

# LOSSIEMOUTH HIGH SCHOOL



CHOICES  
FOR S3

2018-2019

## INTRODUCTION

During First Year and Second Year our pupils have been following a broad general curriculum in line with the aims of Curriculum for Excellence. A key aim of the "Curriculum for Excellence" is that we meet the needs of children and young people by providing coherent, progressive experiences through a more flexible curriculum. We are aiming to develop learners who are:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

To support us in doing so, we are guided by seven principles for curriculum design:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

In S1 and S2 the curriculum for all pupils has covered Language & Literacy, Mathematics & Numeracy, Creative & Expressive Arts, Health & Wellbeing, Technologies, RME & Social Subjects, Sciences. Through these curricular areas there has also been a focus on Literacy, Numeracy and Health & Wellbeing.

In the past, at the end of S2, pupils made subject choices which then led over a two year period to Standard Grade and/or Intermediate 1 and Intermediate 2 qualifications. This is no longer the case. The Third Year of Curriculum for Excellence in the secondary school combines the continuation of a broad general education with preparation for entry to the Senior Phase of the curriculum. In the Senior Phase options are offered to a combined S4/5/6 grouping. In each year of the senior phase, pupils will choose subjects and levels which will then result in qualifications awarded by the Scottish Qualifications Authority (SQA).

For session 2018-19 S3 Lossiemouth High School pupils will choose subjects for one year which will contribute to their broad general education while at the same time preparing them for the Senior Phase (S4 to S6). At the end of the year there will be no formal qualifications. These will come during the Senior Phase (S4 to S6).

## CHOICES FOR S3

The Third Year curriculum in Lossiemouth High School allows young people some personalisation and choice. However, some subjects are compulsory and we would encourage all young people to choose subjects from most areas of the curriculum. This will still ensure that they continue to have a broad general education. All the Third Year courses will provide a strong transitional experience into the senior phase of Curriculum for Excellence.

The choices being made now are only for S3. While they do not imply any commitment to continue with those subjects beyond S3, it is highly likely that learners will select their S4 subjects from those they are taking in S3. All the courses will develop skills and experiences which would allow the learner to continue with the subject into the Senior Phase, if desired.

Some subjects will be studied by all young people in S3; these are not offered as choices. English and Mathematics will continue to have 4 periods a week. Physical Education for all will have 2 periods a week. Personal & Social Education and Religious & Moral Education will each have 1 period a week. These 12 periods are compulsory for all pupils in S3.

This leaves 18 periods where pupils can make choices about which subjects to take. These subjects will come from these curricular areas:

- Creative & Expressive Arts
- Health & Wellbeing
- Language & Literacy
- Sciences
- Social Subjects
- Technologies

The courses being offered under each of these headings are described in this booklet. Please read each of these carefully. There is a wide variety of choice available. All subjects will be delivered in 3 periods a week.

We encourage pupils to maintain as broad a curriculum as possible. However, the curriculum being offered does allow for pupils to specialise in particular areas of the curriculum. Those interested in foreign languages can select a second language course. Those who are interested in Health & Wellbeing and Technologies can choose from a wide variety of practical courses in Business & ICT, Home Economics, Physical Education and Technical. For those who might be considering the world of science as a future there is an option of Combined Science which counts as two choices but include all three sciences.

It is important to emphasise that these are all one year courses. However, they have all been carefully designed to articulate with National 3, 4 and 5 courses. Some of the National 4/5 courses will require prior learning; others will not. These S3 choices are about

Personalisation & Choice for one year; they do not imply a commitment to continue with the subject in S4.

Some of the courses being offered are practical courses and places in these are restricted to a maximum of 20 per class. Non-practical classes have 30 places per class. In some cases there will only be the option of 1 class; in others there might be 2 or even 3, depending on the interest.

Guidance staff will discuss options with young people to ensure that all the choices made are appropriate to the individual learner. Where there are concerns, this will be discussed with families.

Please remember that there are only 20 places in a practical class and you may not get all your first choices – that is why we ask you to make 2 extra choices, so that we can use these, if we have to.

## Course: Art & Design

What will I get out of Art & Design? – The development of **close observational skills** which are essential for a career in the creative arts and design but which also are of benefit within other non-art based careers such as medicine and the police; **Visual Literacy**, being able to read and understand a visual image is becoming an important skill in our increasingly visual “global village” as the visual transcends the written word and language barrier.

Art and Design also fosters a **Growth Mindset**, with a willingness to be open-minded, be receptive to new ideas, and increase critical thinking skills and creative problem solving (“thinking out of the box”). All of which are of benefit within a wide range of different career paths.

Further career information and board on “Why study Art?” can be accessed via the art dept’s Pinterest page “Lossie High Art & Design”

### Course Outline

**Do you have a creative vision?** This course covers experience in both **Art** and **Design** areas. The **Art course** will involve exploring, experimenting and working with a variety of art materials to create **mixed media art works**. The course will concentrate on **skills development** and is **techniques based**. You will be working with the **theme of identity**, drawing portraits and personal objects from life and from photographs.

