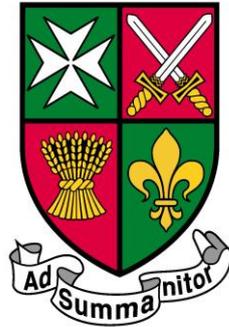


JORDANHILL SCHOOL



S4 → S5

COURSE CHOICE

for

2019-2020

Course Choice for S5: Significant Dates and Events

November 2018	S4 briefing sessions prior to Mock Exams
December 2018	Review of prelim results in Social Education Initial identification of career/subject interests for S5/S6 S4 Course Choice preparation session
December 2018	S4 reports issued
January 2019	Course Choice Booklet issued. S5 Course Choice In-Focus Leaflet
10th January 2019	S4 Parents' Evening & Course Choice Information Sessions
11th – 18th January 2019	S4 pupils make and amend course choice entries
4th – 8th February	WORK EXPERIENCE WEEK
Starting w/c 11 th February	Feedback to pupils on initial course choices
By 16 th March 2019	Further discussion and planning of course choices as necessary
26 th April – 1 st June	SQA Examinations
Monday 3 rd June 2019	Start of new timetable
6 th August 2019	SQA results published
TBC	Interviews with Heads of House to discuss course alterations necessitated by SQA results.
19 th August 2019	New session begins.

JORDANHILL SCHOOL

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January 2019

Dear Parent/Carer

S4 Pupils: Course Choice for S5

I am pleased to enclose a copy of the Course Choice Booklet describing the range of courses and opportunities available for your young person in S5. Further information can be found by going to the school website, clicking [Pupils](#) and then [Course Choice](#). The time scale for the course choice process is on the previous of this booklet.

S4 pupils will complete their S5 course choice forms on-line during school time and I will give a short preparative briefing session at the beginning of the new term after which the course choice survey will be open for entries. The survey is open for a week and pupils can amend their choices on any school computer during that week. The survey will close at **lunchtime on Friday 18th of January**. Changes to the pupils' choices thereafter are made in consultation with individual Heads of House.

This booklet is a culmination of all the information we have issued since your young person started S4. It has information about the courses on offer in school but also the other options out with school eg Foundation Apprenticeships and Glasgow City Council Senior Phase college options.

Also contained within this booklet are the options for Column F (Tuesday afternoons). If your young person has another option they are interested in for a Tuesday afternoon then I encourage them to speak to me about this. Students in previous years have organised work experience placements directly linked to their intended pathway beyond school and we have been happy to endorse these arrangements once all necessary checks have been made.

All young people are expected to have five academic subjects on their timetable and this can be based on a combination of subjects offered in school and those on offer with our partners. In addition to their five academic subjects, S5 pupils will also have one period of PSHE, two periods of Games and two periods of a General Interest (Column 5F) option.

I hope you find this information interesting and helpful and I look forward to seeing you on Thursday 10th January at the S4 Parents' Evening.

Yours sincerely



Ms S McDade
S4 Year Head

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Section G	College Partnership Courses
Section H	General Interest Courses
Section I	Course Choice Procedures

Useful Websites

Skills Development Scotland	www.skillsdevelopmentscotland.co.uk
Gateway (PlanIT & Progress)	www.ceg.org.uk
Scottish Qualifications Authority	www.sqa.org.uk
Scottish Executive	www.scotland.gov.uk
Scottish Council Research in Education	www.scre.ac.uk
City of Glasgow College	www.cityofglasgowcollege.ac.uk
Glasgow Clyde College	www.glasgowclyde.ac.uk
Glasgow Kelvin College	www.glasgowclyde.ac.uk

Section A INTRODUCTION

S5 and S6 offers your young person the opportunity to think beyond school and what their possible pathways will be. It can be quite challenging for young people to think about these pathways and so we always recommend that they:

Talk – to our SDS officer, to parents/carers, to their Head of House and to friends about their ideas for the future

Listen – to the advice offered by the above and from their teachers about subject options and presentation levels

Read - as much as possible about the options available both in and out of school and to read about the requirements for their ideal job, college or university course.

You will see in Section B the course choice process involves planning, thought and an increasing sense of your longer-term ambitions. It might seem early in S4 to start this process, but it is very important that individuals and the school are aware of any issues regarding the choices that you will be making.

One such consideration is that for most pupils, S5/S6 is a two-year programme and it is best treated in that way. The demands of each subject can be considerable, and it is wise to think of each choice as part of a wider package of courses. It is also important that you think carefully about the best way to progress towards your next step beyond school.

S5

In S5 you are required to study 5 academic courses. This can be a combination of subjects in school but can also include other options like a Foundation Apprenticeship or a Senior Phase college course.

If your young person has a place on a Foundation Apprenticeship (FA) course, then they must consider the duration of this course. Most FA courses are two-year options and so your young person must keep this in mind when making their options choices.

