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Introduction

The Upper 4 is a very important stage in a pupil's education. Pupils will be encouraged to work more independently and to be responsible for their decisions and actions. They will be challenged, not only in the classroom, but there will also be an expectation for them to become fully involved in the life of the school. Their work will be assessed throughout the year and they will sit external GL assessments in Mathematics and English, CAT4 Tests and internal examinations during the summer term.

During this year pupils make their choices for their National Five subjects. Full curriculum information will be provided in the Fifth Form Choices Handbook which is handed out to the pupils, early in the Spring Term, along with subject choices letters for entry to Lower 5. Pupils will be given the opportunity to discuss their options with parents, Tutors, Head of Year and the Deputy Head. There are also Choices Information Mornings for pupils to enable them to meet with Heads of Department and hear in more detail about specific subjects. The results of CAT4 assessments, which include predictions for public examination, are shared with parents at this stage.

An important part of the Upper 4 programme will be the Kilgraston Diploma. Based around the 5 goals of the Sacred Heart completion of the Diploma will provide pupils with an opportunity to gain recognition for academic performance, leadership and personal development (further details can be found at the end of this booklet). The experiences and skills acquired at this stage will be developed in the Fifth and Sixth Forms and become part of the evidence for UCAS personal statements.

If you have any concerns about academic progress or study the Tutor is the first port of call followed by the Head of Year and then the Deputy Head.

Study

It is crucial that pupils in the Upper 4 develop good study habits and learn to balance academic and extra-curricular hobbies, sports and pastimes both at school and at home. Pupils and Staff have a study timetable that they are asked to follow. This is structured to spread subjects across the week and is slightly different depending on whether you are in Upper 4 Blue or Silver. Staff are requested not to give study that is due to be in the next day to allow pupils to organise their time. Please indicate in the pupil planner or email the Tutor if you feel either that there is too much or too little study. The Head of Year does monitor study levels and will also liaise with staff.

Departments set a variety of study tasks. Some subjects, like Modern Languages require regular learning of vocabulary or grammar rules. Other subjects will set questions to reinforce learning, as in Mathematics. The Humanities and Social Studies areas lend themselves to developing research and presentation skills. Work should be differentiated to stretch the able candidate and nurture the pupil who has barriers to learning.

As well as checking that learning has taken place within a subject area, study should be developing transferable skills, for example, Mind-Mapping to assist with revision, PowerPoints to develop presentation skills and essay writing for future examination assessment. Pupils do have different learning styles and so work should also cover the three key learning styles: visual, auditory and kinesthetic.

Pupils are responsible for ensuring that study is completed to the best of their ability. Attention should be paid to the basics. Work should be dated, headed, well presented and handed in on the due date. As part of the Rewards and Sanctions policy pupils who persistently miss deadlines, without good cause, will receive a warning, yellow card and then detention. Similarly, when appropriate, good work should be rewarded with house points.

Departments have a shared understanding that study must be marked regularly and constructive feedback given. Pupils can expect some tasks to be given grades while others will show 'What went well' and 'Even better if '. All staff share responsibility for literacy and there is an expectation that key subject words, commonly used vocabulary, punctuation and grammar will be corrected.

Subject Frequency

English	2 x 30 minutes
Maths	2 x 30 minutes
Art	1 x 20 minutes
Drama	1 x 20 minutes
Music	1 x 20 minutes
Classics/Latin	1 x 20 minutes
Geography	1 x 20 minutes
History	1 x 20 minutes
French	2 x 20 minutes
German/Spanish	2 x 20 minutes
Religious Studies	2 x 20 minutes
Biology	1 x 20 minutes
Chemistry	1 x 20 minutes
Physics	1 x 20 minutes
Social Studies/IT	1 x 20 minutes

For Upper 4 Study will vary between 60-90 minutes per day. Pupils should expect study at the week-end

Assessment

GL Assessment

We continue to use GL Progress Tests in Mathematics and English to benchmark pupil performance and monitor progress. These tests will normally take place just before and just after the October Half Term. They are written tests which are marked by GL and both parents and teachers receive a report. The tests monitor pupil strengths and weaknesses and will allow the English and Mathematics departments, in particular, to personalise learning. They are also invaluable for the Support for Learning department who can use the detailed reports to target intervention.

Areas assessed are:

English

- English skills: spelling
- English skills: grammar and punctuation
- Reading Comprehension: narrative
- Reading Comprehension: non-narrative

Mathematics

- Fluency in facts and procedures
- Fluency in conceptual understanding
- Mathematical reasoning
- Problem solving

CAT4 Test

After the October Half Term the Upper 4 will sit GL Assessment Cognitive Abilities Tests (CAT4). CAT4 Tests are made up of a series of short tests which assess a pupil's reasoning (thinking abilities) in key areas (Verbal, Non-Verbal, Quantitative and Spatial Ability) that support educational development and academic attainment. The assessments are in digital format and it is important that pupils do not become anxious as no pre-learning or knowledge is needed. After the test both pupils and parents will be given a report which provides results of the tests and information in the form of predicted grades in particular subjects that might help with subject choice for the Fifth Form.

Teachers also receive profiles on individuals and the year group. These reports provide valuable information that will help us to decide how best to assist individual pupils to maximise their potential. The reports help to pinpoint gifted and talented pupils as well as underachievers. This will allow us to set targets and monitor progress appropriately. In terms of future subject choice and career advice they also help to identify spatial thinkers who are likely to excel in STEM subjects (Science, Technology, Engineering and Mathematics).