In the **Design course** you will use the design process to create and make a piece of 3D design. You will explore and experiment with a wide variety of materials such as paper, wire, metal, and textiles to create samples for your design.

**There will be a cost of approximately £6 for materials** as pupils will be given sketchbooks and art materials as a study pack.

### Units

The course will develop work and experience of -

- Drawing techniques
- Painting techniques
- Printmaking techniques
- Collage/mixed media techniques
- The design process - researching, ideas and development, making a final solution 2D/3D skills and evaluative comment
- The work of Artists and Designers from various time periods.

### Experiences and Outcomes

Pupils will experience a range of media and technologies to convey information, thoughts and ideas visually. They will develop skills in both 2D and 3D to generate, express and communicate their ideas, analyse techniques, processes and concepts to make informed judgements and express considered opinions. Outcomes will include art work, sketchbook media exploration and design work in 2D and 3D.

Work done in S3 develops the skills and experiences required for progress into National 4/5.

Selected work will be presented as a public exhibition at the end of the course.

Art and Design develops essential skills for a wide range of careers not only within the Arts and the Creative Industries sectors but also as a life skill for the 21<sup>st</sup> Century as a need for visual literacy increases.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Art and Design.

## Course: Biology

### Course Outline

Biology is the study of living organisms. In S3 pupils will learn how organisms behave, grow, reproduce and interact with their environment. The study of cells, whole organisms and the Earth as a dynamic system containing many ecosystems will give pupils a rounded knowledge of the living world.

Pupils will study a range of level four CfE experiences and outcomes from Biological Systems and Topical Science.

### Units

**Cell Biology** - Topics include the structure of cells, cell growth & repair, respiration, stem cells, genetics and enzymes.

**Multicellular organisms** - Topics include how we react to changing conditions, animal behaviour, reproduction, growth & development and the world of plants.

**Life on Earth** - Topics include classifying life, food webs & population growth, ecosystems & biodiversity, pollution, nutrient cycles, adaptation & evolution.

**Topical issues** - Pupils will investigate current issues in biology including ethics, new treatments for disease, genetic engineering and the effect of humans on other organisms.

### Experiences and Outcomes

Pupils will study Biology over three periods per week. Pupils will study range of level four CfE experiences and outcomes from Biological systems and Topical Science. Pupils will cover subject theory, develop problem solving and practical skills to be suitably prepared for National 4/5 Biology courses in S4.

### Progression

This course leads into the Senior Phase National 4 and 5 courses in Biology.

## Course: Business and Administration

### Course Outline

This course will help you to understand the basics of the modern working environment - whether you want to run your own business, be a manager or supervisor or work in an office. It will open the door to further study in the ICT department by giving you a taste of the courses we offer at National 4, National 5 and Higher.

### Units

Most units undertake work on computers, further enhancing ICT skills from office application and multimedia based projects such as websites. However, there will still be written work to be completed, albeit typed up, as the majority of tasks will reflect, as far as possible, real-life tasks that you would have to do in the world of work.

### Outcomes and Experiences

The main Business elements of the course will enable you to:

- understand what the main duties and responsibilities of managers are when running a business;
- have a better understanding of how people are hired, trained and fired in the workplace;
- carry out market research and present the results in an interesting format;
- be aware of the customer service you can expect to receive from businesses as a customer, and how the business is able to provide this;
- plan a business trip for a colleague (perhaps your boss) which includes arranging their travel, booking their accommodation, preparing a list of activities for them to do and calculating the best price for the trip;
- organise an event for a business. This will include researching a suitable venue, creating and sending initiations and planning the running of the event.

The main Administration elements of the course will enable you to:

- become more familiar with the MS Office suite - using Word to create business documents; using Excel in tasks to work out the prices of different options; using Access to create a database of potential employees' training records
- use the Serif suite to create vibrant solutions to tasks - you may be asked to create a movie demonstrating the effects of customer service levels; you might use an animation package to create a flash banner for your business website; you might be asked to publish a training dossier for business colleagues using a publishing package

This is an integrated course which will combine learning about different aspects of businesses with the practical use of different software packages.

### Progression

The course leads into the Senior Phase National 4 Business, National 5 and Higher Business Management, National 4 or 5 Administration and NPA 45 Web Design.

## Courses: Chemistry

### Course Outline

Chemistry is about the world all around us. It is about matter: specifically how matter changes. As soon as you wake up in the morning, you start doing chemistry. Chemistry explains why an egg changes when you fry it and why your non-stick pan is non-sticky and how the petrol in your car gets you to work.

Pupils will learn scientific concepts, develop problem solving skills and learn to think critically. Practical work is an important part of the course with pupils developing the skills to plan and investigate ideas and concepts by carrying out practical experiments. Pupils will be expected to show a high level of motivation and an eagerness for extend study to ensure successful progression in S4.

