass exams is not enough.

“To thrive in the 21st century, it is not enough to leave school with a clutch of exam certificates. You will need to have learnt how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.”

“Most people agree that the only thing we can say with any confidence about education or jobs in the year 2025 is that there is not much we can say with any confidence.”

Professor Guy Claxton (Director of the Centre for Real-World Learning at the University of Winchester)

- 👉 If you watch [Shift Happens: Did you Know](#) on YouTube you will see some interesting statistics that reflect these ideas about our changing world. An updated version of this from 2019 is available.
- 👉 Entry to university is highly competitive with considerable inflation in the entry requirements in the last few years.
- 👉 The range and number of college places changes each year with more college courses linking directly to further study at university.
- 👉 In the current economic climate, the jobs market is very competitive.
- 👉 Universities and employment groups regularly comment that they want to see more than academic qualifications

Against this background the principles of *Curriculum for Excellence* and the opportunities that S6 provide are yet more important. Whether you are leaving school for further study, a gap year, or entry into employment you will need to sharpen wider learning skills such as resilience, reciprocity, resourcefulness and reflectiveness.

Each year a small number of students return to S6 without a strong rationale for continuing at school and this can lead to a frustrating experience. You should ensure you have ample opportunities to expand academically, personally, socially and in terms of your physical activity. While academic results remain a priority, you should achieve them in the context of a more diverse programme of activities that develop other skills.

All of the key elements of the S6 programme will be structured to support you in this

- ◆ **Learning to Lead programme**
- ◆ **Leadership , Enterprise and Citizenship activities**
- ◆ **Community Involvement programmes**

There are huge opportunities to develop wider learning skills through involvement in community involvement placements. Ensuring you commit to one or more of these placements will help to prepare you to balance your future studies with other demands on your time.

COLLEGE PARTNERSHIP COURSES

S6 pupils can also apply for a variety of courses on offer with our college partners.

Glasgow City Council Senior Phase Courses

Pupils can apply for a place on one of [Glasgow City Council's Senior Phase courses](#). These courses typically run on Tuesday and Thursday afternoons. The Senior Phase programme offers pupils a fantastic array of courses that will be relevant to almost every intended post-school pathway. The courses offer the chance to combine study in school and at college and the opportunity to work with pupils from school across Glasgow. There is a mixture of vocational and academic courses on offer as well as a variety of course levels from N4 – Advanced Higher.

The brochure for the courses on offer in 2019-2020 is available on the school website. You can browse the catalogue from this session on the school website in the [Pupil Course Choice](#) area. This will give you an insight in to the wealth of courses available and also afford you and your young person the opportunity to read about some of the pupils who have opted for a Senior Phase courses in S5 or S6 and their reflections of the advantages of combining school and college study.

Pupils would substitute one of their four school options for a Senior Phase course. If pupils are interested in any of these courses, they should speak to their Head of House as soon as possible.

Foundation Apprenticeships

S6 pupils can study for a one year Foundation Apprenticeship. These courses have been developed by SDS and the Sector Skills Council. Foundation Apprenticeships can take two years to complete but some are available in a one year model for S6 pupils and the one year options are listed below. Foundation Apprenticeships are awarded at Higher level and are accepted as college and university level entrance qualification at B grade.

Glasgow's three colleges have formed a consortium to deliver Foundation Apprenticeships and these are proving to be very popular options with S5 and S6 pupils from across Glasgow.

Foundation Apprenticeship courses on offer are

- Business Skills
- Civil Engineering
- Creative Digital Media
- Engineering Systems
- Financial Services
- Hardware and Systems Support
- Scientific Technologies
- Social Services – Children and Young People
- Social Services - Healthcare

More information on Foundation Apprenticeships can be found on the [Skills Development Scotland](#) website and the [Foundation Apprenticeship Glasgow](#) website. Details of the Foundation Apprenticeships can also be found in the [Glasgow City Senior Phase Prospectus](#) on the school website.

Glasgow Clyde College Open Doors programme

Glasgow Clyde College also offers a range of courses for senior pupils in addition to the offer made as part of the Senior Phase courses. The majority of these take place on a Tuesday and Thursday afternoon and are available from N5 – AH level. Pupils can find information on these courses on the [Course Choice](#) page of the school website. Anyone interested in one of these courses should speak to Ms McDade.

Applying for S6: Preparing Yourself for a Challenge

Even organising a successful S6 is a test of your skills. You will need to investigate your subjects thoroughly and consider your future plans. We ask that you:

- 1) **Complete** a rigorous **process of application** for Sixth Year at Jordanhill School
- 2) **Negotiate and agree a Personal Development Plan** with your Head of House. This must include:
 - a) **Academic challenges** – you should consider to what extent you aim to achieve the following:
 - Progress further in those subjects you have already studied
 - Gain necessary qualifications for your next step
 - Widen your experience by taking on a new subject
 - b) **Wider learning challenges** – returning to school in S6 means you are committing to contributing positively to the life of the school as well as to your academic studies.