End of Year Examinations

Throughout the academic year pupils will have experienced a range of assessments from vocabulary tests in Modern Languages and Latin to listening papers in Music and Modern Languages. There will also be end of unit tests in Humanities and Science subjects. The end of year examination week for the Upper 4 is Monday 13 May to Friday 17 May 2019. Pupils will have an examination in each of their subjects apart from PE and PHSE. Most subjects have written papers around an hour long. Art has a practical examination. Pupils will be given a revision booklet at the beginning of the Summer Term which outlines the topics to be covered and gives revision tips and sample questions.

Reports and Parent Evenings

Autumn Term

Upper 4 Academic Report Effort, Monday 1 October

Upper 4 Full Report Tuesday 18 December

Spring Term

Upper 4 Academic Report Friday 8 February

Summer Term

Upper 4 Examination results: Friday 31 May

Upper 4 Full Reports: Monday 24 June

Senior School Reports will be released to parents by 3.00pm on the day of release to the Parent Portal. Parents may also request a printed copy.

Parent Evenings

Friday 22 February: Upper 4 Academic Progress and Choices

Types of Report

Academic Report

This is an effort and attainment report with a space for a short comment from the tutor:

It is particularly designed to allow pupils to reflect on their progress and to act as an early warning for parents if a pupil is struggling academically or lacks organisation. It will be completed by subject teachers and the form tutor.

Full Report

This is our full report with enough space for a paragraph commenting on topics taught, progress and a next step. It will be written by all staff who come into contact with a pupil e.g. Academic, Learning Support, Peripatetic, Residential, Tutor, Year Head and Headmistress. Reports will contain effort and attainment grades.

Grading

Effort

Level	Description
1	I am working as hard as I possibly can
2	I am working very hard
3	I am making a good effort
4	I am only making a fair effort
5	I am making little real effort at all

Level 1 for effort is an aspirational grade and should not be seen as automatic. Staff are advised that if a pupil is at level 4 this should have been flagged up already to the Tutor and Year Head so that the pupil can be supported and parents informed if there is no further progress.

Guidelines for Effort grades

Level	Description	Criteria
1	I am working as hard as I possibly can	<ul style="list-style-type: none"> • I am always keen to contribute effectively in class and work as hard as I can • I always work hard to improve my performance by regularly reviewing my targets • My study is always thoroughly completed and on time • I am always punctual for lessons and have the correct equipment/kit/books • I ask relevant questions and always listen to others without interrupting • My work folders are organised to the best of my ability and I take pride in my work • I always try to learn from my mistakes and aim not to repeat them
2	I am working very hard	<ul style="list-style-type: none"> • I usually contribute effectively in class • I frequently work hard to improve my performance • My study is always completed on time. • I ask relevant questions and am ready to listen to others without interrupting • I am well organised and always have the correct equipment/kit/books
3	I am making a good effort	<ul style="list-style-type: none"> • I contribute regularly to class discussions • I work to improve my performance • My study is always completed on time but presentation could be better • I ask some good questions but interrupt others on occasion • My organisation is good but there are occasions when I do not always have the correct equipment/kit/books
4	I am only making a fair effort	<ul style="list-style-type: none"> • I often allow others to make contributions and only answer when asked by the teacher • My study is not always completed on time • My work could be neater and more organised and include more detailed content. • I could be more organised with my notes • I do not always act on advice given to improve my work
5	I am making little real effort at all	<ul style="list-style-type: none"> • I am unwilling to contribute in class • My study is rarely completed on time and usually untidy • I am disorganised and rarely have the appropriate equipment for my lessons • I cause distraction in lessons and often undermine others in the class • I have no real desire to improve my performance

Attainment

Senior Years Lower 4-Upper 4 grades A-E available

Subject teachers follow the guidelines below when writing reports. Grades should be awarded based on the performance for a term or half term and not on a single test. Head of Year and Tutors will read reports with pupils and set targets based on performance.

Guidelines for Attainment for Lower 4 – Upper 4

Level	Description	Criteria
A	The pupil's work demonstrates performance and ability far above that expected for their age group	The pupil's work in class and for study demonstrates performance and ability far above that expected for their age and intake. Extension work and/or those tasks designed to assess high-order skills reveal particular aptitude, perhaps for a particular skill or part of the syllabus. This grade will be well earned and pupils should not necessarily be expected to maintain it.
B	Pupils demonstrate a level of performance and progress that is above the expected level for their age group.	This level of performance is maintained consistently in class and study is always completed to an equivalent high standard. New material and skills are assimilated quickly and rapid progress is sustained.
C	This grade is awarded to pupils whose attainment and progress are in line with expectation for their age.	Even if the pupil has struggled a little with some areas of the syllabus, attainment is generally good and an appropriate level of progress is observed.
D	This grade is awarded to pupils whose attainment and progress are at a moderate level.	This may be because they are experiencing difficulties in accessing some areas of the subject or because they are underperforming due to inconsistent effort or attendance.
E	This grade is awarded to pupils who are currently performing at a level below that expected for the age group and/or progress is limited.	Sometimes pupils working at this level are performing as well as could be expected of them. This grade will initiate or continue discussions between the teacher and tutor. It is likely that support will be necessary.

