



Belonging • Experiences • Aspirations • Teamwork • Honesty

# Beath High School

## S4>S5 and S5>S6 Learner Pathways

### Social Subjects & RME

# 2020-21





## Introduction

S4 and S5 pupils are now considering their Learner Pathway as they move towards their S5/S6 at Beath High School. From the full range of courses on offer, pupils are required to choose five different subjects to study during third year. In addition, current S4 and S5 pupils will continue with their current NPA course as they move into S5 and S6 in 2020-21.

To ensure that learners have as much information and guidance as possible, and in addition to all of the general advice given in Personal and Social Education classes, we provide pupils with an individual interview with their Guidance teacher.

A significant amount of work has been done to review our curriculum offer to deliver our curriculum rationale:

***The Beath curriculum is designed to encourage the learning and development of all of our young people. Our curriculum allows learners to achieve their true potential through flexible pathways to success. Personalisation ensures that the needs of all learners are met. Our young people gain a portfolio of qualifications, experiences and skills from our curriculum. We utilise partnership working and we focus on improving attainment and achievement. Our learners are supported into a robust and sustained positive destination.***

If you have any further questions, please do not hesitate to make contact with the school.





Belonging • Experiences • Aspirations • Teamwork • Honesty

## SOCIAL SUBJECTS & RME FACULTY

- |                  |              |         |
|------------------|--------------|---------|
| • Geography      | National 4/5 | page 4  |
| • History        | National 4/5 | page 6  |
| • Modern Studies | National 4/5 | page 8  |
| • Geography      | Higher       | page 10 |
| • History        | Higher       | page 11 |
| • Modern Studies | Higher       | page 12 |
| • Politics       | Higher       | page 14 |
| • RMPS           | Higher       | page 15 |



**Course Structure and Content:**

The course is made up of 3 units and an Added Value Unit or Assignment.

**Physical Environments:** this unit is about the physical world we live in. We study what influences the formation of different landscapes, how humans use this landscape and the conflicts that can exist between land users. We also look at the different weather systems that affect the British Isles and learn how to analyse synoptic charts to predict the weather.

**Human Environments:** this unit is about the human interactions in the world we live in. We study what influences where people live, why some countries are wealthier than others and why our town and cities originated and grown over time.

**Global Environments:** this unit is about the impacts of human and the environmental activities on our planet. We study tourism, climate change, natural disasters, natural regions and diseases of the world.

**Assignments:** throughout your time in Geography, we will be learning outdoors, especially through our **fieldtrips** to a river study and Edinburgh's Winter wonderland.

**Skills Development:**

Pupils who study Geography in S3 will develop the following skills:

- Describing
- Explaining
- Analysing
- Team building
- Time management
- Problem solving

Pupils will develop their understanding of both the human and physical world we live in and the impacts – both positive and negative – that humans have on Earth.

Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.



**Progression into the Senior Phase and Beyond:**

The course will lead to accreditation at either National 3, National 4 or National 5 Geography at the end of S4. Further progression in S5 and S6 would involve Higher Geography or potentially environmental Science.

**Career/Opportunities:**

Some of the careers requiring Geography skills are: Emergency Services, Military, Town Planning, Teaching, Environmental Protection, Off Shore Oil & Gas, Renewable Energy, Meteorology, Travel and Tourism

**Methods of Assessment:**

Continuous 'informal' assessment throughout to monitor progress.  
Tracking assessments based on SQA past papers, under timed conditions for unit assessments.



**Course Structure and Content:**

Our world is shaped by events and experiences which have gone before. Studying History enables us to better understand the context in which we live. Senior History courses examine the different legacies that exciting, tragic and momentous events have had on our lives today. History connects with the present day. We can learn from past errors or past achievements in order to inform how we live in modern society.

**S3 topics**

- 1) Changing Britain, 1760-1900 (British)
- 2) Scotland and the Great War, 1914-1928 (Scottish)

**S4 topics**

- 1) Modern Britain, 1880-1951 (British)
- 2) The Scottish Wars of Independence, 1286-1328 (Scottish)
- 3) Hitler and Nazi Germany, 1919-1939 (European)

**Skills Development:**

Pupils who study History in S3 will develop the following skills:

- Describing
- Explaining
- Analysing sources
- Making decisions
- Researching

**Progression into the Senior Phase and Beyond:**

Depending on progress in S4, pupils will be able to continue with History at the following levels:

- National 5
- Higher
- Advanced Higher

**Career/Opportunities:**

Depending on progress in S4, pupils will be able to continue with History at the following levels:

- National 5
- Higher
- Advanced Higher



**Methods of Assessment:**

Throughout S3, there will be a range of summative and formative assessments. The summative assessments will link Level 4 outcomes to a range of skills. These tasks will also help to inform progression into S4 by providing evidence which can help to identify the appropriate level into S4. The vast majority of pupils will sit N4/N5 in S4 but some may opt to sit N3. An end of year exam in S3 will help to determine levels moving into S4. Regular tasks will be set for submission as well as formal tracking tests based on past paper questions. This will help to prepare learners for the S4 exam. Combined with the exam will be an assignment which will lead to an overall grade at the end of the year for those sitting National 5. National 4 pupils will sit internally assessed units and an Added Value Unit in order to achieve this qualification.