If you want to understand the workings of the world around you - then chemistry is for you!

### Units

This course introduces and reinforces many of the fundamental concepts of chemistry including units on; chemical reactions and physical changes, rates of reactions, solubility, elements and the periodic table, atoms to compounds, structure of the atom, bonding, conservation of mass, chemical nomenclature and formula, fossil fuels and hydrocarbons and the earth in balance.

### Experiences and Outcomes

Pupils will study Chemistry over three periods per week. Pupils will study range of level four CfE experiences and outcomes from Planet Earth, Materials and Topical Science. Pupils will cover subject theory, develop problem solving and practical skills to be suitably prepared for National 4/5 chemistry courses in S4.

### Progression

This course leads into the Senior Phase National 4 and 5 courses in Chemistry.

## Course: Combined Science

### Course Outline

Pupils will study Science over six periods per week in this fast paced course. (This combined course takes up the equivalent of 2 options in the course choice.) They will study many of the level four CfE experiences and outcomes in Biology, Chemistry and Physics. Pupils will be prepared for any or all of the National 5 Science courses in S4. Pupils will learn scientific concepts, develop problem solving and practical skills, and will learn to think critically. Pupils will be expected to show a high level of motivation and an eagerness for extended study to ensure successful progression in National 5 courses in S4.

There is only 1 section with 20 places in it for this option. It is possible to select up to 2 individual Science options instead of this course.

### Units

**Biology** - pupils will develop deeper knowledge in the structure and function of cells, including basic biochemistry and cell differentiation. Basic genetics, reproduction and homeostasis will be covered.

**Chemistry** - pupils will develop their knowledge of fundamental concepts of chemistry including units on: chemical reactions and physical changes, rates of reactions, solubility, elements and the periodic table, atoms to compounds, structure of the atom, bonding, conservation of mass, chemical nomenclature and formula.

**Physics** - pupils will learn about the electromagnetic spectrum and some of its applications, waves and vibrations, forces, electrical circuits and components.

**Topical Science** - pupils will discover and discuss ethical issues, novel procedures and controversial issues in modern Science.

### Experiences and Outcomes

This course introduces many of the fundamental concepts of all three sciences. Pupils will use the skills and knowledge they develop as the basis for the demanding National 5 science courses in the senior phase.

### Progression

This course leads into the Senior Phase National 5 courses in Biology, Chemistry and Physics.

## Course: Computing Science and Games Development

### Course Outline

Computers are everywhere from our fridge freezers and cars to phones and NASA. The Scottish IT industry creates **7,000 jobs a year with only 1,500 graduates** to fill them. This course teaches skills for understanding how computing is used and how they work. It looks at computational thinking, which focuses on **problem solving** and **testing** of solutions. The course is practical and experimental in nature and gives you the opportunity to learn about what makes up a game and how a computer/gaming device works. The course is run as a series of projects that breaks down the process of game development into a series of steps and how computers work. This develops skills in programming, graphical representations, planning, organisation and evaluation of work.

### Units

**What is in a game?** — This unit breaks a game down into its constituent parts, and looks at graphics, sounds and animations used in creating games, including file formats; how text, numbers and graphics are stored on a computer. It also covers the legality of acquiring images and sounds.

**Making the game** — This section focuses on computational thinking involving logic steps. Both Scratch and Game Maker will be used and a variety of games will be created. This unit allows the games developer to stretch themselves and see what amazing games can be created by using their imagination.

**What's in the Box?** — This unit looks at the hardware requirements of computers and gaming devices, from the processors and memory requirements to input and output devices. The assessment is a project of selecting a computer to buy for a specific budget and justifying the reasons for the purchase.

**Promotion and Reviewing Games** — This section looks at reviews of games, reviewing games and how games are promoted. Skills developed are desktop publishing, web development and advertising.

#### **Planning, Designing, Testing and Evaluating**

No game or software of any quality is ever made without forethought and quality testing. A game or software is only ever as good as the plan and implementation of the project. The skills developed here will allow pupils to plan, test and evaluate their own work and the work of others.

**Information Systems** — No part of the modern world is complete without the internet and the storage of large amounts of data. This topic looks at data storage in databases and the creation of websites using HTML and CSS.

**Computational Thinking** — Python is a common programming language and in this brief introduction we use both PCs and Raspberry Pi's to create simple programs that will take in data, control external devices and do simple calculations and algorithms.

### Experiences and Outcomes

- ICT skills such as confidence in learning new software
- Managing and planning projects for efficient and successful completion
- Seeing the development process of games evolve from idea to story board, to creating resources for the game and then finally testing the game
- Being able to identify and justify different hardware components of computers and gaming devices.

### Progression

This course leads to the Senior Phase National 4, 5 and Higher in Computing Science, National Progression Award level 45 in Web Design and Computer Games Development and National 4, 5 Administration.