Curriculum Details

Art & Design

Overview

In Upper 4 pupils are given the opportunity to consolidate and refine skills previously learned and also develop new techniques. The pupils complete a number of projects covering design and expressive themes. Drawing continues to be an essential element throughout. A balance is maintained between observation and recording, analysing and exploring, criticism and appraisal and skills and materials handling.

Autumn Term: Clay Gargoyles

- Pupils learn about the history of Gargoyles
- Pupils are introduced to basic hand building techniques and basic ceramic terms
- Using a coil pot structure as a base, pupils create a clay monster
- Introduction to firing and glazing ceramics

Spring Term: Camouflage Project: Core Drawing and Painting skills.

- Through observational drawing, pupils will analyse and record, aiming at accuracy of representation.
- They will also study the work of various artists who embrace the theme of camouflage in their work.
- Introduced to colour mixing and how to achieve tonal colour through the use of acrylic paint.
- Finally the pupils will create a further photographic work by placing their hand on the artwork and painting their hand so that it is camouflaged within the final painting.

Summer Term: Project focusing on the Sacred Heart Goal, 'Community.'

Pupils are introduced to the work of Sister Corita Kent; her inspiring art works contain powerful messages and quotes from individuals who were actively involved in promoting community and equality, many from the US civil rights movements.

Inspired by her bold use of graphics, the pupils will create individual compositions incorporating words and quotes taken from famous speeches by Martin Luther King, Malala Youssef, and Nelson Mandela. The girls will have the opportunity to research their writing, study Corita Kent's work, and finally find a powerful voice themselves in both their individual pieces and, most effectively, in a collaborative wall of graphics-based art.

Examination structure: All girls will sit a practical examination of 1 hour duration in the department.

Miss G Macleod, Head of Art & Design

Classics (Latin/Classical Studies)

1 period per week

Overview

At the end of the Lower 4 the girls decide whether to continue with Latin or to take pure Classical Studies. New pupils to the school can also make this choice when they start lessons in the department.

The Latin course follows the Cambridge Latin Course Books 1 and 2 looking at cases, tenses, agreement and adjectives. Pupils will be given regular vocabulary tests and grammar exercises.

Latin

Autumn Term

Pupils will study grammar and syntax through a variety of topics based upon life in Roman Britain and Egypt.

Stage 13 In Britannia: Infinitives, “-que” Slaves in Britain

Stage 14 Apud Salvium: Adjectives

Stage 15 Rex Cogidubnus: Relative clauses, imperfect of possum etc

Stage 16 In Aula :Pluperfect tense

Spring Term

Stage 17 Alexandria: Genitive case

Stage 18 Eutyclus et Clemens: gender

Stage 19 Isis: hic and ille, imperatives, vocative case

Summer Term

Stage 20 Medicus: Present participles, eum, eam (object pronouns)

Revision of previous Stages in preparation for examination. Using SQA General Level Past papers for translation

Assessment: Continuous + final examination

Examination structure:

45 minute – one unseen passage in Latin to be translated into elegant English with help of a complete word list.

Mrs A Bluett, Head of Classics

Classical Studies

Overview

In Classical Studies the course involves looking at Life in Ancient Greece, Greek Medicine and Religion and Heroes.

By the end of this course pupils should be able to

- Understand how people lived in the Ancient world
- Identify the influences of the Ancient Greeks on the world today
- Develop transferrable skills such as evaluation of primary and secondary sources

Autumn Term

Myths and Legends: Including: Greek Heroes Perseus and Medusa ,The Underworld
Case Study of Greek Myth: Homer's Iliad and Odyssey.

The Greek World Including: Influence on Western civilization. The spread of Greek empire
Alexander the Great, The Trojan wars.

Spring Term

Athens Including: Why Athens? Democracy, Slavery
Growing Up in Athens, Gender differences, Education and School, Toys
Marriage and work

Home Life in Athens Including: Greek homes, Women's lives, Clothing

Summer Term

Medicine in Ancient Greece Including: The Body, Surgery, Diagnosis, Public Health, Greek Doctors

Greek Religion: Including: Beliefs, The Gods, The Temples

Assessment: End of Unit Assessments and End of Year examination

Examination structure:

60 minutes of short questions and answers, source questions and an extended answer.

Mrs A Bluett, Head of Classics

Drama

1 period per week

This year involves the expressive use of voice and movement through chorus/ensemble work. The stylised forms of Pantomime, Commedia Dell'Arte and Mask work are explored in class with a bit of contemporary script work thrown into the mix. Exaggerated use of physical and vocal characterisation, in order to focus upon status and role play enhances comedic situations and encourages confident performance skills. Pupils have the opportunity to learn about stagecraft and direction while working on scripts in the summer term.

Autumn Term

Masks and Movement

In this unit you will explore creating objects with your body. You will work in groups to create a masked performance.

1. To create a masked performance
2. To work as part of an ensemble
3. To be a reflective audience member

Women in Black: Characterisation

In this unit you will use the story of the Women in Black to explore Dramatic Tension

1. To develop the understanding of Drama conventions and how they can be used to enhance a drama.
2. To develop the understanding of mood and atmosphere and use production skills accordingly.
3. To enhance the skills in *performing and evaluating* by devising work from the Woman in Black.

Spring Term

Pantomime and Commedia Dell'Arte

In this unit you will look at the stylised forms and create performances accordingly

1. To work in small groups to create a pantomime scene.
2. To work from a range of stimuli
3. To reflect on the characters and acting of others.