**Course Structure and Content:**\* **Scottish Politics**

The rise of the Scottish Parliament: the issues covered under devolution. How have these impacted in differences between Scotland and the rest of the UK.

The role of MSPs in and out of the Scottish Parliament. How laws are created, and which ones have an impact on our lives. How MSPs are elected.

Scottish Councils - what they are, the services that they provide, how they are funded and their relationship with the Scottish Parliament. Pressure Groups: what they are, their purpose and their methods.

\* **Social Issues****(a) Crime**

an in-depth study of crime: law, courts, sentencing. The use of prisons and do they work, alternative punishments: cost and effectiveness. Role of the police, different units and their roles in society.

**(b) Health and Wealth**

Income and wealth inequalities. Causes of poor health and government actions to improve it. Does poverty or poor lifestyle choices cause ill health? Should government take action to help people improve their health? Lifestyle choices: smoking, diet and alcohol and drugs and their impact.

\* **International Issues**

**(a) China** - a study of a different ideology, significant change over 30 years, rich v poor, impact of China on the world.

**(b) South Africa** - history of apartheid, social and economic inequalities as a legacy of apartheid, changing impact of a redirection in government policies in health, education and housing

**(c) USA** - The ethnic makeup of the USA and the concentration of ethnic groups in key regions. Social and economic inequalities through the study of health, education, housing and employment. The government structure of the USA. The impact of the USA on other countries across the globe.

\* **Scottish Politics**

The rise of the Scottish Parliament: the issues covered under devolution. How have these impacted in differences between Scotland and the rest of the UK.

The role of MSPs in and out of the Scottish Parliament. How laws are created, and which ones have an impact on our lives. How MSPs are elected.

Scottish Councils - what they are, the services that they provide, how they are funded and their relationship with the Scottish Parliament. Pressure Groups: what they are, their purpose and their methods.

**Course assignment**

Pupils choose an area of politics from which they select their own question/ hypothesis on which to carry out personal research. Once a number of useful sources have been collected (National 5) a 60 minute write up is required, using the sources, from which a decision or conclusion must be reached about the topic. For National 4 the information is to be presented in the form of a poster.





**Skills Development:**

Studying Modern Studies helps develop a wide range of vital life skills including:

- Analysing sources
- Developing an understanding of politics

**Progression into the Senior Phase and Beyond:**

This course will lead to accreditation at either National 4 or National 5 Modern Studies at the end of S4. Pupils can go on to study National 5 or Higher courses.

**Career Opportunities**

Journalism, Police Force, Law, Medicine, Politics, Research Analyst, Teaching among many more

**Methods of Assessment:**

Continuous 'informal' assessment of throughout to monitor progress.

Tracking assessments based on SQA past papers, under timed conditions for unit assessments.



**Entry Level:**

Preferably an A or B pass at National 5.

**Course Structure and Content:**

Candidates develop an increased understanding of the environment, sustainability, and the impact of global issues. They are encouraged to develop a sense of responsible citizenship, and to reflect upon the impact of the environment on health and wellbeing. The emphasis on the evaluation of sources, including maps, develops thinking skills.

**Course Components**

- Physical Environments:
  - Atmosphere: the study of how our Earth balances temperatures through Oceans and Air circulations as well as understanding what causes monsoons and droughts in Africa
  - Lithosphere: the study of the forces that shape a variety of landscapes in the UK
  - Biosphere: the study of soils!!
  - Hydrosphere: the study of the water cycle, waterfalls and what causes flooding
- Human Environments:
  - Rural Land Degradation: the study of the rainforests
  - Settlements: the study of cities in Scotland and India
  - Population: the study of people
- Global Environments:
  - Development & Health: the study of diseases and development
  - River Basin Management: the study of dam building and its impact
- Map Skills
  - Decision making skills needed!!

**External Assessment**

Exam

Assignment – River study OR Urban Study

- Carry out field work on two different trips, analyse data and write a report

**Assessment:**

Assignment hand in: Completed by end of December

Tracking tests & Prelim

Final Exam

**Please see Principal Teacher Curriculum for further information.**



**Subject: History (Higher)**

**Entry Level:**

Preferably an A or B pass at National 5.

**Course Structure and Content:**

Scottish the impact of the Great War, 1914-28

British Britain, 1851-1951

European & World Germany, 1815-1939

**External Assessment**

Exam

Assignment

**Assessment:**

Assignment hand in: Completed by end of December

Tracking tests & Prelim

Final Exam



**Entry Level:**

Preferably an A or B pass at National 5.

**Course Structure and Content:****UK Politics**

A study of 3 different electoral systems and how each impact on the final results. This means using statistics to identify and assess fairness, proportionality, party representation, single party or coalition governments.

Voting behaviour: what impacts on how we vote – comparing the impact of age, gender, wealth, the media, geographical location and housing tenure.