S6

Students in S6 are required to study a minimum of 4 full courses. Again, these four subjects can come from a combination of subjects offered in school and those offered by our partners. In S6 we can apply for places at Glasgow Caledonian University's AH Hub (GCU Hub). We cannot guarantee places at GCU Hub and the number of places offered each year varies. There is also the possibility of studying a course like H Psychology at Glasgow Clyde College.

In choosing to return to school in S5/S6 your young person are committing themselves to a package of courses and to contributing positively to the life of the school.

Important decisions must be made in January. The purpose of this booklet is to help you and your young person to take these decisions. We are confident that the courses offered will accommodate most requests. However, some difficulties will inevitably arise, and you should discuss such situations with your young person's Head of House as soon as possible. Consideration can then be given to adjusting the pattern of courses before it is finalised.

Information about various careers and their entry requirements 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)

Course Choice for S5

Key Factors

The priority for the school is to ensure that, as far as is possible, every young person experiences success in the courses they are undertaking in S5 (and S6) and leaves with a set of qualifications and experiences which leads to a positive destination beyond school.

The advice we offer each pupil is based on three factors

- ♦ Our personal knowledge of them
- ♦ A detailed understanding of how pupils in Jordanhill School perform in S5
- ♦ National data about the likely level of success based on performance to date

We expect every pupil to be ambitious and take on a significant challenge. The school believes that a positive attitude to learning underpins pupils' and our collective academic successes. We actively encourage pupils to have high expectations and avoid saying that they *won't* cope or *can't* do great things.

However, we do not encourage pupils to set out on programmes which carry a high risk of failure. This is demotivating and restricts rather than enhances pathways beyond school.

Every year, before and after the results are published, we help pupils choose the most suitable courses and ensure that they have the entry requirements for each of their chosen subjects. This can be a lengthy process, but pupils without the individual entry requirements for a subject or the overall grades to study a package of subjects are highly unlikely to succeed.

Other Factors to Consider

- ♦ Over 90% of pupils in S6 say that the work in S5 is far more demanding than they had expected
- ♦ Few university courses ask for pupils to pass 5 Highers in S5. The majority let applicants use results they gained in both S5 and S6
- ♦ The quality of your grades is generally more important than the number. Pupils with 3 'B' grades at Higher after S5 are better placed than those with 4 or 5 'C' grades.
- ♦ Attempting Highers in all the subjects in which you have the entry requirements is only a good idea if you have scored highly in all of your S4 subjects

When we speak to pupils about their course choices at the start of S5, it is common to hear them say they will work much harder in S5 than they did in S4. Many pupils assure us that they will change their work patterns and / or arrange for extra support out of class. Our analysis of Jordanhill pupils and their successes takes all these factors into account.

Overall S4 Performance as a Guide to S5

Nationally, the performance of every pupil in every subject and level is translated into a **points score**. This forms the basis of the analysis of performance in every course and of individual schools such as Jordanhill. A pupil's points score average (**PSA**) is the best predictor of future performance. There is an explanation of PSA in the accompanying leaflet.

We have undertaken a detailed analysis of how our pupils perform in S5 based on their PSA in S4. This therefore takes into account the following factors

- Jordanhill pupils perform much better in S4 than might be expected
- The high levels of support at home
- The generally positive work ethic of our pupils
- The improvement that pupils make in Jordanhill from S4 to S5 is better than might be expected

This reveals some startlingly clear thresholds which pupils need to reach in S4 to have a reasonable chance of success at Higher Grade in S5.

PSA	Likelihood of Passing		
	5 Highers	3 Highers	1 Higher
>75	High		
66 - 72	Reasonable	High	
60 - 66	None	50:50	High
50 - 60		None	Reasonable
<50			None

In the last 8 years

- Fewer than 1 in 40 pupils who passes 4 Highers has a PSA below 60
- Fewer than 1 in 10 pupils who passes 3 Highers has a PSA between 50 and 60
- Fewer than 1 in 10 pupils who passes 1 Higher has a PSA of less than 50

We will provide every pupil with the points resulting from their performance in the S4 internal examinations.

While most pupils will improve their PSA between December and May this does not happen automatically. **Pupils must actively plan to reach a level of attainment in S4 which raises the likelihood of success in S5.**

Higher Grade Entry Requirements

Tables 1 and 2 below show the chance of passing Higher Grade in S5 depending on the grade achieved at National 5 in S4 for the core high uptake subjects.

Table 1	Higher Grade Outcome	
	Pass	Fail
N5 Grade		
A	95%	5%
B	65%	35%
C	35%	65%
D	20%	80%

Table 2	% of Students Gaining Higher				
N5 Grade	A	B	C	D	No Award
A	50%	30%	15%	3%	2%
B	<10%	25%	30%	15%	20%
C	1%	10%	25%	20%	45%
D	0%	<5%	15%	15%	70%

The pass rates from N5 'C' and 'D' at Jordanhill are lower than these national figures because we have almost no pupils who 'underperform' in S4.

The entry requirement for most Higher Grade subjects is thus an 'A' or a 'B' at National 5.

Entry to subjects such as Art and Music depend more on the pupil's aptitude for that subject.

