

The Community School of Auchterarder



***S2 Personalisation and
Choice***

2024/2025

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INTRODUCTION

This booklet is designed to support you and your child to make the most appropriate choices in refining and personalising their curriculum for the final year within the Broad General Education (BGE). While it is important to maintain the breadth of experience through the BGE by undertaking at least one subject per curriculum area, there is also the opportunity to refine their curriculum by taking the subjects/courses which will help with future career goals and pathways. We recognise that making definitive career choice decisions in S2 is still very early for most young people, therefore by asking our young people to select one course per subject area, this will ensure sufficient breadth across all subject areas and will lead to a greater number of options within the Senior Phase (S4-S6).

For many young people at The Community School of Auchterarder, the course choice process will be the first major opportunity to personalise their curriculum, notwithstanding Wider Achievement, to suit their own interests and therefore it is vitally important that all our young people are supported throughout the process. As a result, the following support will be provided for every young person in S2 prior to making course choice decisions by the end of January 2024:

Date	Action	Skills Development Scotland
w/c 9 th December 2024	PTs Guidance begin to introduce and discuss options with PSE classes (S2-S5)	Use of My World of Work in PSE lessons
Monday 16 th December 2024	Course Choice details published online	
Monday 13 th January 2025	S2/3 Course Choice Assembly	S2 group meetings with Carol Simpson and My World of Work/ SCQF Ambassadors
Wednesday 15 th January 2025	S2-S5 Course Choice Information Evening	SDS to support evening and take any questions from parents/carers
w/c 20 th January 2025	S2 one-to-one meetings with Principal Teacher of Guidance to finalise subject choices	

BROAD GENERAL EDUCATION (SI-3)

The Broad General Education (BGE) phase of our curriculum allows all young people to experience learning in all 8 curricular areas:

- English and Literacy
- Mathematics and Numeracy
- Modern Languages
- Social Studies
- Science
- Expressive Arts
- Health and Wellbeing
- Technologies

In addition, our BGE curriculum also ensures all young people experience learning through core Physical Education, Personal and Social Education (PSE) and Religious and Moral Education (RME). We also provide learners with further opportunities for personalisation and choice through a variety of Wider Achievement Opportunities (WAO). WAO helps provide additional breadth of learning within our school curriculum and provides our young people with additional opportunities to achieve outwith the traditional classroom setting. More information with regard to our Wider Achievement Opportunities will be shared with pupils once next session's timetable planning has been completed.

English, Mathematics and a Modern Language remain compulsory, while a selection from each curricular area, and a free choice of two subjects completes the 9 subjects we expect all young people to undertake in S3. This ensures all young people have the opportunity to progress through the Curriculum for Excellence Experiences and Outcomes at Third/Fourth Level and beyond in every curricular area.

S3 provides more opportunities for our learners through the addition of some new courses including Hospitality, Practical Woodwork, People and Society, Fashion and Textiles, Music Technology and Physical Education: Sports Performance and Leadership Skills, which is available as a choice, while also continuing as a core subject in S3. At the end of the BGE, learners' progress and achievements are recognised and recorded through the completion of the S3 profile, which is completed in Personal, Social and Health Education (PSHE) through the [My World of Work](#) profiling tool.

SUPPORT AT HOME

As a family, it goes without saying that you know your child best and always have their best interests at heart. The advice that young people receive from family plays an important role in the subject choices that they make. It is important to take time to talk as a family about course choices. There are some great resources available to families as they help their son/daughter make his/her subject choices. Please click on the links to access additional information.

[Parentzone:](#)

This website has been designed by Education Scotland to support parents and carers as they strive to understand the new curriculum and qualifications.

[My World of Work:](#)

My World of Work (MyWoW) is a Skills Development Scotland service that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work. You can also access My World of Work from Glow. There are already a number of MyWoW ambassadors within our school who will be available to help S2 pupils to access the website. We strongly encourage parents/carers to use this site with pupils.

[My Kid's Career:](#)

This is a new website designed to assist parents/carers to understand growth industries and potential career paths in 2022 and beyond.

[National Parent Forum for Scotland:](#)

The National Parent Forum for Scotland website contains a series titled 'Nationals in a Nutshell'. The online guides can be used to find out more about National 4, National 5 and Higher qualifications.

[Learner Pathways:](#)

A learning pathway is a learner's journey through education and learning. Courses, qualifications and learning experiences can be chosen at any age or stage of learners' lives. These learning choices are steps along the learning pathway.