Each S6 pupil is asked to plan their year to include:

Community involvement – in-school and external community opportunities

Action groups – including our Health, Eco, Charity and BFG groups

Leadership and Enterprise opportunities

S6 PSHE / Citizenship programmes

Creative challenges

Physical challenges – participation in sport and other fitness activities

- 3) **Sustain your commitment to the process**

To best prepare pupils for the future, we insist that you sustain your commitment to all of your subjects. Only pupils with exceptional circumstances can drop a subject or other commitments during the school year.

In particular, our expectations of you and the challenges you commit to will not be lessened by university offers or paid employment.

“Our infants have been thrilled at being able to work throughout the year with their S6 volunteer. It has really motivated them and been a positive experience for everybody.” Primary 1 Teacher

Agreeing a Personal Development Plan

The process of agreeing a **Personal Development Plan** with your Head of House allows you to design a programme that suits your specific needs and future plans.

At the end of this process you will have a clearer idea if sixth year is the correct choice for you.

If it is, you will sign your **Personal Development Plan** and formally commit yourself to the challenges. Your PDP becomes a contract to maintain your commitment to the agreed targets throughout the session.

Using the Booklet to Help you Plan your Choices

To aid these important decisions it is vital that you read this booklet carefully and complete a **Draft Personal Development Plan** (see the back of the booklet) **before** entering your course choices.

In S6, all pupils choose a minimum package of 4 academic subjects unless they are studying 3 Advanced Highers. This commitment must be sustained throughout the whole academic year.

Reduced timetables are subject to approval by your Head of House and Year Head.

Every effort will be made to accommodate your requests for courses, but we cannot guarantee that all of the courses offered in this booklet will run. If you are considering taking a subject as a 'crash' course then your previous academic attainment will be taken in to account. Not all subjects are able to be studied in this manner and you must be prepared for the extra commitment that a 'crash' subject will require.

Academic courses including the Learning to Lead programmes take precedence over General Interest activities in constructing the timetable. It may not be possible to offer you your general interest choice

Section III of this booklet, entitled 'Negotiating Your Personal Development Plan', describes the course choice process in greater detail. Heads of House will provide assistance and advice.

Those pupils wishing to apply to join S6, must complete a first draft of their **Personal Development Plan** to PSHE on when you will enter your choices on-line. After this, the Heads of House will consider your choices and provide you with feedback in due course.

Remember that this is only the beginning of the process!

"S6 is a great chance to put something back into the community. We learn about the world as we make a contribution. We can make a difference to other people."

S6 Student

Learning to Lead

In recent years, Jordanhill School pupils have followed a huge range of pathways beyond school: employment; five 'A' subjects such as law, medicine or dentistry; HNC and HND courses at college; the Year in Industry programme; Oxford or Cambridge universities; art portfolio courses; Gap years with Project Trust and other organisations.

They all faced stiff competition to gain places and, more importantly, are now taking on a variety of challenges.

Employers, colleges and universities are looking for students who can demonstrate the skills for learning, life and work which are needed to thrive in their environments.

We offer a range of programmes designed to help you develop these essential skills and aptitudes

- ♦ **SQA Leadership Award** (Higher)
- ♦ **PE** (Higher and N5)

You can read more about these programmes on the pages which follow.

Whatever your particular interest might be, it is important that you gain an understanding of what it means to be a citizen in our globally connected society and of the challenges which we face collectively.

Participants in all of the leadership programmes will take part in a range of collective activities as part of the Learning to Lead programme. This will help you to contextualise your learning and open up opportunities for cross-curricular work. It will also allow you to share experiences and learning with participants from the other groups.

The Scottish Baccalaureates



Jordanhill School has offered both the Scottish Science and Languages Baccalaureates from their inception in 2009.

- Science
- Languages
- Expressive Arts
- Social Sciences

The mandatory requirements for the existing and new baccalaureate are currently under review. These will be published on the SQA web site in due course <http://www.sqa.org.uk/sqa/34638.html>

A key purpose of the Baccalaureates is to encourage more young people to study in depth and to increase the number of highly qualified people in these areas who will help to create a more successful Scotland and contribute to Scotland's sustainable economic growth.

Each Baccalaureate is based on a coherent group of subjects at Higher and Advanced Higher level. This coherence allows learners to build a significant body of knowledge, skills and qualifications in science or languages which will enhance progression opportunities in related disciplines.

In addition, each Baccalaureate offers added breadth and value through an Interdisciplinary Project which is intended to broaden the learner experience, extend their subject knowledge, and help to equip the learner with the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and/or employment.