Titanic: Characterisation: Production Skills

In this unit you will explore the RMS Titanic that sank after hitting an iceberg on the 15th April 1912.

1. To develop understanding of lighting and sound equipment.
2. To develop a clear understanding of voice and movement skills.
3. To research characters from 1912.

Summer Term

Musical Theatre: Performance

In this unit you will explore lots of drama conventions, building on and widening your performance skills and knowledge looking at the history of musical theatre. In this unit you will focus on textual extracts, including scenes from contemporary play which will provide opportunities for directing and acting. The short scenes will allow the learners to become familiar with stage positioning and theatrical terminology associated with directorial and performance concepts.

Assessment:

60% ongoing practical classwork / 40% written examination

Examination structure:

60 minute paper and a practical performance.

Mrs H Murphy, Head of Drama

English

4 periods per week

Overview

English in Upper 4 is concerned with the development of pupils' capacities in oral and written communication, and the comprehension and enjoyment of a range of texts. Girls will begin to be led toward formal examination frameworks but will be given the space and time to develop their own interests within a broad curriculum. Typically, classes will be taught around topics, with a text forming the basis of a wider exploration of issues and genres. Girls will produce writing which demonstrates their ability to put together arguments, think creatively and reflect on real-life experiences. Attention to sentence structure, text organisation, punctuation, grammar and spelling will underpin learning at every stage.

Autumn Term

Prose Study: *The novel*

Students will learn how to engage critically with extended prose texts, looking at details such as historic and literary context, and applying technical vocabulary in an evaluation of techniques such as character, setting and narrative. They will produce critical essays, textual analyses and creative responses to the class reader and be able to demonstrate close and synoptic reading skills.

Spring Term

Drama Study: Shakespeare;; Poetry Study: *Love down the ages*

Pupils will become familiar with the nuances of Shakespeare's language through a study of linguistic development. Shakespeare's use of allusion and his development of themes – particularly those of prejudice and love – will be explored through a close and synoptic reading of the text.

The poetry unit will take the girls through the sonnet form all the way up to modern performance poetry, and will look at the various techniques deployed by poets.

Summer Term

Non Fiction Unit / Internal examination / Rollover Timetable

The first half term in the Summer is given over to a study of non-fiction texts: newspaper articles and essays. Girls will be acquainted with a range of non-fiction writing and will begin to draft their own discursive essays based on a broader research project.

This term will also see girls prepared to answer questions on the end of year examination, built around the assessment foci of the National 5 paper. They will practise applying their learning to specific question types and will work with detailed feedback to improve those areas where they need to develop.

Rollover will involve the girls entering into Lower 5, and will involve them beginning to look at means by which they will be assessed over the coming year. Work will begin on their written folio with a consideration of autobiographical and reflective writing.

Assessment: 100% Examination: two papers, Close Reading and Critical Essay each 1 hour.

Mr T Kearns, Head of English

ESOL (English for Speakers of Other Languages)

4 periods per week

Overview

In Upper 4 ESOL pupils work towards a Cambridge ESOL qualification. Generally the examinations take place in March or June and are usually at Preliminary English Test (PET) or First Certificate in English (FCE) level. In the summer term, writing, reading, speaking and listening are developed through a particular topic or theme. Pupils research and then present information in written and spoken form. The aim is for success in English but also to have fun learning.

Autumn Term

PET:	FCE:
<ul style="list-style-type: none"> • Furniture in the home & household chores • School life • Hobbies and leisure activities • Holidays & travel • Feelings • Asking for directions & important landmarks 	<ul style="list-style-type: none"> • Families • Hobbies and leisure activities • Holidays & travel • Food & restaurants • Studying in other countries • Threats to our planet • Jobs

Spring Term

PET:	FCE:
<ul style="list-style-type: none"> • Health & medicine • Food & restaurants • Wildlife & nature • Communicating with others 	<ul style="list-style-type: none"> • Extreme sports • Performing and the arts • The human brain and emotions • Finances and spending habits • Health and fitness • The animal kingdom • Modern technology

Summer Term

All levels will study English literature and learn about important events and figures in Scottish history.

Assessment: 100% Examination

Examination structure:

PET:	FCE:
Reading and Writing (90 minutes) Listening (40 minutes) Speaking (15 minutes)	Reading and Use of English (75 minutes) Writing (80 minutes) Listening (40 minutes) Speaking (15 minutes)

Ms S Ryall, Head of ESOL

Geography

1 period per week

Overview

As well as meeting the requirements of the Curriculum for Excellence, the Upper 4 Geography course is designed to start to give students an experience of National 5 Geography in order to ensure that they are fully informed for their choices later in the year and that they have the necessary skills in place for the start of Lower 5. The course covers elements of physical environments (glacial landscapes) human environments (retail, health) and global issues (tropical rainforest ecosystems, trade and globalisation) and includes a trip to undertake fieldwork in Perth city centre that will form the basis for the Upper 4 Geography Assignment.