DEVELOPING THE YOUNG WORKFORCE AND FUTURE PATHWAYS

There is an increased emphasis in schools up and down the country around [Career Management Skills](#) and how these can help our young people as they progress through school and beyond. Every school has been provided with the challenge of improving opportunities for young people to pursue their chosen career route whether that is academic or vocational. As a result, we work closely with our Careers' Coach, Carol Simpson, from Skills Development Scotland (SDS) and a range of business partners to embrace opportunities that an ever changing labour market in Scotland creates.

As your child moves through school and into the Senior Phase, they will benefit from improvements we are making to our curriculum to ensure that there are relevant and appropriate learner pathways for every individual whether they choose to go on to University, College or employment. The course choice process therefore is about exploring interests and areas of strength which are then matched to a variety of career opportunities available to our young people. There is a lot of time spent with your child in PSHE classes and through our upcoming SDS group sessions, to ensure your child has all the information they require to ensure they make the most appropriate decisions in relation to subject choices.



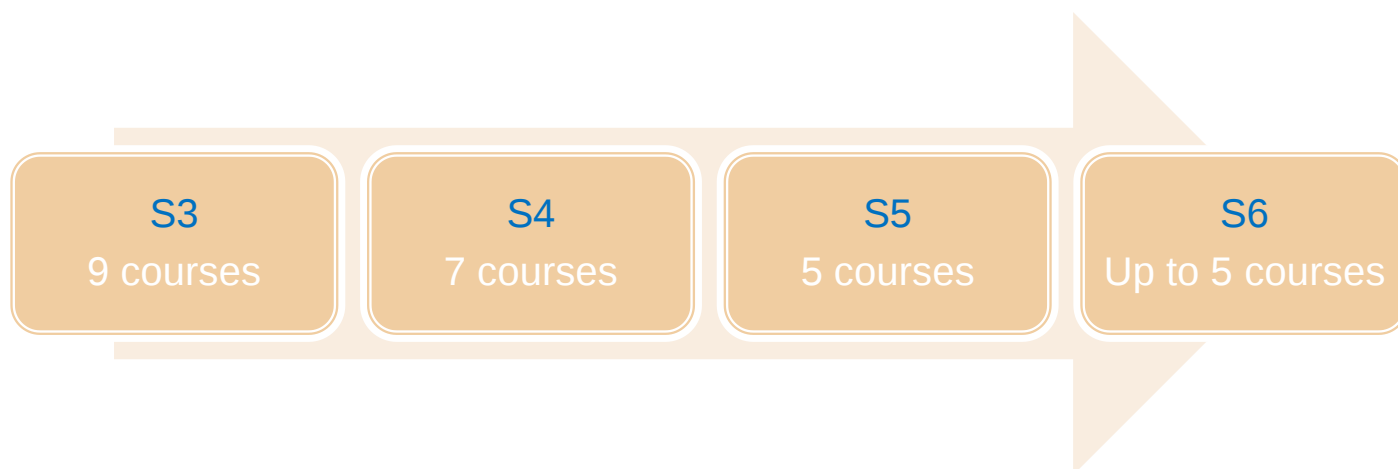
S3 BGE COURSE CHOICE SHEET 2024/25

Choice	Subject	Notes
✓	English	Compulsory
✓	Maths	
	French	Tick your current language in the choice column
	German	
	Business Management	Section A Choose 1 (Tick 1 Social Subject in the Choice Column)
	Geography	
	History	
	Modern Studies	
	People and Society	
	Religious, Moral and Philosophical Studies	
	Biology	Section B Choose 1 (Tick 1 Science in the Choice Column)
	Chemistry	
	Physics	
	Science	
	Art and Design	Section C Choose 1 (Tick 1 Expressive Art subject in the Choice Column)
	Drama	
	Music	
	Music Technology	
	Computing Science	Section D Choose 1 (Tick 1 Technologies/Health and Wellbeing subject in the Choice Column)
	Design and Manufacture	
	Graphic Communication	
	Hospitality: Practical Cookery	
	PE: Sports Performance and Leadership Skills	
	Practical Woodwork	
Subject 1 Subject 2 Reserve 1 Reserve 2		Choose any two subjects from sections A, B, C and D plus two reserve choices

S3 BGE COURSE DESCRIPTORS

The following pages provide an overview of S3 course outlines. It is important that your child takes their time to read over which courses interest them most and makes the most of the support that is provided by school and home to help inform their decisions. The decisions our young people make in this course choice process should ensure there are appropriate options for S4, where all young people will be expected to continue with 7 of the 9 subjects they choose in S2.