The aims of the Baccalaureates are to:

- ◆ raise the status and value of S6 and motivate learners in their last year of school
- ◆ provide qualifications which are valued for entry to higher education
- ◆ provide a bridge between school and higher education/employment
- ◆ encourage collaboration between schools, further/higher education institutions, and employers
- ◆ encourage greater coherence in study in fifth and sixth years
- ◆ allow learners to relate and apply learning to realistic contexts
- ◆ compete in the international job market
- ◆ develop the generic skills needed for learning, employment, and life

The Interdisciplinary Project (IP)

The defining feature of the Baccalaureates is the IP and the added value it brings to the Baccalaureates as a whole. The IP

- ◆ Focuses on generic skills which help prepare the learner for further study/employment
- ◆ Extends knowledge and development of cognitive skills
- ◆ Responds to individual needs, combining breadth across science/languages and broad themes with opportunities for greater depth of understanding within a specialist discipline
- ◆ Encourages the learner to draw on many areas of learning and to recognise the interdependence of subjects in terms of skills
- ◆ Helps prepare Scotland's young people for a globalised and interdependent world, encouraging awareness of international themes of common interest

Learners will choose a context which must encourage them to apply, extend and evaluate their own skills in using this knowledge, in one or more of the broad contexts of employability, enterprise, citizenship, sustainable development, economic development.

Cognitive and generic skills development

The IP will require learners to show that they can effectively use the following skills:

- ◆ application of subject knowledge and understanding
- ◆ research skills: analysis and evaluation
- ◆ interpersonal skills: negotiation and collaboration
- ◆ planning: time, resource and information management
- ◆ independent learning: autonomy and challenge in own learning
- ◆ problem solving: critical thinking, logical and creative approaches
- ◆ presentation skills
- ◆ self evaluation: recognition of own skills development and future areas for development

Accessing different learning environments

Learners will be encouraged to negotiate a range of contexts in which to develop and show these skills. This will add breadth to the subject learning, build on interpersonal skills and provide useful bridges between school and higher/further education or employment. Such partnership working may include work with any, or all of:

- ◆ other schools
- ◆ workplaces
- ◆ colleges (FE/HE)
- ◆ universities
- ◆ voluntary organisations
- ◆ Community Learning and Development
- ◆ virtual contexts

Learner choice of context will be important and should be related to areas of interest and to future career aspirations.

A film showing Interdisciplinary Project in action at Jordanhill School can be found on the SQA website:

<http://www.sqa.org.uk/sqa/35899.html>

Impact on Course Choices

If you are interested in doing one of the Scottish Baccalaureates, then you must select this in the **Learning to Lead** options in the course choice survey. The school will automatically give priority to the mandatory components of your Baccalaureate ahead of any other choices you may make. However, we will not give undue precedence to Baccalaureate students over those choosing other options.

In S6, Baccalaureate students must choose 2 AH course, the AH IP and one other course. The AH IP counts as a full option although it is only a double unit. We expect that almost all students will have acquired the mandatory Higher in S5.

Uptake in AH Biology, Chemistry, Physics and Mathematics is much greater than in any other science or technology subjects. To allow all combinations of these 4 subjects plus the mandatory AH IP uses all 5 columns in the timetable. Therefore some combinations involving other courses will be impossible.

For languages students the school must separate AH English, AH French, AH Spanish and the AH IP. We know that many students wish to take these courses in combination with an arts course such as Music, Art or a Social Subject. Again, this uses all 5 columns.

If the Science options use all 5 columns and the Languages/Arts options use all 5 columns, then some combinations of Sciences and Languages/Arts must be impossible. This restriction is not new, but comes into sharper focus within the Baccalaureates.

SQA Leadership Award

This award is **formally assessed and accredited by the SQA** at level 6 Higher. It is designed to enhance your knowledge of leadership styles and qualities and develop your own skills in this area by leading a team to carry out a practical project or activity. You will study a variety of influential leaders, analyzing the skills, attributes and qualities they bring to their field of expertise. This will help you to reflect on your own skills, qualities and experience in relation to leadership.

Entry to this course will be based upon Heads of House approval and an initial entrance meeting.

To gain the award you must successfully complete:

Leadership: An Introduction (Higher) (SCQF level 6) 20 hours

Leadership in Practice (Higher) (SCQF level 6) 40 hours

In the Unit *Leadership: An Introduction* you will be able to consider your potential for taking on a leadership role. You will gather information about leadership principles, styles, skills and qualities used both in the past and at present. Examples may be drawn from well-known historical events, current political or other high profile individuals in the media or from your local community. These different examples may help inform your views about what makes an effective leader. You will think about your own qualities, skills and experience in relation to leadership. This may help you to think about styles of leadership you may wish to adopt in leadership roles.