Direct entry to Higher in a subject not studied before is likely to depend on performance in related subjects and/or the mathematical and/or language demands of the course. Prior performance in Mathematics and English as well as PSA will be considered.

While we **may** allow you to commence a Higher Grade course in S5 having achieved a Grade C in that subject at National 5, you must realise that the likeliest outcome is that you will fail and even if you pass you will get a Grade C.

Key Questions

- Have I achieved the entry requirement for each individual course?
- Will a 'C' grade at Higher suffice for the route I wish to pursue beyond school?
- Have I reached the PSA threshold for the number of Highers I wish to take?
- Will I get a better grade by studying a Higher over 2 years – passing the Higher Units in S5 and sitting the external course assessments in S6?

Rates nationally for re-sitting Highers are very poor

- less than 50% of pupils pass a Higher in S6 if they failed it in S5
- only 15% of pupils who gain a 'C' improve on this grade in S6

The idea that *'I might as well do the Higher because I can always re-sit it next year'* simply does not work.

For these reasons, the school will not permit you to commence a group of courses for which your S4 grades and PSA indicates a low chance of success.

In S5 we offer a wide range of courses so that pupils can choose a combination that suits them and will lead to success. Pupils are also able to access Glasgow City Council's Senior Phase Programme which provides courses from N4 to Advanced Higher Level. Details of the courses on offer last session can be viewed on the [Pupil Page / Course Choice](#) of the website. If your young person has an interest in one of these courses then they must indicate this on the Course Choice Survey in school. There is more information about the Senior Phase courses later in this booklet in the College Partnership Courses section.

CHANGE REQUESTS

The process of course choice is a lengthy one that starts with an exploration of all of the factors pupils should take into account: their interests; a consideration of job families; and their relevance to choices.

Our curriculum structure and timetable change annually in response to the changing needs and desires of each cohort. This involves a significant commitment of time and resource by the school to try and optimise the timetable to meet pupil needs. Pupils have opportunities to change their minds at several different points during the process.

One of the reasons the new timetable starts in June is to allow pupils to have a three week experience of their choices in case anyone feels they have made a serious mistake. It is common for changes to be made when the SQA results are published at the start of August and this process can continue up until the end of August for some pupils.

However, there comes a point at which we must finalise the course choice column and timetable structures (March) and this means that it is not feasible to consider change requests as the requested combination will not fit the established column structure.

For pupils commencing S5/S6 we would not normally accede to such requests after the third week of the new session.

The rationale for this being

- ♦ Pupils have had a lengthy period in which to consider options and must eventually live with the decisions taken.
- ♦ Beyond 5 or 6 weeks of the course (including June) pupils have missed too much work or induction into course skills. Any change is likely to be a high-risk strategy.
- ♦ Having optimised the timetable to one set of choices the school must have a clear rationale for allowing late changes.

The school acts positively to support the full range of academic needs in S5/S6 when these carry greater significance in the preparation for transition beyond school. The fact that we do this in itself imposes some constraints on our ability to be responsive to late requests.

Criteria for Late Changes

The criteria for allowing a late change of course beyond the date set out above are that

- ♦ The pupil has or has developed significant additional support needs which can best be addressed through a change or that there has been some significant change in the pupil's circumstances that would merit such change.

and

- ♦ The pupil must clearly exceed the normal entry requirements for the course and the receiving department must confirm that there is a very high level of probability that (i) the final outcome will be of significant benefit to the pupil and (ii) that despite the delayed start the pupil is very likely to meet their full potential on the course.