The power and limits on the Prime Minister and Cabinet government.

**Health and Wealth**

Income and wealth inequalities. A study of data and reports to find links between poverty and poor health. Questioning whether it is personal bad lifestyle choices (impact of smoking, diet, alcohol and drug abuse) that causes ill health or whether it is poverty itself that is the cause.

What government actions have had an impact, positive or negative on the health of the nation. Government actions to improve it: laws, strategies, campaigns. Does poverty or poor lifestyle choices cause ill health? Should government take action to help people improve their health?

Lifestyle choices: smoking, diet, alcohol and drugs dependency and their impact.

**International Issues**

USA - The ethnic makeup of the USA and the concentration of ethnic groups in key regions. Social and economic inequalities through the study of health, education, housing and employment are there improvements being made. government action/ inaction in dealing with these issues.

The government structure of the USA, including power and restrictions on actions of the President and Congress. The importance of the Constitution in limiting authoritarian government.

The economic and cultural impact of the USA on other countries across the globe.

**Assignment**

Pupils choose an issue from any area of political life, from which they select their own question/ hypothesis on which to carry out personal research (much of which is to be done at home)

Once a number of useful and reliable sources have been collected a 90-minute, structured report, preferably discussing 3 options. The sources must be used and referenced.

Care is to be taken to ensure balance and objectivity.

Finally, a decision or conclusion must be reached about the topic, with an explanation to support the plan.



**Assessment:**

Assignment: End of December

Tracking Tests/Prelim

Final Exam

**Please see Principal Teacher Curriculum for further information.**



**Subject: Politics (Higher)**

**Entry Level:**

Candidates should have achieved a National 5 pass in Modern Studies.

**Course Structure and Content:**

**Course Components**

The course comprises the following themes:

**Section 1: Political theory**

**Section 2: Political systems**

**Section 3: Political parties and elections**

**External Assessment**

The Higher Politics exam is made up of two papers. Paper 1 is based on extended responses from the three study themes. This amounts to 52 marks. Paper 2 is 28 marks and includes responses to source-based tasks. There is also an Assignment which is 30 marks and written up in class following research.

**Assessment:**

**Assignment:** November-December (may change)

**Learning Outcomes:** Assessed through essay writing and responses to source questions.

**Prelim:** February

**Exam:** May

**Please see Principal Teacher Curriculum for further information.**



**Subject: Religious, Moral and Philosophical Studies (RMPS)  
Higher for S5/6**

**Entry Requirements:**

Pupils should have successfully completed courses (units) in RMPS (or in related subjects) at National 5.

**Course Structure and Content:**

This is a course about real life, designed for real people. It prepares pupils for life by challenging them to think and to ask questions. It encourages pupils to consider and to express their own opinions and ideas.

There are four units:

- World Religion – pupils will learn about and learn from a key belief system. By studying Christianity, pupils will find out about how people's beliefs and values affect their lives, their traditions and their practice.
- Morality and Belief – pupils will consider some of the moral issues around relationships in modern life, such as gender roles, sexual relationships, marriage and equality. Pupils will look at religious and non-religious viewpoints and they will then develop and explain their own view.
- Religious and Philosophical Questions – pupils will learn to deal with questions about the origins of 'life, the universe and everything' - studying the history of these deep philosophical questions.
- The fourth unit is a project where pupils study an issue in more detail. By researching and presenting findings, pupils apply skills learned in other units and develop greater understanding of their chosen issue.

**Skills Development:**

Studying RMPS helps develop a wide range of vital life skills including:

- describing, explaining and analysing questions and responses;
- enquiring into and evaluating different beliefs, ideas and viewpoints;
- expressing views about real life issues in a reasoned manner;
- interpreting and understanding key texts and sources of information.

This course also helps pupils develop their reading, writing, listening and talking skills. It develops philosophical enquiry and citizenship, as well as helping pupils learn to think, remember, understand, analyse and evaluate.

Throughout the course, pupils will also develop skills in Literacy, Numeracy and Health and Well-Being.

**Progression into the Senior Phase and Beyond:**

RMPS helps pupils prepare for real life in the real world – this course leads to accreditation at Higher or National 5. Pupils can go on to study Advanced Higher RMPS or follow courses in related subjects like Psychology or Philosophy.



### Career Opportunities

Pupils can use skills they gain studying RMPS in virtually all walks of life, particularly where they intend to work with people. According to Edinburgh University, it is particularly useful for careers such as:

Primary Teaching, Secondary Teaching, Nursing, Social Work, Care, Counselling, Psychology, Mental Health, Midwifery, Occupational Therapy, Youth Work,

Public Relations, Marketing, Personnel Management, Copywriting, Management, Company Secretary,

Journalism, Broadcasting, TV Presenting, TV Production, Scriptwriting, Sound Design, Photography, Multimedia, Editing, Writing, Publishing,

Solicitor, Law, Local Government, Civil Service, Administration, Politics,

Police, Prison and Probation Service, Advocacy

... and Stand-up Comedy!

### Methods of Assessment:

Topic tests, group work, class presentations, research and project work, final exams.