In the Unit *Leadership in Practice* you will be expected to further develop your potential for leadership by leading a small group of people in planning and carrying out a practical project or activity. This may be a stand-alone activity or it may be part of a bigger project and it should, where possible, **contribute to the wider school community**. On completion of the activity you will have time to reflect on its success and consider carefully the contribution you have made to this. You will also reflect on what you have learned about yourself as leader.

Throughout each of the above Units you will be expected to work largely on your **own initiative** and **without guidance** from your tutor, but you may use your tutor as a sounding board for ideas you may have and to support you in completing the assessment. As with other subjects at this level, it is normal that a **significant amount of time out with class is required to complete the award successfully** - on average, **5 hours per week** to complete their leadership award.

You must show that you have thought about and completed a number of steps that will enable you to develop both your knowledge of and abilities in leadership. You will do this by completing assessment activities which could include

- ♦ researching the principles skills, styles, qualities of leadership and the effectiveness of different leaders
- ♦ producing a report based on your research
- ♦ evaluating your own potential for leadership
- ♦ leading the planning and carrying out of an activity role play
- ♦ drawing conclusions about your own effectiveness as a leader

As a result of completing this Award you will be better prepared for undertaking a leadership role, whether this is in the workplace, education or within the voluntary sector.

II The Challenges of S6 in Detail

Section A Personal and Social Education and Citizenship

All students will participate in this element, which is taught in a PSE lesson delivered on a weekly basis. The specific content evolves continuously in response to pupil feedback. Themes covered include

- ◆ Introduction to student life
- ◆ Budgeting and money management
- ◆ Sexual Health
- ◆ My rights and responsibilities
- ◆ How to have a successful GAP year
- ◆ Study Skills and Speed Reading
- ◆ Reflection on community involvement
- ◆ Global Issues

Section B Creativity

Creativity can be found in many areas of school life. For some pupils creative pursuits are the mainstay of their programme but for others they offer the opportunity to use different skills and to think or work in a totally new way.

We feel it is important that students take on a creativity challenge in S6. This should enrich your year and, ideally, help your performance in curricular subjects. You should find plenty of opportunities for creativity in the courses you study, the challenges you choose in Section C-E or in your extra-curricular activities.

An activity can count in more than one section of your PDP i.e. as a creativity challenge and an enterprise / citizenship / sporting / academic challenge. You might choose from:

- | | |
|----------------------|--|
| Animation | Home Economics |
| Art | Music |
| Communications Group | Community involvement in a creative activity |
| Dance | Public Speaking |
| Drama | Learning to speak Mandarin |
| Debating | |

Section C

General Interest activities

We offer pupils an interesting range of challenging activities in our Tuesday afternoon General Interest programme. In the past we have been able to fit in with the work of local colleges and other providers and we are always looking for new opportunities to develop our curriculum.

The programme of activities changes annually. **If there are any other structured experiences that you think could be timetabled into a Tuesday afternoon please contact Ms McDade.**

Art and Design Printmaking

Contact: Mr Wilson

Course Outline:

This course is designed to give the pupils experience of a range of Printmaking techniques. Using the state of the art facilities in the department, pupils will initially focus on drawing from photographic resources, though skills in this area are not essential. These drawings will then be used as the basis for producing prints using Acid, Steel Plate Etching and Japanese Woodcut techniques. Pupils planning to return to Art and Design in S6 to do the N5 or Higher course would benefit greatly from taking this special interest class, as many of the necessary skills will be covered. Pupils wishing to do the course for fun and relaxation are equally welcome.

Elements covered include:

- ◆ observational drawing
- ◆ experience with a wide range of media handling
- ◆ production of 'finished prints' using Etching and Woodcut techniques.

There is no formal assessment although the pupils will work to deadlines and there will be an enterprise slant to the course. All going well, the intention is to have a small exhibition and possible sale of the best work produced over the year. This would be organised by the pupils involved.

Astronomy: Physics Department

Contact: Mr Donaldson

What are all those lights in the sky? Why is the Sun never to the north of Glasgow? What is the 13th sign of the Zodiac? Why is Pluto no longer a planet? What are the only times you can see a full Moon and the Sun simultaneously?

For these and many other secrets of the astonishing universe around us you need the Astronomy course.

Course entry requirements: Enthusiasm and an enquiring mind.

Enterprise Group: Business Studies

Contact: Mr Madill

This course is devised to give all students an insight into the running of a small company. Each individual will be given a specific role within the company based on their strengths. The company must decide on a product range, to produce or buy, and determine how they will market those products. Finance will be raised through the selling of shares. Profits will be made (hopefully!), shareholders will receive a dividend with all other profit going to a chosen good cause. Management, team, problem solving and interpersonal skills will be developed.

Jordanhill's Graphic Shed

Contact: Mr Jennings

This option offers you the opportunity to take control and reverse the information flow. Most of us participate in this process already to some extent. Anyone with a Facebook, Twitter, Instagram or Tumblr account is likely to be generating their own posts and curating their own content.