## Course: Drama

### Course Outline:

The S3 Drama course will prepare students for the relevant S4 course and will include studying National 3 and 4 outcomes.

The course will further develop the skills learned in S1/2, frequently allow students to focus on particular aspects of Drama Skills and Theatre Production Skills, both in acting and non-acting roles. The methodologies used will develop students' self-confidence and communication skills, as well as emphasising the life-enhancing benefits of participation in and enjoyment of the Performance Arts.

Initially, all students will take acting roles in devising a drama for performance to an audience within their class. Later on in the course, students will have the opportunity to take non-acting roles in a drama. This may include Theatre Arts (costume, make-up, set, lighting etc), Front of house (publicity, programmes, tickets etc) or Directing.

### Units:

**Drama Skills - Preparation for National 4/5:** Learners will explore and develop ways of communicating ideas to an audience through drama. They will learn how to interpret role and character and be able to reflect on their own performance and that of others. They will learn how to develop a basic understanding of structure, form, genre and style by creating a drama.

**Production Skills - Preparation for National 4/5:** This Unit helps students to investigate theatre arts, production and technologies and learn how to apply their problem solving skills whilst they create and design for a production. They will create and present dramas using simple theatre arts, production skills and technologies to enhance their work. They will learn how to appreciate stage and performance styles and will consider the social and cultural influences on drama.

### Experiences and Outcomes :

I can expect my learning environment to support me to:

#### Drama

- Develop skills which will allow me to contribute to a presentation.
- Experience the energy and excitement of being part of an audience for other people's presentations.
- Present my work to an audience.

#### Health & Wellbeing

- Develop my self-awareness, self-worth and respect for others.
- Experience personal achievement and build my resilience and confidence.
- Through contributing my views, time & talents, to play a part in bringing a positive change in my school & in the wider community.

### Progression

This Course or its Units may provide progression into the Senior Phase National 3, 4 and 5 courses in Drama and the Creative Industries.

## Course: English

### Course Outline

Students will continue to build on literacy skills in reading, writing, talking and listening developed throughout primary and in S1&2. They will be encouraged to analyse a range of texts across the four main genres whilst at the same time developing their use of language to express this both orally and in written responses. Knowledge about language will continue to be taught explicitly to enable students to communicate clearly in their writing. This will also enable them to develop the specific vocabulary they will require as they move forward in their studies of both English Language and Literature.

### Units

**Literature** - Students will study a range of literary texts (prose fiction and non-fiction, drama, poetry and film) throughout the year, including Scottish texts. These will offer the opportunity to explore a range of themes relevant to them and, where appropriate, begin to prepare for critical essay writing in the Senior Phase.

**Communication** - Students will study the use of language in both written and verbal communication. They will consider the importance of audience, form, register, tone and other features of language that have an impact on what they communicate and how they do so. This will involve the study of a variety of text types and the creation of their own texts. They will also participate in a variety of talk tasks.

**Knowledge about language** - Students will continue to build on their knowledge of spelling, punctuation and grammar to enable them to communicate clearly in their written work.

### Experiences and Outcomes

**Enjoyment and choice** - encouraging pupils to create texts and select texts for pleasure, explaining their choices

**Tools** - ensuring pupils have the basic knowledge and skills to create and access texts

**Finding and using information** - developing pupils' skills in selecting and using relevant information

**Understanding, analysing and evaluating** - supporting pupils to comment on ideas and techniques used in texts.

**Creating texts** - pupils will have the opportunity to create a range of spoken and written texts

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in English. It may also be possible to select Media and/or Scottish Studies in the Senior Phase.

## Course: French

### Course Outline

Pupils will have the option to continue to build on the skills in reading, writing, talking and listening developed throughout S1 & S2. The course is suitable for those students who wish to pursue the study of a Foreign Language and wish to enhance future career opportunities by adding a European dimension. By taking on a Modern Language, pupils will develop critical and creative thinking together with personal, interpersonal and team-working skills. Evaluating, analysing, applying, understanding and remembering are part of learning languages and literacy skills. The course will be interactive using a variety of resources and full use of ICT materials such as **interactive** whiteboard software and games, use of YouTube and various websites. Also students will be using kinaesthetic materials and show me boards on a regular basis.

### Units

The course consists of 3 main units:

- Society (lifestyles, leisure)
- Media (television, films, internet)
- Learning (school, lifelong learning, future plans)

### Experiences and Outcomes

A departmental curricular map outlines the key knowledge, skills and experiences pupils should have at each stage which underpins the Experiences and outcomes. The course will be based on 4 main skills: **reading, writing, listening and talking**. Within the 4 skills pupils will need to listen for information, listen and talk to others, organise and use information, use knowledge about the language, find and use information and also read to appreciate other cultures and for interest and enjoyment.