Section C COURSE TYPES AND ENTRY REQUIREMENTS

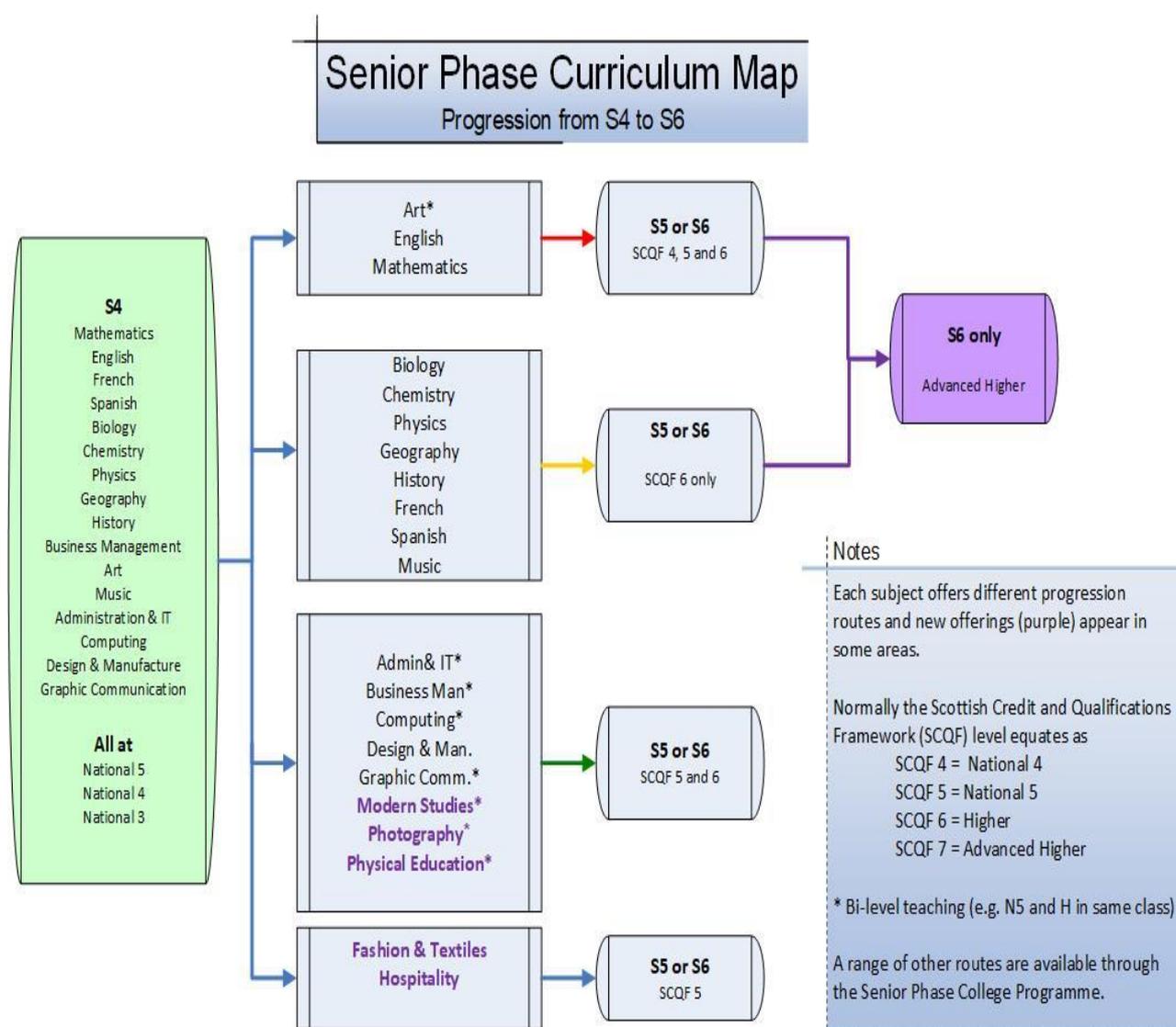
In S5, students can study at a variety of levels. It is important that you consider the demands of different courses and levels carefully and take great care to ensure that the package of courses matches your academic profile.

The curriculum structure in S5/S6 in Jordanhill School is designed to:

- ◆ Ensure progression for all students emerging from S4.
- ◆ Provide opportunities to study new, perhaps more vocational, courses
- ◆ Prepare students for the challenges of Further and Higher Education and the world of work.

The types of courses available and the normal progression routes through them are shown in the diagram below. Detailed descriptions of the courses can be on the school website in the Pupil Course Choice area.

The normal entry requirement for Higher Grade is that a pupil has **clearly shown they are secure at the level below** i.e. Grade A or B at National 5. Details of specific courses and their entry requirements are given in Section F.



Progression from S4 to S5/S6

N5 Courses

These courses are designed for students progressing from an N5 Grade C award and for those who would benefit from a more measured approach to Higher Grade over 2 years. **Direct entry is possible for some courses provided applicants meet the necessary entry requirements.**

HIGHER GRADE COURSE

The normal entry requirement is a strong N5 award, typically a grade A or B.

The differences between S4 courses and Higher are significant in terms of workload and difficulty. Students with a C pass at N5 will have little chance of passing Higher.

Highers are the normal entry route to Degree level courses in Higher and Further Education.

ADVANCED HIGHER

Candidates for Advanced Higher courses will normally have a good pass at Higher Grade in the subject. It is recommended that they be taken by those who have gained an 'A' or 'B' at Higher.

Advanced Higher courses provide an important preparation for students intending to pursue more advanced studies at University or college. Emphasis is placed on students taking more responsibility for their own learning and thus developing the more advanced study skills required of students. Such courses involve considerable amounts of guided study, practical work projects and dissertations as well as an external examination.

Glasgow City Council Senior Phase Courses

The Senior Phase Course available via GCC offer pupils a great many courses that we cannot offer in school. These courses typically run on Tuesday and Thursday afternoons but there are some variations in these arrangements. Pupils must indicate which course or courses they would be interested in applying for and speak to their Head of House. The brochure details all the courses and the levels available. The brochure of courses is available in the [Course Choice](#) area of the school website.

Section D NATIONAL QUALIFICATIONS

The National Qualifications system is built up of units, courses and Scottish Group Awards. These terms are explained below. Further information is available on the SQA website at www.sqa.org.uk

Previously, National courses are made up of “Units” of work (usually three units per course). Historically, pupils had to sit an SQA end of unit assessment and had to pass each unit assessment. This may have been the system you were familiar with if you have had older children go through school.