Graphic Shed is an opportunity to advance your graphic skills and explore a variety of manual and digital techniques around a set of class generated projects.

You will learn to generate a variety of static or motion graphic media leading to a variety of outcomes depending on your interests and aspirations

- Logo/avatar design Adobe Illustrator
- Meme design Adobe Illustrator
- Title sequence design for use in video sequences Adobe Premiere
- Photo manipulation, editing and compositing Adobe Photoshop
- Brochure and short publication design Adobe InDesign
- 3D modelling and simple animation Cinema 4D/Inventor
- Presentation skills MS PowerPoint

You will work through a standard manual preliminary graphic planning phase that will lead to a set of digital outcomes in industry standard file types. Beyond this we aim to cater for the interests of the group and be experimental and open ended in approach.

The Graphic Shed might also accept commissions from other groups running in the school, for example, ticket and poster design for school events or video post-production work for those interested in exploring motion graphics.

Who is the course for?

- Pupils who wish to enhance their graphic skills and are not taking certificate classes in Graphic Communication or Design & Manufacture.
- Pupils intending to continue the study of Graphic Communication or Design & Manufacture in S5 or S6 whose graphic skills require further development.
- Pupils intending to study Graphic Communication or Design & Manufacture in S6 who have no experience of the subjects in S3-S4.

Formal assessment/certification does not form part of the option, but the opportunity to complete a Unit at National 5 may be available for interested individuals. Please speak to the Design & Technology department if you are interested in this.

International Cuisine: Health and Food Technology Department

Contact: Ms S Russon

Expand your mind and taste buds while learning about foods from around the world in this practical cookery class. The theme is cuisine of international renown and this course offers students the opportunity to prepare, cook and eat a variety of dishes.

A contribution of £21.00 per student is requested towards the cost of your ingredients for the dishes you can take home each lesson.

Mandarin

Contact: Mrs Fortune

This class is being offered for the first time at Jordanhill School and is being offered exclusively to S6 students in the first instance. You will have an introduction to Mandarin language and Chinese culture. There is a possibility that you will gain SQA unit awards.

Musical Theatre Studies

Contact: Mrs Dempster/ Mrs Gilmour

This course will enable students to study a variety of musical theatre skills including:

- singing
- acting
- dance
- technical production

Students will have the opportunity to take part in a production during the session.

There is also the possibility of undertaking units from the National Progression Awards. If you are a cast member for 'Sunshine on Leith' then you must opt for this General Interest class as the time will be used for preparation and rehearsals.

Physical Education:

Contact: Miss C Jones

Course Outline:

The S5/S6 Physical Education course takes the form of a National Qualification performance-only unit at Higher and N5 levels through which students can gain a SQA unit award.

Students will undertake three activities for one term each and will be internally assessed by PE staff on a pass/fail basis for each activity. There is no homework or written assessment.

The activities undertaken may vary from year to year depending on students' interests and availability of facilities, but may include volleyball, football and badminton. As this is a formal NQ unit, not a leisure activity, students are expected to undertake rigorous practice sessions during class and to apply themselves to gaining the best possible award.

Pupils who are taking N5 or Higher PE courses should not normally choose this option as it duplicates the practical work. However, PE staff may advise some N5/Higher students to undertake the performance unit as well in order to bring their practical performance to

the necessary level. Any student considering these courses should discuss it with PE staff as soon as possible.

Completion of the course is good preparation for:

- ◆ Further Education sport courses
- ◆ Sports Coaching Work
- ◆ PE teacher training
- ◆ Employment in the leisure industry

Community of Philosophical Inquiry

Contact: Mr Proffitt

Course Outline:

If I stand in a shop and read a whole newspaper from cover to cover, am I stealing? Can robots think? If being brave is a good thing, does that mean bank robbers are at least partly good? Where do thoughts come from? Can babies commit crimes? Might a benevolent dictatorship be a better way to run a country than a democracy? Would a human clone be human?

If questions like these spark your curiosity, you might enjoy Community of Philosophical Inquiry: a structured exploration of philosophical ideas through group discussion.

Each inquiry begins with a stimulus: a story, poem, painting, cartoon, film clip, song or piece of music. Participants then engage in a collaborative dialogue to explore the philosophical ideas that emerge.

Who is the course for?

Anyone with an enquiring mind. No prior knowledge of philosophy required! You will be taking part in practical philosophy. This means you will not be reading or studying what other philosophers have said; *you* will be doing the philosophising!

The course is not assessed and does not lead to a formal qualification. However, Philosophical Inquiry has been shown to develop participants' critical thinking, reasoning and active listening skills, memory, respect and tolerance for alternative viewpoints, confidence, self-esteem and sense of community.