Courses have been organised as per their curricular area and can be used alongside the course choice sheet in preparation for your child's one-to-one meeting with their Principal Teacher of Guidance. Course choice sheets will be issued in January 2025 and young people should bring these to their meeting. You will also be invited to attend your child's course choice meeting virtually with their Guidance Teacher and more information will be shared in due course. Once the choices have been made you will receive an email confirming your child's choices and a follow up discussion with your child's Guidance Teacher can be arranged.



English and Literacy

Course Layout

The S1-3 Broad General Education Course in English aims to consolidate pupils' learning from primary school and provide opportunities for the progressive development of language skills through stimulating contexts and the enjoyment of a variety of texts.

What will pupils be studying?

The Course is divided into units of work, which concentrate on developing core communication skills in Reading, Writing, Talking and Listening. Typically, a pupil will:

- o Develop writing skills by producing personal and imaginative writing, leaflets giving information and persuasive and discursive essays.
- o Read and examine a variety of texts such as poetry, drama, novels, short stories, films and various other media – and comment on writer's craft in a range of ways through writing, presentations and discussion.
- o Develop skills in talking and listening such as giving presentations, debating, working collaboratively, group discussion and critical listening.
- o Undertake a personal reading programme and take part in Accelerated Reading Scheme.
- o Work with other departments on interdisciplinary projects such as the Youth Philanthropy Initiative to show that literacy skills are vital to succeed in all subjects.

Progression

Nat 4/5 English as appropriate

English

Course Details

First, second and third year pupils will follow a course which will ensure that they all have the opportunity to experience similar CfE experiences and outcomes whilst still benefiting from the different teaching methods of each member of the department.

All pupils will compile a portfolio which will include but is not restricted to

- ❖ Critical Responses to texts from at least two genres
- ❖ Extended Writing in at least two genres
- ❖ Responses to textual analysis questions
- ❖ Responses to close reading of non-fiction texts
- ❖ Evidence and support notes from listening and talking in group and individual presentation
- ❖ A comparative critical essay on two texts of the pupil's choice

Course Assessment

Third year pupils will sit a formal assessment in May.

This supports learning at 4th level and prepares pupils for the relevant National course.

The assessment consists of two papers designed to assess reading and writing:

- ❖ an unseen reading passage and questions
- ❖ an extended writing piece on an agreed genre and subject. Pupils are permitted to bring an essay plan and notes up to a maximum of one A4 page to support their writing assessment.

Talking and listening are assessed within the classroom setting either through individual presentation or group discussion. The timing and assessment are at the discretion of the class teacher.

Faculty Head: Mr Swain

Mathematics and Numeracy

Course Layout

Each area of the curriculum is broken down into experiences and outcomes and these have been bunched together form Learning Episodes.

Progression

Within school:

National 3, 4 or 5 Maths as appropriate

Further/Higher Education:

College courses or degrees in Mathematics, Accountancy, Actuarial Studies

Possible Careers:

Mathematician, Accountant, Engineer, Actuary

Mathematics

Course Details

Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies which may lead to careers in fields including science, technology and engineering. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics is rich and stimulating and offers learners of all ages the opportunity to solve problems, develop logical reasoning and think creatively, skills which are not only sought after by employers in today's global economy, but are also essential life skills.

Course Assessment

The course is assessed through a number of course assessments throughout the year as well as regular homework and holistic assessments.

Faculty Head: Mrs. Ledger

Modern Languages

Course Layout

Pupils will study a sequence of topics, usually one per term, designed to build their vocabulary and grammatical and cultural knowledge.

Topic areas:

A wide range of topic areas will be covered of gradually increasing challenge throughout the four skill areas

Assessment:

End-of-Unit assessments in Listening, Reading, Talking and Writing: Usually 2 or 3 skills tests at the end of each unit. Formative assessment during language classes on an on-going basis

Progression

National 4 French / German in S4 after successful completion of BGE-phase (S1-S3) in the same language

National 5 French / German in S4 after successful completion of BGE-phase (S1-S3) in the same language

Faculty Head: Mr. Hemmann

French/German

Course Details

BGE- courses aim to build on pupils' experiences in a Modern Language in primary school, where possible – however, prior knowledge is not essential, as the basics of French or German will be revised in the first two terms of S1 – before any unit tests take place. This puts all pupils on an equal footing, irrespective of their experience in primary school.

Pupils study topic sequences of gradually increasing challenge from S1 through to S3. Progressive skills development and expanding knowledge of the language will enable you to build confidence through practice and participation in classwork and testing your skills in End-of-Unit tests in Listening, Reading, Talking and Writing. Through time this will enable you to communicate in a greater range of everyday situations by using your Modern Language.