From June 2018 the final award for most courses will be based on the mark achieved for the coursework assignment and the final exam. Subject teachers will be able to advise on the nature of the assignment for their subject. Maths does not have an assignment.

To assess pupils’ understanding of the whole course, SQA exams will be longer and most Higher and Advanced Higher subjects will now have two exam papers.

The National Qualifications Certificate

Students receive a summary certificate each year which records:

- ◆ Achievement in the current year
- ◆ Cumulative achievement to date.

Section E PERSONAL AND SOCIAL DEVELOPMENT

In addition to the academic courses the school provides:

- ◆ Sporting activities: 2 periods
- ◆ General Interest Courses: 2 periods
- ◆ Personal and Social Education: 1 period

Sporting Activities

Wednesday afternoons are given over entirely to sports for S4-6 pupils who select from an extensive menu of activities that take place in school and at other local venues. The core programme is free, but a charge is levied for the alternative options to help defray expenses.

Community Involvement and General Interest Courses

All of the experiences offered by the school are designed to develop student skills in:

- ◆ Citizenship
- ◆ Enterprise
- ◆ Team work and leadership
- ◆ Contributing to the life and work of the school and community

Evidence of active participation in such activities is highly valued by Further and Higher Education and prospective employers. They also form an important part of the learning experience in S6.

Full details of all of the available options are given in section G of this booklet. Some of these options are restricted to S6 due to their nature.

We are always open to pupils suggesting new General Interest activities. If there is something that you know about which can be timetabled into a Tuesday afternoon, please contact Ms McDade.

Personal and Social Education

The S5 course covers a variety of topics, such as:

- ◆ Targets and action planning
- ◆ Careers information and course choice preparation
- ◆ Personal safety
- ◆ Relationships
- ◆ First Aid
- ◆ Preparation for driving test

Section F

ACADEMIC COURSE DETAILS

Courses on offer in school

Art & Design

- N5¹
- Higher¹
- H Photography
- AH
- Portfolio course

BECSIT

- N5: Administration & IT¹, Business Management¹, Computing Science¹
- Higher: Administration & IT¹, Business Management¹, Computing Science¹
- AH Computing Science¹

Design and Technology Subjects

- N5 Graphic Communication¹
- Higher Graphic Communication¹
- Higher Design and Manufacture

English & Communications

- N5
- Higher English
- AH English

Geography

- ◆ Higher
- ◆ AH

History / Modern Studies

- ◆ Higher History
- ◆ AH History
- ◆ Modern Studies National 5¹
- ◆ Modern Studies Higher¹

Mathematics

- ◆ N5
- ◆ Higher
- ◆ AH

Modern Languages

- ◆ Higher: French, Spanish
- ◆ AH: French, Spanish

Music

- ◆ Higher Music
- ◆ AH Music

Physical Education

- ◆ N5¹
- ◆ Higher¹

Science

- Higher: Biology, Chemistry, Physics
- AH: Biology, Chemistry, Physics

¹ Bi-level teaching

For pupils progressing from S4 to S5 the entry requirements for each subject and course level are listed in the following pages.

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.

ART & DESIGN

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. In order to ensure quality of experience for students and breadth, depth and balance across the Art and Design courses, students work on in-depth projects in the areas of Expressive art, Design and Critical writing. Each student will explore two and/or three-dimensional media processes and contemporary issues and there is the opportunity for training to a sophisticated level in the use of multimedia technology; in particular the industry standard software packages, Adobe Photoshop and Illustrator.

Courses will be available in N5, Higher, Advanced Higher and Portfolio Preparation. Minimum entry requirements are as follows:

N5	No previous experience in the Art Department post S2 is necessary. Applicants must have a pass in N5 English .
Higher	A/B grade N5 Art and Design Grade A-B in N5 English Experience in the Art Department post S2 is not essential, as the applicant's profile of attainment in S4 will be taken into account. Final presentation at Higher level is dependent on performance.
Higher Photography	A/B grade in N5 Art Experience in the Art Department post S2 is not essential, as the applicant's profile of attainment in S4 will be taken into account. Final presentation at Higher level is dependent on performance.

Advanced Higher Art and Design Courses

Advanced Higher Enquiry	Grade A pass at Higher Art. It may be possible for candidates who achieve a grade B at Higher to progress, but this will depend on component grades and the commitment of the student.
Portfolio Preparation	Grade B pass at Higher Art. It may be possible for candidates who achieve a grade C at Higher to progress, but this will depend on component grades and the commitment of the student.

BECSIT

ADMINISTRATION & IT

Courses will be available at N5 and Higher. Minimum entry requirements are as follows.

N5	Pass at N4 OR Evidence of an appropriate level of performance across S4 subjects (previous experience of Administration & IT is not a requirement).
Higher	An A or B grade at N5 Administration & IT.

BUSINESS MANAGEMENT

Courses will be available at N5 and Higher. Minimum entry requirements are as follows.