Sound Engineering and Production

Contact: Mr Gaw

This course will enable students to undertake an NPA unit in Sound Engineering and Production.

Activities include performing a short piece, recording the instruments/voices from a variety of sources, mixing/mastering the final result and keeping an accurate record of these activities.

Students will be using industry standard ProTools software.

Section D Physical Activities

All students participate in some form of physical activity on a Wednesday afternoon.

The range and quality of sporting activities offered has expanded considerably over the last few years. In particular, we have responded to feedback from senior student.

♦ Core Programme

The activities of aerobics, football, badminton, basketball and fitness will be pursued in blocks of six to eight weeks. Pupils will undertake at least two of these activities.

♦ Development Squads

Students wishing to play for School teams in hockey, football or rugby are expected to:

- join the development squad for that activity at the start of the School year
- attend Wednesday Activity training and after school coaching
- participate in school matches when selected.

The fees associated with this option reflect the additional costs of out of hours events not the Wednesday afternoon element.

♦ Special Interests

We offer a number of special interest options including dance, aerobics and multi-sports at local sports clubs.

A fee is charged depending on the nature of the activity and the charges levied by providers.

Section E Community Involvement

All S6 pupils take part in Community Involvement activities, either in school or as part of our growing list of organised external community involvement programmes.

This is an integral part of your timetable for S6 and so attendance is taken and the staff who you work with are also encouraged to take part in the reference process for UCAS and college applications.

External Community Involvement

We currently have external links with:

Alzheimer Scotland
Cancer Research
Riding for the Disabled
Oxfam

Westbourne Garden Nursery
Jordanhill Out of School Service (JOSS)
Broomlea School
Thornwood Nursery

If you have a specific interest that you would like to pursue or a contact who might be interested in working with students from the school, please contact Mr Whale who can look at developing formal links.

Department Support

S6 pupils can participate in community involvement by supporting the following departments:

- ◆ Art and Design
- ◆ Business Education
- ◆ English
- ◆ Geography
- ◆ Learning Support
- ◆ Library
- ◆ Mathematics
- ◆ Modern Languages
- ◆ Music
- ◆ Physical Education
- ◆ Primary
- ◆ Science P6 - S1

COMMUNITY INVOLVEMENT: Department Support

Art and Design Support

Contact: Mr D Wilson

Participants will help with the following:

- ◆ Maintaining and monitoring material and equipment
- ◆ Creating and maintaining displays outside the department
- ◆ Production of S1/2 work booklets in conjunction with members of staff
- ◆ Developing, colour copying and laminating resources and visuals
- ◆ Developing and maintaining an effective filing system
- ◆ Help with the development and maintenance of an Art Dept Website

Business Education Department

Contact: Mr A Madill

Participants will experience numerous support tasks including:

- ◆ keying-in and copying new development materials
- ◆ filing and general administrative tasks
- ◆ supporting younger students

English Department Support Work

Contact: Mr A Proffitt

Participants will experience a variety of support tasks including:

- ◆ classroom support of target students
- ◆ taping of reading materials (audio)
- ◆ updating departmental databases (AV stock, section lists, etc.)
- ◆ filing and typing up hand-written sheets
- ◆ transcribing from audio tapes

Geography

Contact: Mrs A Mackinnon

Participants will assist S1 and S2 students in the department and help with general administrative tasks such as filing maps, typing worksheets and cataloguing relevant web sites.

Learning Support: Paired Reading

Contact: Mrs C Atkinson

Participants are tutored in the principles of paired reading with students from P3 - P7. Practical experience with primary students will be combined with discussion and feedback on activities.

Library Support

Contact : Mrs Donaldson and Mrs Taylor



We have a number of volunteering opportunities in our School Library for S6 pupils and invite you to chat with Mrs Donaldson/Mrs Taylor if you are interested in helping in one or more of the areas outlined below.

Primary Class Visits

An opportunity exists to assist Mrs Taylor with Primary 1-3 classes, two periods a week. Duties would include basic training in our Library Management System, storytelling and helping with general day-to-day duties as they arise.

Lunchtime Opening (Tues, Wed or Thursday 1.15pm-1.40pm)

2 Library Assistants required during lunchtime opening (Tues, Wed or Thursday 1.15pm-1.40pm) throughout the year. Responsible for returning/issuing library resources, assisting pupils with research/homework, operation of digital displays etc

Digital Literacy (creating digital content for School Library TV/Office 365)

We hope to develop the School Library digital content in the coming months, including Booklists, Careers information, Book Trailers etc. An ability to work independently/accurately and liaise with School Librarians and English Department Staff an advantage.

Centenary Preparation (scanning archive photos, burning archive DVDs , prep for exhibitions etc)

Preparation for the school's Centenary Exhibition will start in August 2019. Preparation of archive DVDs for sale, exhibition displays and scanning of archive materials will be an important element of the preparation.