Autumn Term

Glacial Landscapes: Features of glacial landscapes; land uses and managing land use conflicts in glaciated landscapes – case study: the Lake District

Rainforest ecosystems: The equatorial climate; adaptations of plants and animals to the rainforest climate; deforestation and sustainable development – case study: the Amazon rainforest

Spring Term

Trade and Globalisation: Changing employment structure – case study: South Korea; transnational companies and globalisation – case study: Coca Cola; fair trade

Retail: Comparison and convenience goods; higher- and lower-order shopping centres; clone towns (field trip: Perth)

Summer Term

Health: Health issues in developed and developing countries; the effects and management of malaria, heart disease and HIV/AIDS

Assessment: 20% Assignment (based on Perth field trip), 80% examination.

Examination structure: 1 hour examination paper.

Dr C Phillips, Head of Geography

History

1 period per week

Overview

In Upper 4 we study two major historical eras in-depth:

- World War One: Including topics such as the causes of war, Trench warfare, recruitment and conscription, the Battle of the Somme and the Peace Treaty of Versailles.
- 1960's America: here we look at social changes such as the Civil Rights Movement, the Vietnam War, the Cold War, the Space Race and an investigation into the assassination of JFK.

By the end of the course pupils will be able to:

- describe attempts to resolve an international conflict and maintain the peace
- explain the reasons for the inequality and evaluate how groups or individuals addressed it
- evaluate conflicting sources of evidence to sustain a line of argument

Autumn Term

World War One	Causes of the War: International tensions building, Timetable to war. Assassination of Franz Ferdinand
Trench Warfare	Recruitment, Propaganda, Pals Battalions, Trench conditions/letters , Battle of the Somme , Weapons/Tanks
Home Front	Conscription, Conscientious objectors, Women's role, Dora
End of War	German offensive, Treaty of Versailles, Consequences of Treaty of Versailles, Legacy, Map changes Remembrance

Spring Term

1960s America	60's overview, JFK Assassination project, Civil Rights: Martin Luther King, Malcom X.
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Summer Term

Foreign Policy	Vietnam War, Space Race Cuban Missile Crisis
Social History	Beatles invasion, Woodstock, Sport – Ali, 1968 Olympics

Assessment:

The grade for the year will be a combination of classwork and end of year examination.

Examination structure:

The examination will be one hour long. There will be one essay question and the rest of the paper will be made up of knowledge and understanding questions and source based enquiry skill questions.

Mr C Campbell, Head of History and Modern Studies

Mathematics

4 periods per week

Overview

Mathematics classes are divided into three sets based on performance throughout Lower 4 and their Lower School assessment grades. New pupils to the school are assessed as they enter Upper 4 and placed in an appropriate class. The pupil's performance is monitored throughout the term and as a result groupings are re-evaluated when necessary. There are ongoing assessments of the material covered by the class every four or five topics. Revision materials for these assessments can be found in their iTunesU course.

The Upper 4 follow a curriculum written to prepare them effectively for either National 5 or National 4 Mathematics. Specially designed iTunesU courses are used along with additional resources to lay the foundations for the successful study of Mathematics in the Fifth and Sixth Forms.

There are surgeries for pupils to seek extra help; these are held after school on a Tuesday and Thursday after school. Pupils are encouraged to discuss their work with each other and develop teamwork skills, effective collaboration and confidence with problem solving.

Course outline

AB groups	C groups
Arithmetic	Arithmetic
Probability including tree diagrams	Probability
Bearings	Angles & Bearings
Algebra	Algebra
Straight lines	Money and time
Polygons	Linear relationships
Area	Polygons
Units of measurement	Units of measurement
Speed	Speed
Similarity	Base arithmetic
Indices and standard form	Basic operations
Enlargements	Review of fractions, decimals and percentages
Statistics	Transformations
Inequalities	Statistical diagrams
Trigonometry	Area, perimeter and volume
Quadratic Functions	Algebra

Assessment:

Students are assessed informally in class and in January and then in June with written papers.

Examination structure:

The end of year examination will consist of two papers each of one hour duration. One paper will permit the use of a calculator and the other will exclude the use of a calculator.

Mrs S Speed, Head of Mathematics and Computing Science

Modern Languages

4 periods per week (2 per language)

All girls have two periods of French per week and girls are set according to ability and the extent of their prior knowledge of French into an A and B group. Girls will also take either two periods of German OR Spanish per week. Dependent on class sizes they are able to choose which language to take and have normally made that choice by the end of Lower 4.

French

The French course covers a number of different topics which will build on pupils' prior knowledge. Grammar and vocabulary will be covered in greater depth. Topics include:

A Group, Textbook: *Métro pour L'Écosse*: Autumn Term

Module 1: Études

- talking about school subjects and times
- describing your school

Module 2: Chez moi

- talking about family and pets
- describing personality

Spring Term

Module 3: Temps libre

- talking about sports and leisure activities
- talking about the past

Module 4: Au boulot

- talking about part-time jobs and work experience
- applying for a job in France

Summer Term

Module 5: Ma ville

- talking about where places are
- comparing the town and the country

Module 6: Aux magasins

- buying quantities of food
- talking about shops, prices and clothes

Modern Languages

4 periods per week (2 per language)

B Group, Textbook: *Studio*: Autumn Term

Module 3: Mes pasetemps

- talking about computers and mobiles
- talking about which sports you play
- talking about general activities
- saying what you like doing
- describing what other people do

Spring Term

Module 4: Ma zone

- talking about your town/village
- giving directions
- talking about where you go
- asking someone to go somewhere
- saying what you can do in town

Summer Term

Module 5: Partez!