N5	Pass at N4 Business Evidence of an appropriate level of performance across S4 subjects. Pupils must have passed N4 English.
Higher	A grade A or B at N5. Plus a pass at N5 English. OR In the case of candidates in S6 who have not studied the subject in S4 or S5, their academic profile in English and Social Subjects will be taken into consideration. An A or B in Higher English is required.

COMPUTING SCIENCE

Courses will be available at N5, Higher and Advanced Higher. Minimum entry requirements are as follows.

N5	Pass in N4 Computing Science OR Evidence of a successful academic profile from S4.
Higher	A or B pass at N5 Computing Science for both the theory AND practical coursework. AND a good record of handing in coursework and homework at N5 on time and to a good standard.
Advanced Higher	A or B pass in Higher Computing Science. Evidence of an A or B grade for the programming element of the Higher coursework. The Advanced Higher Computing Science course is intended for students who obtain an A or B at Higher Grade, and who have a continuing interest in the subject, perhaps with a career involving Computing in mind. Students must have the capacity and interest to work at times largely on their own, with teacher guidance.

DESIGN AND TECHNOLOGY

DESIGN AND MANUFACTURE

Design and Manufacture is a modern introduction to the field of industrial design and manufacturing. To be successful pupils should exhibit a thorough understanding of the design process, have highly developed graphical skills and be able to grapple with original research material. This research must be applied to the development of original, innovative and creative solutions in a variety of scenarios.

A broad range of topics are covered from concept design through to manufacturing technology, including marketing, economics, aesthetics, ergonomics, and computer aided design and manufacture including rapid prototyping. Candidates apply the theory of design in a number of design projects which include the use of three dimensional and computer modelling. Please note that the focus of this course is primarily design related and the associated skills of page layout, drawing, rendering and concept model creation.

Higher	N5 Design and Manufacture N5 Graphic Communication (Progressing from S4) Art and Design N5 Grade A (Progressing from S5) Art and Design Higher Grade B Note: S5 & S6 pupils who have not undertaken N5 Design and Manufacture will be required to put in extra time in order to familiarise themselves with strategies used to produce successful folio work. Pupils should also aim to become confident in the workshop space and gain skills in concept model making processes.
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GRAPHIC COMMUNICATION

Graphic Communication is a multi-faceted course ranging from engineering & architectural drawing techniques to graphic design & advertising.

This course allows pupils to develop their skills in both producing and analysing the effectiveness of a range of graphics, using various media types. This includes engineering type technical drawings through to fully rendered promotional graphics, such as advertising leaflets and posters. Using both manual techniques and modern, industry standard, computer software packages the pupils' creativity is encouraged in four separate areas of study.

N5	Pass at N4 Graphic Communication
Higher	Pass in N5 at A or B Note: <i>Success in this course really depends on students demonstrating a thorough grounding in technical drawing and 3D modelling software skills developed through the N5 course in S4 or S5.</i>

ENGLISH

ENGLISH

Courses will be available at N5, Higher and Advanced Higher. Minimum entry requirements are as follows.

N5 English	Pass at N4 OR Grade C in N5
Higher English	Grade A or B at N5
Advanced Higher English	Grade B pass in Higher English.

GEOGRAPHY

Courses will be available at Higher and Advanced Higher. Minimum entry requirements are as follows.

Higher	Grade A or B at N5. Pupils achieving an A or B pass at another Social Subject at N5 level will be considered for Higher.
Advanced Higher	Pupils should have at least a `C` pass in Higher Geography and Higher English.

HISTORY

Courses will be available at Higher and Advanced Higher. Minimum entry requirements are as follows:

Higher	Grade A or B at N5 in History or in in another Social Subject.
Advanced Higher	Grade B in Higher History

HOSPITALITY / HOME ECONOMICS

A course in Hospitality – Practical Cookery will be available at N5. Minimum entry requirements are as follows.

Hospitality Practical Cookery N5	No formal entry requirements.
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MATHEMATICS

Courses may be available at N5, Higher and Advanced Higher.

Financial Education is comparable to a N4 award.

Minimum entry requirements are as follows.

N5	Passes in both N4 Mathematics and N5 Numeracy.
Higher	Strictly a grade A or B at N5
Advanced Higher	Grade A or B in Higher Maths.

MODERN LANGUAGES

French and Spanish are available at Higher and Advanced Higher. Minimum entry requirements are as follows.

Higher Spanish is only available for those progressing from N5. It is not possible to enter directly into this class without prior knowledge of the language.

Higher	Grade A or B at N5
Advanced Higher	Grade B pass in the appropriate language at Higher.

MODERN STUDIES

Modern Studies is taught by the History Department. The class will be delivered at National 5 level, but there is an option to progress to Higher should a learner demonstrate the ability to do so. Assessments will be held by mid-September at which point learners will be advised of the course level that they will pursue for the remainder of the year.

National 5	N4 award in Geography, History or Business Management
Higher	Grade A or B at N5 Geography, History or Business Management or Grade C at Higher in Geography, History or Business Management

MUSIC

The Course enables learners to develop skills in creating, understanding and performing music in a variety of contexts. It enables candidates to develop and consolidate a general interest in music, but also permits them to acquire more specialist skills in an area which may be of particular interest to them.