### Progression

This course leads into the Senior Phase National 4 and 5 courses in French.

## Course: Geography

### Course Outline

The course will introduce pupils to the skills and methods required to carry out a range of individual and group investigations. These will be based around 1 study of a physical geography topic, 1 human geography topic and 1 environmental issue.

The physical and environmental studies will be carried out as fieldwork exercises at set times of the year. The human study will be locally based for the urban / industrial study. Pupils will be required to select one of their completed studies for individual presentation at the end of the units. This could take the form of a PowerPoint presentation, a set of posters, a completed fieldwork study or any other suitable format that illustrates their new skills and the quality of their finished work.

### Units

Physical geography studies: Lossie east Beach sand dunes (June-Nov)

Human geography studies: Local fieldwork on development of a local town and the growth and decline of local fishing (Dec-April)

Environmental study: Cairngorm fieldwork on river development and tourism (May at end of year)

Personal topic: Written investigation / presentation to class (if time remains)

### Experiences and Outcomes

Experiences will focus on the planning of work (including safety, risk assessment and costing), the selection of suitable fieldwork sites, methods and equipment, the planning of the work (including group roles and responsibilities), collection of data, data analysis and data presentation.

The different themes and topics should allow learners to experience and learn a wide range of skills that can be transferred across subjects from S3 onwards.

Outcomes will be predominantly at Levels 2 and 3. As all the studies are open-ended, pupils can further develop their own work to be used as a basis for the practical elements at National 4, National 5, Higher and Advanced Higher, if they so choose in S4, 5 and 6. These will contribute significantly to final grades at these levels.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Geography.

## Course: Graphic Communication

### Course Outline

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. The course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The aims of the course are to enable learners to:

- Develop skills in graphic communication techniques, including the use of equipment, materials and software
- Extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply.
- Develop an understanding of the impact of graphic communication technologies on our environment and society.

The course is designed to allow learners to make progressive steps and allow access to the level 4 and level 5 courses on offer in S4.

### Units

2D Graphics - manual and computer generated 2 D drawing skills

3 D and pictorial Graphics - manual pictorial drawing and computer generated 3D modelling skills

### Experiences and Outcomes

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy.

Learners will also develop broad generic skills:-

- Numeracy
- Employability, enterprise and citizenship
- Thinking Skills

### Progression

This course leads into the Senior Phase National 4 and 5 courses in Graphic Communication.

## Course: History

### Values & Skills

The S3 course provides an insight into political disagreements, causes of conflict and intolerance. It, therefore, has immense value with regard to understanding the world we live in. As well as this the skills learned throughout the course and continued in the National courses and beyond are wide ranging and vital in the majority of work places. Being able to sort information, write extended pieces, analyse and make decisions based on evidence alongside using other's ideas to back your own are vital in many modern careers such as law, administration, teaching, journalism and the civil service. Studying history does not only lead to teaching or museum work! It offers a wide range of skills and knowledge that are crucial to many different careers as well as being interesting and relevant to many issues within today's society.

### Course Outline

The S3 course will be based around three themes which are linked with learning within our S3 Modern Studies course. The basis of the course is in line with the current organisation of the National 4 and 5 courses, giving pupils a similar structure to work with, a Scottish theme, a British theme and a European and World theme. We will be looking at ideas formed around the relationship between Scotland and England, social inequalities within Scottish history and finally the creation and impact of political ideologies such as Communism. We will be focusing on the development of skills including research, source analysis and literacy skills. We will interpret a wide variety of sources, both primary and secondary and utilise our skills to build up a sound knowledge base.

### Units

Unit 1 - Mary Queen of Scots - A look at the influence the relationship between Mary and her cousin Elizabeth 1 had on Scotland's future.

Unit 2 - Social inequalities in 19<sup>th</sup> century Britain. We look at various situations such as the plight of women, the attitudes and experiences of immigrants and the lifestyles and working conditions of rich and poor.

Unit 3 - The development of Russian communism and the Cold War. How a political ideology developed and the impact it had on life within Russia in the early 20th century and how it influenced political relationships between East and West.

### Experiences and Outcomes

Unit 1 = Understanding the impact and importance of an event in history.

Unit 2 = Understanding heritage and the impact of various cultures and developments in Scotland's history.

Unit 3 = Understanding political ideologies, the causes of conflict and attempts to resolve conflict in history.

All 3 units will focus on historical skills such as source handling, writing extended pieces and presenting arguments for and against an event or decision. We will also focus on working individually and within a group situation.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in History.

## Course: Home Economics – Bakery

### Course Outline

This is a practical course for those who enjoy creating cakes, biscuits, breads and pastries. It is based around significant celebration dates in the calendar eg. Valentine's Day, Easter, Christmas etc and covers the learning outcomes of the SQA Progression Award in Bakery. It will involve compiling a portfolio or scrapbook of each of the bakery products made with photo evidence of the finished item.