- talking about your holidays
- talking about getting ready to go out
- buying drinks and snacks
- talking about future holiday plans

Module 6: Studio découverte

- talking about animals
- writing poems
- describing a painting

German

Topics covered for those girls who choose German include:

Autumn Term

Module 2: Die Schule

- saying what is your favourite subject
- giving opinions about subjects

Talking about the school timetable

- saying what you eat and drink at school
- describing what you wear to school
- learning about school life in German-speaking countries

Module 3: Family and Friends

- Brothers, sisters and family members
- Pets
- Descriptions of appearance and characteristics
- Christmas in Germany

Spring Term

Module 4: Free time

- Sports and general free time activities
- Arranging to go out and when to meet
- Talking about your favourite things
- Writing a letter to a penpal

Module 5: Mein Zuhause

- Saying where you live
- Describing your home
- Describing what you do at home
- Describing where things are
- Easter in Germany

Summer Term

Module 6: Stadt und Land

- towns and cities in Germany, Austria and Switzerland
- talking about transport
- saying what there is in a town
- asking for and giving directions
- buying snacks using euros
- talking about plans for the summer holidays

Project: research a German-speaking town/city and give a presentation about it to the class

Revision of the course in preparation for the examination

Spanish

Topics covered for those girls who choose Spanish include:

Autumn Term

Module 2: School

- Subjects, opinions, teachers
- Agreement of adjectives, days of the week, food and drink at break time
- Present tense of regular verbs

Module 3: Family

- Description of self and others,
- Numbers-100
- Animals
- Present tense of irregular common verbs

Spring Term

Module 4: At Home

- Rooms in the house
- Prepositions

Module 5: Free time

- Talking about hobbies
- Telling the time
- Adjectives to describe why you do activities

Summer Term

Module 6: In Town

- Describing the town where you live: amenities and opinions.
- Making arrangements to go out
- Weather expressions.
- Future tense

Project: research a Spanish-speaking town/city and give a presentation about it to the class

Revision of the course in preparation for the examination

Examination structure: for all Modern Languages

Pupils will have a 1 hour Reading and Writing Paper and the questions will be based on the topics studied this year. Pupils will be assessed on listening and talking in class prior to the examination week and will receive separate information about preparing for this.

Music

1 period per week

Overview

Throughout Upper 4, pupils will be encouraged to develop and broaden skills and experiences in creating, understanding and performing music in a variety of styles. The course is based on practical musical activities and provides scope for personalisation and choice. Throughout the course, pupils will have opportunities to:

Perform a variety of music on their chosen instrument(s).

All terms: Pupils will focus on 2 instruments/voice in class, within individual practice sessions and group performances. There is the potential to take these forward into the National course. In addition to instruments/singing studied through individual lessons, pupils may choose from the following list: Keyboard, Guitar, Bass Guitar, Ukulele, Tuned Percussion, Drum-Kit and Voice.

Create music by applying a range of basic compositional techniques.

Pupils will have the opportunity to create their own music, making use of music technology to experiment with and record ideas. Units will include:

Autumn Term: Introduction to Audacity editing software/ keyboard sequencing and creating a soundtrack.

Spring Term: Song writing.

Develop skills in musical analysis and music literacy.

Pupils will listen to music across a wide variety of styles. Units will include:

Autumn Term: Film Music

Spring Term: Music for Voice.

All terms: Building on literacy covered in Lower 4, the Upper 4 Music Literacy booklet includes units on rhythm, dynamics, accidentals, intervals, key signatures/scales and chords. This will be used to support/reinforce performing, listening and composition tasks.

Develop research skills.

Autumn Term: Pupils will complete an extended assignment on an instrument of their choice. This should include sections on technical information, historical development, famous performers and specific examples of music composed for the instrument.

Assessment & Additional Study

Each unit has an associated performing, composing or understanding music task/quiz to assess musical skills, knowledge and understanding. Because many of the girls who already learn an instrument are encouraged to practise regularly, any additional tasks requiring individual study will be set at the start and/or end of a topic. Performing and Composition will be assessed on an ongoing basis throughout the session. In addition, the end of year assessment will consist of performance on an instrument of the pupils' choice (50%) and a Listening examination, focusing on the recognition of musical concepts and understanding of musical literacy (50%).

Outcomes

Each pupil will be able to sing and/or play music from a range of styles and cultures and perform chosen music confidently using performance directions, musical notation and/or playing by ear. They will use their voice, instruments and music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. They will have listened to a range of music and be able to identify a variety of features and concepts.

Mr J McAuley, Director of Music

Physical Education

2 periods per week (3 hours)

Overview

In Upper 4 all students are given the opportunity to consolidate, refine and apply previously learned and newly acquired skills in a broad range of activities that are individual/team based and competitive/creative. Activities include Athletics, Badminton, Creative/Modern Dance, Fitness Circuits, Hockey, Gymnastics, Life Saving, Netball, Rounders, Scottish Country Dance and Tennis. The curriculum is designed to cater for the needs of all students whether they are concerned with high level performance, performance improvement or participation for recreation and health and well-being.

Students are engaged in:-

- developing their personal performance in a range of sporting activities and understanding the fitness requirements required for effective performance
- working in a responsible, respectful, tolerant and confident manner when organising and participating in team games and other group activities
- observing, describing, analysing and evaluating performances to enable individual strengths and development needs to be identified
- applying their knowledge and understanding to devise solutions to tasks

In addition the Upper 4 will have the opportunity to select a 'choice' activity as a taster for Lower 5 PE.