The Course enables learners to develop their skills and capabilities as a musician. The skills that learners gain throughout the Course will be valuable for learning, life and work. For example, performing music demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to build confidence and self-esteem.

Courses will be available at Higher and Advanced Higher. Minimum entry requirements are as follows.

Higher	Grade A or B in N5 Pupils must be able to play 2 instruments at minimum Grade 4 level. There is no maximum.
Advanced Higher	Minimum Grade B pass in Higher Music Pupils must be able to play 2 instruments at minimum Grade 5 level. There is no maximum.

Note: Any pupil who wishes to study Music at any of these levels, who has not studied the subject at N5 level should see Mrs Gilmour. Cases will be considered on an individual basis.

PE

N5 PE	Applicants must have a pass in N5 English .
Higher PE	Grade A-B in N5 English and playing sport for school/club/regularly out of school. Final presentation at Higher level is dependent on performance.

Science

BIOLOGY

Biology has a wide range of appeal and interest because of its relevance to people. It has, as its basis, the study of living organisms, their interactions and their relationship to the environment. It can provide an insight into the application of biological principals to relevant areas of human activity such as health care, environmental management and technology. The study of biology is therefore of great relevance to today's citizens and to citizens of the future.

Courses are available at Higher Biology and Advanced Higher Biology. Minimum entry requirements are as follows:

Higher	Pass in N5 Biology at A or B OR (for S6 pupils) In cases where the candidate has not previously studied Biology, the applicant's profile of attainment in other subjects will be taken into account. Previous experience of Biology is not essential.
Advanced Higher	Higher Biology at Grade A or B. It would be beneficial, but not essential, to have studied chemistry to N5.

CHEMISTRY

Courses will be available at N5, Higher and Advanced Higher. **Minimum** entry requirements are as follows.

Higher	Pass in N5 Chemistry at A or B. Entry to Higher will normally be dependent on strong and consistent performance throughout the N5 course. AND AN A or B award for N5 Maths. Higher Chemistry contains substantial arithmetical content. It is likely that approximately 25% of the marks awarded in the course assessment will be for questions based on calculations.
Advanced Higher	Higher Chemistry at A or B.

PHYSICS

Courses will be available at N5, Higher and Advanced Higher. Minimum entry requirements are as follows.

Higher	<p>Students who have at least a B pass at N5 Physics.</p> <p>OR</p> <p>However, pupils with Grade C at N5 will also be given consideration, if they have demonstrated the capacity to cope with Higher.</p> <p>Students should have at least a pass at N5 Mathematics. For students who have not previously studies Physics, the profile of attainment in other subjects will be taken into account.</p> <p>Previous experience of Physics is not essential.</p>
Advanced Higher	<p>`B` in Physics at Higher.</p> <p>However. Pupils with Grade C at Higher may be given consideration, if they have demonstrated the capacity to cope with Advanced Higher.</p>

Section G COLLEGE PARTNERSHIP COURSES

S5 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 has not, at the time of writing, been made available to us but provision of courses will be very similar to the courses on offer to our current S5s. You can browse the catalogue from last session on the [school website](#). 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 five school options for a Senior Phase course.

We will update pupils and parents of the timescales for applying for courses when we have confirmation from Glasgow City Council. Pupils will be able to indicate in their Course Choice Survey if they are interested in a Senior Phase course for next session.

Foundation Apprenticeships

S5 pupils can study for a Foundation Apprenticeship. These courses have been developed by SDS and the Sector Skills Council. Most of Foundation Apprenticeships take two years to complete but some are available in a 1 year model. 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

- Civil Engineering
- Mechanical Engineering
- Engineering Systems
- Social Services – Children and Young People
- Social Services – Healthcare
- ICT Hardware
- ICT Software
- Financial Services
- Business Skills
- Creative and Digital Media
- Scientific Technologies
- Food and Drink Technologies
- Accountancy

More information on Foundation Apprenticeships can be found on the [Skills Development Scotland](#) website and the [Foundation Apprenticeship Glasgow](#) website.

Gail Paterson from Glasgow Kelvin College will also be available at the Parents Evening to discuss Foundation Apprenticeships.

Section H GENERAL INTEREST COURSES

- ◆ Graphics Shed
- ◆ Art and Design
- ◆ Astronomy
- ◆ Practical Cookery: Home Economics
- ◆ Higher / N5 P.E: performance only unit
- ◆ Musical theatre
- ◆ Philosophy
- ◆ Sound Engineering
- ◆ Young Enterprise: Business Studies
- ◆ Statistics

These courses are sometimes referred to as 'Column F' courses. These classes are timetabled on a Tuesday afternoon and are a compulsory part of the timetable. We are open to discussing alternatives to a Tuesday afternoon, for example, a long-term work experience placement. Pupils interested in this option must discuss this with Ms McDade before any final decisions can be made.

GENERAL INTEREST COURSES

We hope to 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.