Units are assessed on practical activity. All assessment is done by the class teacher throughout the course and is based on demonstration of competence.

**There will be a cost of approximately £25 for the foodstuffs used on the course** but in return there will be delicious treats to take home.

### Units

#### National Progression Award in Bakery

- Craft Baking – An Introduction
- Bread Making - An Introduction
- Cake Decorating – An Introduction
- Pastry - an Introduction

### Experiences and Outcomes

- Practical based course with a hands on approach.
- Skills for learning, life and work
- Enterprise.
- Health and Well Being
- Technology

There will be no requirement to undertake any written assessment but portfolios must reflect candidate achievement, as this is used for SQA assessment purposes.

### Progression

This course leads into the Senior Phase National 5 course in Practical Cake Craft and also the Practical Cookery course at National 4 and 5 levels.

## Course: Home Economics – Practical Cookery

### Course Outline

This course is for anyone with the desire to create mouth-watering dishes to the standard presented on celebrity TV programmes. It is a practical cookery course with emphasis on the hospitality and catering industry. Whether you enjoy developing your own recipes or experimenting with flavours and ingredients this course is a must for you. You will be challenged to aspire to present high quality dishes to a professional level.

**There will be a cost of approximately £30 for the foodstuffs used on the course** but in return there will be delicious dishes to take home each week.

### Units

- Cookery Processes and Techniques
- Understanding and Using Ingredients
- Organisational skills for Cooking

### Experiences and Outcomes

This is a practical course and the outcomes will be recorded in the form of a folio/log/scrap book.

Skills for learning, work and life

Enterprise

Health and Well Being

Technology

### Progression

This course leads into the Senior Phase National 4 and 5 courses in Hospitality - Practical Cookery.

## Course: Mathematics

### Course Outline

Students will continue to build on the skills and knowledge gained from S1 and S2. They will undertake one of the two courses below.

- Preparation for National 5
- Preparation for National 4

### Units

The S3 course will be preparation for the relevant S4 course and will include studying level 3 and 4 outcomes.

For those students who will be entered for a National 5 award in S4 the units of study will be:

1. Expressions and formulae at National 4 level
2. Relationships at National 4 level
3. Numeracy at National 4 level.

For those students who will be working towards a National 4 course award in S4, the units of study will be:

1. Numeracy at National 3 level
2. Geometry & Measures at National 3 level
3. Finance and Statistics at National 3 level

In addition, all pupils will experience some/all of the level 4 outcomes and experiences relevant to their S4 course.

### Experiences and Outcomes

The delivery of the Mathematics and Numeracy outcomes will continue to build on the strategies used in S1 and S2. These include individual, peer and group work and active learning strategies.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Mathematics in S4, S5 and S6.

## Course: Media

### Course Outline

This course allows for the study of a range of different media from its production, through interpretation, to its consumption. As well as teaching the skills necessary to enable them to interpret media texts it also offers the opportunity to allow students to engage in the production of different media encouraging them to engage with it in a more 'hands on' way and to experience the elements of the analytical skills they will acquire from the position of a producer.

### Units

**Media Analysis** - This unit is devoted to the development of skills related to the understanding and interpretation of media texts. It will allow the study of a range of media from print journalism through to Hollywood blockbuster films. Students will study these texts through the use of the seven key aspects which will also prepare them for the final examination.

**Media Practical** - This unit will allow the transfer of knowledge into the practical production of a variety of media texts and will act as a bridge to the Media Production Unit. By allowing students to sample a range of media production tasks and incorporate their growing body of knowledge students will be able to put into practise what they are learning through analysis.

**Media Production** - Students will work as a team to create a larger media text that will form part of their final examination work. This text will cover the seven key aspects and require them to demonstrate core skills in problem solving and working with others.

### Experiences and Outcomes

This course lends itself to a range of English Experiences and Outcomes together with Technological Developments in Society, ICT to enhance learning, People in society, economy and business. It also offers a range of outcomes from the expressive arts including Art and Design, drama and music.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Media.

## Course: Modern Studies

### Course Outline

Modern Studies incorporates the study of a variety of contemporary social, political and economic issues, within Scottish, British and international contexts. The subject helps students develop critical awareness of the world around them and learn to evaluate conflicting viewpoints on key political and social issues.

### Units

**Unit 1: Creating a Rainbow Nation** — In this unit learners will undertake a study of South Africa and explore the extent to which it has been able to overcome the challenges it faced after the end of Apartheid and evaluate how successfully it meets the needs of its citizens today.

**Unit 2: Pressure Groups** — Learners will explore different methods of influencing politics and decision-making in the UK through investigating the role of pressure groups in bringing about change.

**Unit 3: Solving the challenge of poverty in the UK** — In this unit we will investigate the causes and impact of poverty in the UK today, and learn how effectively government policy works to reduce the extent of poverty. Students will also learn how to use conflicting source evidence to draw and justify decisions and make recommendations on government policy.