Autumn Term

Netball, Scottish Country Dance, Swimming, Hockey, Fitness and Badminton

Spring Term

Lifesaving, Creative/Modern Dance, Fitness, Circuits, Gymnastics, Badminton, Netball

Summer Term

Tennis, Athletics, Rounders

Mrs H Ferry, Head of Physical Education

Religious Studies

2 periods per week

Overview

The Upper 4 course asks a number of important religious, philosophical and moral questions. In the first topic students consider the issue: what does it mean to be human? Areas of study will include religious and philosophical beliefs about the sacredness of human life. There will be lots of opportunity for discussion, debate and creative work during this topic.

The second topic focuses on a moral issue; Crime and Punishment. This is a very topical issue and students will consider the question of how we punish crimes.

Upper 4 will also have the opportunity to learn about the beliefs and practices from the Buddhist tradition.

Throughout the year we will study liturgical events in the Christian calendar e.g. All Souls Day, Lily Procession, Advent and Christmas, Lent and Easter, Pentecost and other feast days.

Autumn Term

Topic: **What is a Person?**

What makes you unique? How much is a person worth? Are humans special?

Topic: **Crime & Punishment**

Issues studied; Morality of Acts, Moral Dilemmas, Conscience & Freewill and Crime and Punishment in Scotland.

Spring Term

Topic: **Buddhism**

Buddhist Beliefs and Practices

Summer Term

Topic: **Called To Love**

Family life, relationships and respect for life.

Assessment: 70% examination and 30% continuous project and presentation work.

Examination structure:

A one hour examination, covering the three areas studied, totalling 60 marks. Pupils will have a mixture of knowledge based and extended analysis questions.

Mr S Johnston, Head of Religious Studies

Science

3 periods per week (1 Chemistry and 2 Biology / Physics lessons in a rotation)

Overview

The three sciences will be taught separately throughout the academic year. Pupils will learn new skills in an active and practical manner. Topics covered for each Science are specifically designed to prepare students for taking Nationals.

Included in the course will be 'Criteria Based Assessments' to enhance the girls' ability to research, design, data-collect and analyse practical based tasks. Alongside this, there will be regular topic tests to further assess the girls' abilities in each Science.

Biology

Autumn Term

The Good, the bad & the ugly world of microbes.

Theory involved in how microbes are used to benefit the human race as well as how pathogens affect our lives.

Practical skills based on Biotechnology, Aseptic techniques and Microbiology.

Science in Focus

Learning about the work of historical scientists (this will occur throughout the year).

Spring Term

The Good, the bad & the ugly world of microbes – continued

Fit & Healthy

Covers immunity, digestive system and renal system.

Summer Term

Fit & Healthy -- continued

Examination structure: 1 hour of short answer questions.

Mrs A O'Hear, Head of Biology

Chemistry

Autumn Term

Acids and Alkalis

Practical activities to compare the properties of acids and alkalis, ways of measuring and adjusting pH.

Describing the significance of acids and alkalis in everyday life, including Acid Rain.

Spring Term

Chemical Changes

Carry out chemical reactions involving metals and placing metals into a Reactivity Series.

Studying metal ores and ways of extracting metals from their ore. Looking at uses of metals in terms of alloys and recycling.

Constructing simple battery cells.

Summer Term

Chemical Changes continued

Earth Materials

Formation, characteristics and uses of soils, minerals and rocks.

Extracting useful substances from natural resources.

Examination structure: 1 hour of short answer questions.

Physics

Autumn Term

Electricity

Building simple chemical cells.

Concept of current and voltage and measurement in series and parallel circuits. Design of circuits for specific everyday applications. Electromagnets.

Spring Term

Forces

Investigation of forces-magnetic, electrostatic, gravitational-to include concepts of weight and production of tides.

Friction and air resistance.

Investigate buoyancy-explain in terms of relative densities of materials.

Summer Term

Forces continued...

Smart Materials

Investigation into novel materials, their actual and possible applications.

Examination structure: 1 hour of short answer questions.

Social Studies (and Computing)

2 periods per week

Overview

This class covers a number of areas related to the world we live in and aims to spark an interest in the wider world community. We look at Media, Society and Politics and introduce Business Management. The U4 Computing course aims to develop knowledge, skills and capabilities within the broad areas of Digital Literacy and Computing Science.

Autumn Term

International Issues: Brazil a country of contrasts

Media: History of communication including newspapers and digital activism

Computing

- Programming using LOGO – text-based language using geometrical shapes and patterns to illustrate sequence, repetition, variables, procedures and recursion.
- Building a mobile app - design an app, code in JavaScript with either blocks or text, and share the app.

Spring Term

Political Awareness: Government in USA

Economic Awareness: Globalisation, Power of Marketing

Computing

- The World Wide Web – browsers, search engines, e-commerce, security
- Creating web pages using HTML and CSS

Summer Term

Social Awareness: Fast Food and Healthy Lifestyle

Computing

- Computer Graphics – capturing digital images; understanding resolution; creating and modifying images using PhotoShop.

Assessment:

Skills based information task held in the computer room

Examination Structure:

60 minutes examination paper

Mr Allaker, Chaplain and teacher of Social subjects / Mrs S Speed, Head of Mathematics and Computing Science

Support for Learning

Support for Learning works closely with all departments within the senior school. Our aim is to be there to advise and help where needed. Support may be in the form of in class group support, working with teachers to plan for individual girls or by pupils attending the department for some lessons in the week. Support may be required for many reasons and for differing timescales.