Mathematics

Contact: Dr H Kelly

Participants will experience a variety of support tasks including:

- ◆ Assisting with pupils in class
- ◆ Working on the department website, JMG and JJMG
- ◆ Helping organise departmental resources and noticeboards

Modern Languages

Contact: Mrs A Helary-Quinn

Participants assist younger students in the department and help with general administrative tasks.

Primary Education

Contact: P1-P3 Miss E McIntyre
P4-P7 Mr R Paton

Participants help with practical activities, including working with infants; science in P4 – 7 and PE in P4-7. Work with the Primary departments span the age range 5 years to 11 years.

Science P6 - S1

Contact: Mr K Scobie / Mrs M Munro

Participants will support staff and students in the various topics in the Primary 6 and 7 and S1 Science courses.

Section F List of Academic Courses

In addition to the courses below, it is possible for S6 pupils to attend courses at some local schools / colleges. Such arrangements are to be made through your Head of House / Year Head.

We also work with Glasgow City Council and their provision of [Senior Phase Courses](#) and qualifications. The full programme of courses available in session 2019-2020 can be found in the [Course Choice](#) section of the school website and pupils should speak to Ms McDade regarding any courses they are interested in.

Glasgow Clyde College has also offered their '[Open Doors](#)' programmes to our pupils and these courses have included HNC Coaching and Developing Sport, H Psychology and Cyber Security. Information about these courses are available in the [Course Choice](#) section of the school website and pupils interested in these courses should speak to Ms McDade.

Glasgow Caledonian [University's Advanced Higher Hub](#) also offers courses for S6 pupils. We are not guaranteed places at the Hub but pupils should speak to Ms McDade if they are interested in an Advanced Higher subject not offered in school.

Art & Design

- ◆ N5
- ◆ Higher
- ◆ Higher Photography
- ◆ Advanced Higher
- ◆ Advanced Higher Portfolio course

Business Education

- ◆ N5 Admin¹
- ◆ Higher Admin¹

- ◆ N5 Business Management¹
- ◆ Higher Business Management¹

Computing

- ◆ N5¹
- ◆ Higher¹
- ◆ Advanced Higher¹

Design and Technology Subjects

- ◆ N5 Graphic Communication¹
- ◆ Higher Graphic Communication¹
- ◆ N5 Design and Manufacture¹
- ◆ Higher Design and Manufacture¹

English & Communications

- ◆ N5
- ◆ Higher English
- ◆ Advanced Higher English

¹ Bi-level teaching

Geography

- ◆ Higher
- ◆ Advanced Higher

History

- ◆ Higher
- ◆ Advanced Higher

Learning to Lead

- ◆ S.Bacc
- ◆ Higher Leadership

Mathematics

- ◆ N5
- ◆ Higher
- ◆ Advanced Higher

Modern Languages

- ◆ Higher: French, Spanish
- ◆ Advanced Higher: French, Spanish

Modern Studies

- ◆ N5¹
- ◆ Higher¹

Music

- ◆ Higher
- ◆ Advanced Higher

Physical Education

- ◆ N5¹
- ◆ Higher¹

Science

- ◆ Higher: Biology, Chemistry, Physics
- ◆ Advanced Higher : Biology, Chemistry, Physics

Further information about each of the courses pupils can choose from can be found on the school website in the Information for Pupils section - click on the Course Outline link.

III Negotiating a Personal Development Plan

Your Proposed Personal Development Plan

In order to agree a Personal Development Plan, you will go through the following processes:

- Use the on-line system to submit your PDP (see Sample Form in this section)
- Meet with your Head of House in a PDP meeting to discuss your plan
- Agree and sign your PDP – this becomes your Contract for Success with the school.

You should be proactive in this task, accessing information on-line and seeking advice from your Head of House.

The school will endeavour to offer you a productive programme of activities and to discuss all possible arrangements. Entry to S6 will be conditional on an appropriate PDP being agreed.

Guidelines for Completing On-line Personal Development Plan

The following set of guidelines will help you to fill in your **S6 Personal Development Plan** form.

1. Select your **Gender**.
Click the blue arrow and select **F** or **M**.
2. Choose your **House**.
3. Select the name of your **Head of House**.

Gender *

House *

Head of House *

In the following sections make a brief statement in each of the boxes to explain your choice.

4. **Specify a Career Interest:** think carefully about your future intentions. Give as clear an indication as possible. If you have more than one desired career, you can list the options you are considering. Specifying a career interest is not a commitment to anything.

Career Interest *

5. Indicate if you are thinking about leaving school. (See note at end.)
6. Express an interest in the **Scottish Baccalaureate** – Science, Languages or None

7. Creativity Challenge

Make a brief statement to explain the choice.

8. Enterprise Challenge

Make a brief statement to explain the choice.

9. Physical Challenge

Make a brief statement to explain the choice.