**Unit 4: International Terrorism** — We will investigate recent terror attacks and the rise of the Islamic State as a terror group, building a better understanding of the causes of terrorism and how the UK government responds to this threat.

### Experiences and Outcomes

Throughout the course learners' horizons are extended and they are challenged to look at the world in new ways. Investigative and critical thinking activities in this course give learners important experiences in contributing to group work and independent learning.

They will learn to use a combination of written and statistical sources to make and justify decisions, draw conclusions and identify selective use of facts.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Modern Studies.

## Course: Music

### Why Music?

This is not just for pupils who wish to follow a career in Music, although there are many varied careers in music: eg Performing (solo and group), Journalism, Business Management, Music Producer, Songwriter, Club DJ, Research, music therapy, Sound Engineering, music in Computing.

Choosing Music has many more far reaching benefits:

- Increased confidence
- Enhanced reading skills
- Improved integration into wider groups and society generally
- The positive impact of music on: Maths; Communications; Memory; Intelligence; Language

If you play an instrument or sing, and are willing to work, music is the subject for you!

### Course Outline

**Performing skills:** Develop performing skills appropriate to their two chosen instruments (one of which could be voice) A practical exam will take place in May.

**Composing skills:** Experiment and apply compositional techniques using Nat 3/4 concepts.

**Understanding music:** Through Listening, learners will develop knowledge and understanding of simple musical concepts and will develop their ability to distinguish different styles of music and be able to identify the social and cultural influences of various musical styles.

### Units

Mandatory Units:

- Performing skills
- Composing skills
- Understanding Music

### Experiences and Outcomes

#### Performing skills

Outcome 1: To perform two agreed programmes of music at National 3 (Grade 1), National 4 (Grade2).

#### Composing skills

Outcome 1: To understand simple compositional techniques

Outcome 2 To create original music

#### Understanding music

Outcome 1: To recognise specific music concepts and musical features

Outcome 2: To understand the impact of social and cultural factors on music

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Music.

## Course: Physical Education

### Course Outline

A 3 unit course delivered using a variety of practical activities to support the development of Leadership Skills through Analysis of Movement, Coaching and Problem Solving. This course leads directly into National 5 / Higher PE.

### Units, Outcomes & Experiences

#### Unit 1 - Skills and Techniques

This unit introduces pupils to the key concepts and literacy skills required for future certificated Physical Education. This will take the form of a thorough 8 week block in which pupils will be introduced to the Cycle of Analysis. They will experience the fundamental skills that underpin data collection, analysis of strengths and development needs, investigating model performance, planning and monitoring improvement and evaluation of performance. This unit will be formatively assessed through the practical activity but will also have summative unit assessment using questioning supported with scaffold answers.

#### Unit 2 - Structures & Strategies

This will develop an understanding that structures are fundamental to activities, principles of play, completing a training programme, adapting and refining structures and strategies through the cycle of analysis.

#### Unit 3 - Coaching

This unit introduces pupils to the key concepts and literacy skills required for future certificated Physical Education through a 6 week introduction to Coaching. Pupils will develop the essential communication and organisational skills to confidently deliver warm up episodes of the lessons to their peers. They will then progress on to the planning and delivery one skills based lesson involving coordinated practices.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Physical Education.

## Courses: Physics

### Course Outline

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from treating cancer, to developing sustainable energy solutions.

In S3 Physics students will develop their understanding and skills through the topic “The Physics of festivals”. This will involve learning about fundamental physics through relevant applications within the context of music festivals and the corresponding engineering roles.

Pupils will study a range of level four CfE experiences and outcomes from Forces, Electricity and Waves in addition to Topical Science. Pupils will be prepared for National 4/5 Physics courses in S4.

### Units

**Forces and Motion** - topics studied include investigating speed, acceleration and the laws of gravity and how this relates to the transport manager and construction engineer's roles.

**Waves and Radiation** - topics include visible and invisible light, sound, its properties, applications, dangers and how they are related to light engineer, sound engineer and health and safety officer roles.

**Electricity** - Topics will include circuits, power generation, electronic circuits and how they are related to electrical engineer and power engineer roles.

**Topical Science** - Students are given the opportunity to appreciate the multidisciplinary nature of science by researching and investigating environmental impact issues can have on society with an emphasis on physics.

### Experiences and Outcomes

Pupils will study Physics over three periods per week. Pupils will study range of level four CfE experiences and outcomes from Forces, electricity and waves in addition to Topical Science. Pupils will cover subject theory, develop problem solving and practical skills to be suitably prepared for National 4/5 physics courses in S4.

### Progression

This course leads into the Senior Phase National 4 and 5 courses in Physics.

## Courses: Science for the Environment

### Course Outline

Pupils will study a Science course that covers a wide range of concepts selected from the level four CfE experiences and outcomes. Pupils will extend and reinforce their Scientific knowledge gained in S1 and S2. Pupils will develop a wide skill base in problem solving and practical applications of Science allowing them to set a strong foundation for further learning in S4.