The Department also works with girls to support them with examinations. Some will require 1:1 support to complete assessments whilst others may require access to ICT only or a separate room.

A referral system is in place allowing staff to raise concerns and for the correct level of support to be offered. Our aim is to ensure that all of the girls can perform to the best of their ability during their time at Kilgraston and beyond.

Mrs S Birrell, Head of Learning Support

THE KILGRASTON DIPLOMA

COMPONENTS

The Diploma is made up of five sections based on the Sacred Heart Goals. Each section consists of four parts. The number and standard of each component completed will determine how many points are awarded.

4 activities completed in each section -- 20 points

3 activities completed in each section -- 15 points

2 activities completed in each section -- 10 points

On completion the Diploma will be awarded at Gold, Silver or Bronze level;

100 points equates to a Gold award

75 points equates to a Silver award

50 points equates to a Bronze award

There will also be a pass category.

DURATION

The Diploma will start after the October half term and be completed before the May half term.

ACTIVITIES

Please check with your Tutor if you have any concerns about whether a particular activity qualifies for the Diploma. This is of particular relevance if it is an external activity.

RECORD KEEPING

You will have a record book to record and reflect on your achievements and for members of staff to assess and give feedback on the various activities. Your Tutor will also monitor and discuss progress with you.

ASSESSMENT

It is your responsibility to ask the appropriate member of staff to assess an activity or piece of work that you wish to be included as evidence for your Diploma. Staff will follow the relevant criteria.

CRITERIA

The Kilgraston Diploma consists of Five Elements and each element is represented by one of the Sacred Heart Goals. Each category will require specific skills and will encourage you to develop your skills in communication, team work, awareness of the world around you, responsibility to yourself and others and your own personal goals. When you have completed all the categories you will receive your Diploma.

COMMUNITY-

A commitment to a community service or charitable organisation

- Through volunteering, fund raising etc.

Conservation programme

- Either on site or locally- can include recycling or energy conservation.

Global

- Through the work of Amnesty International, Model United Nations or a project in partnership with UWS, India.

Health and Nutrition

- What is a healthy lifestyle-how can we improve ours.

PERSONAL GROWTH

Take on a position of responsibility or leadership:

- Captain or Vice-Captain of a school or external team.
- Organising or helping to organise a club or society over a period of time.
- Helping with School/House/Year Group activity or event (i.e parents' meeting).
- Form or boarding representative on relevant committee.
- Helping with the running of a school concert or play (make up/lighting/programmes etc).
- Magazine committee.

Experience of public speaking, debating dramatic or musical performance:

- Member of a choir, orchestra, musical ensemble or solo performance.
- School Assemblies.
- Mass.
- House competitions.
- Perform in Perth.
- Art competitions.

Experience of an outward bound activity:

- Experience an outward bound activity that takes the individual out of their comfort zone.

A sustained commitment to physical pursuits:

- Sustained commitment to two physical activities.

SOCIAL AWARENESS

An active awareness of current affairs

- A class or tutor project with a purposeful outcome.

Organise a fund raising day.

- This will take place during the summer term after exams for a charity chosen by the year group.

Research an individual who has made a positive impact on social injustice.

- This can be presented at an assembly, House meeting, a display or year group presentation.

Other Peoples' Shoes

- Be taken out of a comfort zone to demonstrate some issues facing others (i.e, sponsored silence, walk to school without breakfast etc).

INTELLECT

A commitment to private reading

- This can be fiction, non-fiction, biography or play. Four books should be read over the year with a short written review of each one on completion.

Consistent academic achievement and effort.

- Evidence will be through classwork, study and use of a Learning Journal. Girls should use evidence from four subjects; three strong and one that is weaker. Criteria for each subject will come from individual departments.

Completion of Personal Improvement Record.

- This will consist of a self- assessment and also input from four subject teachers. This will be done before the end of each term and discussed with Tutors.

Cultural Pursuits.

- Joining and attending a school or external club (non-sporting) over a period of time.
- Taking part in a school production.
- Student Journalism (to include writing articles, taking photographs for use in publications etc).

FAITH – this year's goal

Personal Values

- Evidence of contribution to Chapel or Goals

Exploring another Faith

- Comparisons and differences.

Reflect and Review

- Looking at individual Faith and how it supports day to day life.

In Brief

The main components of the Diploma that girls will need to complete are:

- Consistent academic achievement and effort.
- A commitment to cultural pursuits
- A commitment to physical pursuits.
- Experience of public performance.
- Taking on a position of responsibility.
- A commitment to a charitable activity or community service.
- Completion of an independent project, culminating in some form of presentation.

All of the above must be evidenced.

KILGRASTON
THE KILGRASTON DIPLOMA
RECORD BOOK



As you complete each section, show evidence of your finished work to your allocated member of staff and have it signed as complete.

Name..... Year..... Tutor.....

GOAL	TEACHER	DATE	COMMENT
PERSONAL GROWTH			
1.			
2.			
3.			
4.			
SOCIAL AWARENESS			
1.			
2.			
3.			
4.			
INTELLECT			
1.			
2.			
3.			
4.			
FAITH			
1.			
2.			
3.			
4.			
COMMUNITY			
1.			
2.			
3.			
4.			