If there are any other structured experiences that you think could be timetabled into a Tuesday afternoon please contact Ms McDade. Similarly, if you wish to discuss an activity linked specifically to your plans beyond school then you should discuss this with Ms McDade.

Practical Cookery: Health, Food and Textiles Dept.

Contact: Ms 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 £26.00 per student is requested towards the cost of your ingredients for the dishes you can take home each lesson.

Physical Education: H and N5 performance unit

Contact: Ms 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

Graphics Shed

Contact: Mr Jennings.

Course Outline: See full page description overleaf.

Enterprise Group: Business Studies

Contact: Mr Madill

This course is devised to give all students an insight into the running of a small company with the objective to raise money for the charity(ies) of their choice. 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. Profits will be going to a chosen good cause. Management, team-work, problem solving and interpersonal skills will all be developed. This is a pupil led group where the teacher is a facilitator and where pupils get the opportunity to show their initiative.

Art and Design Printmaking

Contact : Mr Wilson

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 Int.2 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.

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.

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.

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.

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.

Statistics: Mathematics Department

Contact: Dr H Kelly

In a world heavily dependent on interpreting the wealth of available data, statistics is clearly important in allowing us to make sense of and manage our lives. Using mathematics and statistics enables us to model real-life situations and to make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Because statistics enables us to make independent and reasoned decisions, it engages and fascinates learners of all ages, interests and abilities. Learning in mathematics and statistics develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way. Statistics allows links to be made between mathematical models and the real world, facilitating reasoned argument based on sound logic. Understanding the part that statistics plays in almost all aspects of life is crucial. This reinforces the need for mathematics and statistics to play an integral part in lifelong learning and be appreciated for the richness it brings.

The course on offer is equivalent to a Higher Unit and may be of interest to pupils considering further study in mathematics, science, social subjects and psychology.

Graphic Shed

In this Information age we are bombarded with graphic messages at every turn. Most of us are passive recipients of this flow of information - filters through which advertisers and the entertainment industry pour their output.

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.

Completing the Online Course Choice Form

Click the **S4 to S5 Course Choice** link on **JMG** and **Respond to this survey**. A sample survey form is shown opposite. Your name will be attached automatically.

Select an answer for each question from the drop-down menus.

1. Select your **Gender, House and Head of House**
2. **English and Mathematics Course:** You must choose an English and Maths option. If you would like to discuss this, please put a note in the comments box.

English Course *

Mathematics Course *

3. For each choice you must indicate the level of study recommended in your S4 report.
 - I was recommended for Higher English.
 - It is feasible that I might study Higher English but only as part of a carefully considered package of courses.
 - I was recommended for N5 English.
 - I was recommended for N4 English.
 - There is no progression route for me in English.

4. **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 S5 and that you have achieved the entry requirements in S4.

First Choice *
Second Choice *
Third Choice *
Reserve Choice 1 *
Reserve Choice 2 *

5. **General Interest:** As with course choices, select from the drop down menus your two preferences.

General Interest 1st Choice *

6. Lastly, in the **Key Issues** box identify any questions or comments you wish to raise with your Head of House.

Sample Online Form

To view, click on the **S4 to S5 Course Choice** link on the portal home page and then on **Respond to this survey**.

The diagram below shows what the S4 – S5 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.



Staff Documents Site S4 to S5 Course Choice: New Item

House *

Principal Teacher of Pastoral Care *

English Course *

Mathematics Course *

First Choice *

Second Choice *

Third Choice *

Reserve Choice 1 *

Reserve Choice 2 *

General Interest 1st Choice *

General Interest 2nd Choice *

* indicates a required field

Crawfurd
Montgomerie
Smith
St John

Administration N5
Administration Higher
Art N5
Art Higher
Biology Higher
Business Management N5
Business Management Higher
Chemistry Higher
Computing N5
Computing Higher
Design and Manufacture Higher
Education and Childcare N5
Fashion and Textiles N5
French Higher
Geography Higher
Graphic Comm N5
Graphic Comm Higher
History Higher
Modern Studies N5
Modern Studies Higher
Music Higher
Photography Higher
Physical Education N5
Physical Education Higher
Physics Higher
Spanish Higher

Animation Group
Art and Design Printmaking
Astronomy
Communications Group
Enterprise Group
International Cuisine
Musical Theatre Studies
Philosophy
PE: Performance
Sound Engineering & Production
Statistics

Course Choice Planner

This page is for you to plan your choices in discussion with your parents and to provide a record of choices you have made. The final date for course choice applications is **19th January 2018**.

Academic Course Choices

Course	N5 / Higher	Which progression route did your S4 report recommend?
English		
Mathematics		
1 st choice:		
2 nd choice:		
3 rd choice:		
Reserve 1:		
Reserve 2:		

General Interest Options

Indicate your first (1) and second (2) choices from the options below.

General Interest Options	Make a 1 st and 2 nd choice
Animation Group	
Art and Design Printmaking	
Astronomy	
Enterprise Group: Business Studies	
Practical Cookery	
Musical Theatre Studies	
Philosophy	
Practical Performance: PE	
Sound Engineering & Production	
Statistics	