10. Community Involvement Challenge (Section E)

Imagine the kind of work you might be able to do on behalf of the community and indicate two or three alternatives. Your Head of House can explore these with you.

Creativity Challenge (see section B of the Course Choice I

Enterprise Challenge (Choose Option for General Interest

Physical Challenge (choose from sporting activities listed

Community Involvement (choose from one of the option:

11. Learning to Lead

Select any of the options in which you have an interest. It is possible for example to do both a SfW course and the Higher Leadership Award or Baccaulaureate IP.

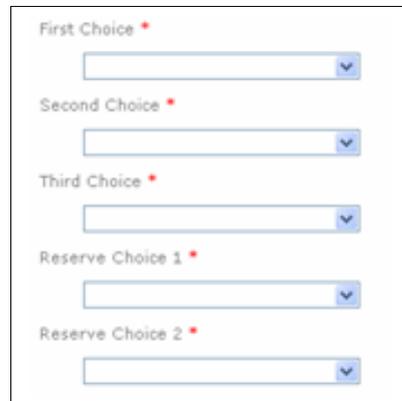
12. Selecting Courses: We want to know what your priorities are in the course choice process.

Use the drop down menu to:

- ◆ State the courses you are interested in
- ◆ Provide us with an order of preference
- ◆ Indicate to us two reserve choices

We will check to ensure that these courses are realistic ones for you to study in S6 and that you are likely to achieve the entry requirements.

Enter the name of 4 courses with their levels in order of priority.
Enter the name of a 5th course if you wish to study five courses.
Enter a reserve choice in case we cannot meet one of your priorities.



First Choice *

Second Choice *

Third Choice *

Reserve Choice 1 *

Reserve Choice 2 *

Remember

- You can only elect to study three subjects in S6 if they are all at Advanced Higher level.
- Pupils who expect to gain 4 Highers at 'B' in S5 must normally select at least 2 Advanced Higher courses amongst their 4 choices. You should also consider the Scottish Baccaulaureates.

Art Portfolio

- If you have selected Advanced Higher Art you can also enter Art Portfolio as another choice. Entry to the Art Portfolio course is by prior agreement with the department.

13. General Interest: Please read Section I and II carefully. As with course choices, select from the drop down menus your two preferences.

Gen Interest Choice *



14. Lastly, in the Key Issues box you must note any of your choices which are contrary to the recommendations of your S5 teachers. Also, note any questions or comments you wish to raise with your Head of House.

Key Issues: Identify any of your choices which have not been recommended in your S5 report. Also, note any questions or comments you wish to raise with your Head of House.



Note:

The course choice survey asks you to note if you are considering leaving school at the end of S5. This is to give the school an early indication of your intentions; it is by no means a commitment to leave.

Sample Online Form

To view, click on the **S5 to S6 Course Choice** link on the portal home page and then on **Respond to this survey**.

The diagram below shows what the S5 – S6 Course Choice page will look like on your screen. You make your choices from a range of options in drop down menus. Information listed in some of these menus is shown in the boxes on the right.

The screenshot shows a web form for course selection. It includes fields for House, Principal Teacher of Pastoral Care, English Course, Mathematics Course, and five choice options (First Choice, Second Choice, Third Choice, Reserve Choice 1, Reserve Choice 2). There are also two General Interest choice options. A legend indicates that an asterisk (*) denotes a required field. Two callout boxes provide lists of options for the 'House' and 'General Interest 1st Choice' dropdowns.

House * dropdown options:

- Crawfurd
- Montgomerie
- Smith
- St John

General Interest 1st Choice * dropdown options:

- Art and Design Printmaking
- Astronomy
- Enterprise Group
- Graphic Shed
- International Cuisine
- Mandarin
- Musical Theatre Studies
- Philosophical Inquiry
- PE: Performance
- Sound Engineering & Production
- Statistics

Other course options listed in the right-hand box:

- Administration N5
- Administration Higher
- Art N5
- Art Higher
- Art Advanced Higher
- Art Advanced Higher Portfolio
- Biology Higher
- Biology Advanced Higher
- Business Management N5
- Business Management Higher
- Chemistry Higher
- Chemistry Advanced Higher
- Computing Higher
- Computing Advanced Higher
- Design and Manufacture N5
- Design and Manufacture Higher
- English Higher
- English Advanced Higher
- French Higher
- French Advanced Higher
- Geography Higher
- Geography Advanced Higher
- Graphic Comm N5
- Graphic Comm Higher
- History Higher
- History Advanced Higher
- Modern Studies N5
- Modern Studies Higher
- Music Higher
- Music Advanced Higher
- Photography Higher
- Physical Education N5
- Physical Education Higher
- Physics Higher
- Physics Advanced Higher
- Senior Phase College Course
- Spanish Higher
- Spanish Advanced Higher