### Units

**Biology** - pupils will develop deeper knowledge in the structure and function of cells, including basic biochemistry and cell differentiation. Basic genetics, reproduction and homeostasis will be covered.

**Chemistry** - pupils will learn about many fundamental concepts of chemistry including chemical reactions, physical changes, rates of reactions, solubility, elements and the periodic table, atoms to compounds, structure of the atom, conservation of mass, chemical nomenclature.

**Physics** - pupils will learn about the electromagnetic spectrum and some of its applications, waves and forces, electrical circuits and components.

**Topical Science** - pupils will discover and discuss ethical issues, novel procedures and controversial issues in modern Science.

### Experiences and Outcomes

Pupils will study science over three periods per week. They will study a science course that covers a wide range of concepts selected from the level four CfE experiences and outcomes. Pupils will be prepared for any of the National 4 science courses in the senior phase.

### Progression

This course leads into the Senior Phase National 3 or 4 courses in Biology, Chemistry or Physics.

## Course: Spanish

### Course Outline

This course is aimed at pupils with no previous knowledge of the language (or very little) and for the ones who want to take on another language to enhance future career opportunities by adding an European dimension. Learning a language brings lots of different opportunities such as developing skills that can be used and enjoyed in work and in leisure throughout life.

The course will be interactive, using a variety of resources and full use of ICT materials such as smartboard software and games, use of youtube and various websites. Also Kinaesthetic materials and show me boards will be in use on a regular basis. Pupils will be expected to work in pairs and in groups carrying out challenges in different settings.

Moreover, taking "holiday Spanish" gives the opportunity to learn one of the most useful languages in the world and the chance to meet new people as there is a well-established pen-pal link with a school in Catalonia, Spain.

### Units

The course consists of 4 units :

- Let's get started (alphabet, greetings, numbers, family, pets, nationalities, countries, colours, descriptions etc)
- Let's have some fun (sports, leisure and free time activities )
- Let's discover other places (places in town, houses, towns etc)
- Let's go on holiday (weather, transport, holiday activities, shopping, food etc)

### Experiences and Outcomes

A departmental curricular map outlines the key knowledge, skills and experiences pupils should have at each stage which underpins the Experiences and Outcomes. The course will be based on 4 main skills: **reading, writing, listening and talking**. Within the 4 skills, pupils will need to listen for information, listen and talk to others, organise and use information, use knowledge about the language, find and use information and also read to appreciate other cultures and for interest and enjoyment.

### Progression

This course leads into the Senior Phase National 3, 4 and 5 courses in Spanish.

## Course: Sports Coaching

### Course Outline

A 5 unit course delivered using a variety of practical activities to support the development of Leadership Skills through Analysis of Movement, Coaching, Planning, Officiating and Problem Solving.

### Units, Outcomes & Experiences

#### Unit 1 - Induction (June-July)

Basketball/Gymnastics/Dodgeball will be used as a vehicle for introducing pupils to the wide range of skills required to become a competent sports official and competition organisers. The focus will be centred upon developing pupils' personal qualities such as confidence, verbal communication, decision making, taking responsibility and displaying applied knowledge of a game. This unit will also aim to foster mutual respect amongst the peer group and a sense of self discipline. Pupils will be formatively assessed while officiating and organising tournaments for Basketball, Gymnastics and Dodgeball. Pupils will perform practically in all activities.

#### Unit 2 - Leadership - Coaching in the Community (Aug-Oct)

This unit introduces pupils to the key concepts and literacy skills required for future certificated Physical Education through an 8 week introduction to Coaching. Pupils will develop the essential communication and organisational skills to confidently deliver warm up episodes of the lessons to their peers. They will then progress on to the planning and delivery one skills based lesson involving coordinated practices.

#### Unit 3 - Analysis of Movement - (October-Xmas)

This unit introduces pupils to the key concepts and literacy skills required for future certificated Physical Education. This will take the form of a thorough 8 week block in which pupils will be introduced to the Cycle of Analysis. They will experience the fundamental skills that underpin data collection, analysis of strengths and development needs, investigating model performance, planning and monitoring improvement and evaluation of performance. This unit will be formatively assessed through the practical activity but will also have summative unit assessment using questioning supported with scaffold answers.

#### Unit 4 - Leadership - Practical Coaching

This unit extends the introduction to Coaching. Pupils will develop the essential communication and organisational skills to confidently deliver warm up episodes of the lessons to their peers.

#### Unit 5 - Coaching Specialism

This unit enables coaches to select a specialism and deliver this over an extended period and in greater depth than previously. Pupils will build on the communication and organisational skills gained in order to confidently deliver a progressive training programme.

### Progression

This course leads into the Senior Phase National 4 and 5 courses in Sport and Recreation.