In following our progressive, well-structured courses, you will expand and extend your language skills, and gain confidence to communicate in the foreign language, step-by-step. National 4 / National 5 classes in S4 offer you the opportunity to improve all your language skills and your understanding of language and culture of the foreign country in a smaller class group.

An award at Higher-level in S5 or S6 is an impressive achievement. It proves that you can use another language independently and confidently. It is a sought-after qualification for a wide range of occupations, where employers place great emphasis on communication, linguistic skills and a strong work ethic - as required in language learning. Many interesting areas of employment now request competence in at least one foreign language.

Course Assessment

Each assessment will be based on course content studied during a term and announced in advance.

Listening assessments: Pupils listen to an audio-recording in the target language and answer questions in English to demonstrate understanding of content.

Reading assessments: Pupils read a text in French / German and answer questions in English to demonstrate understanding of content.

Talking assessments: Pupils prepare answers to questions or a short talk in the target language.

Writing assessments: Pupils prepare texts of increasing length in the target language.

Social Studies

Course Layout

Understanding Business

Pupils will gain an understanding of how businesses operate in different sectors of industry. They will also look at how businesses maximise customer service.

Management of People & Finance

Pupils will study recruitment, training and motivation of employees. They will also study budgeting, break even and profit statements.

Management of Marketing and Operations

Pupils will study advertising, promotions and stock management as they relate to contemporary businesses.

Progression

Within School:

The S3 course is designed to build on the learning in S1/S2 and to consolidate the skills and knowledge needed to successfully study Business Management at either National 4 or National 5 in S4.

Further/Higher Education:

College courses or degrees in

Accounting, Business Administration, Business Management, Marketing Management, Human Resource Management

Possible Careers:

Accounting, Administration, Advertising, Banking, Finance, Human Resources

Faculty Head of Business and Technologies: Mrs Glass

Business Management

Course Details

What is Business?

Knowledge of business and enterprise are vital in today's society. The study of business management will provide pupils with useful and transferable skills which will allow them to contribute to the dynamic and complex business and information environment we now live in.

Everyone is going to work for an organisation during the course of their lives whether it is a private company, a government organisation or their own business. This course will give pupils an insight into the everyday running and decision making of a business.

This course aims to develop learners' knowledge and understanding of how businesses are run by:

- researching organisations, discussing the role of departments and evaluating how they contribute to the success or failure of the business.
- participating in enterprise activities, gaining an understanding of how businesses help to satisfy needs.
- developing administrative and entrepreneurial skills.
- identifying internal and external factors influencing planning and decision making and assess how these decisions contribute to the success or failure of businesses.
- researching the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.

Course Assessment

Pupils will complete the National 4 Added Value and two Unit Assessments.

Social Studies

Progression

Within school:

- National 4/5 Geography
- Higher Environmental Science

Further/Higher Education:

- Geography and Environmental Science based degrees
- Science based degrees

Possible career paths:

Geography ranks as one of the most employable subject fields. Geography graduates also on average receive a higher salary than their counterparts

- Science
- Architecture
- Politics
- Analyst
- Merchant Navy
- Aircraft Pilot
- Town Planner
- Law
- Surveyor
- Environmental Sector
- Teaching (primary and secondary)

Faculty Head: Mrs. Richmond

Geography

Course Details

Work completed in Geography in S3 will build on work done in Social Studies in S1 and S2 and will offer the opportunity to deepen learning through topic-based skills development. This topic area will allow research and use information relating to Global Issues and will further develop skills and understanding of the human and physical processes which have an impact on our environment.

- Characteristics of the three courses of a river
- Formation of river features
- Land use across a river valley
- Land use conflict in the River Tay basin
- Describing a given river and its valley from an OS map.
- Physical and human factors influencing global population distribution
- Factors affecting birth and death rates
- Describing population pyramids
- Giving reasons for change
- Demographic transition model
- Impact of change on countries
- Social and economic indicators
- How data is gathered
- Characteristics of ELDCs
- Characteristics of EMDCs
- Comparing the development
- Factors which influence development

Course Assessment

Formative and summative assessment will take place – based on Level 3/4 Experiences and Outcomes using the benchmarks to inform our judgements. Evidence of learning gathered may contribute to course awards at the end of S4.

N4 Unit Award (If appropriate).

Social Studies

Progression

Within school:

National 4/5 History as appropriate

Further/Higher Education:

College courses or degrees in
History, Politics, Law, International
Relations, Journalism, Marketing

Possible Careers:

Law, politics, civil service,
journalism, retail and marketing,
teaching

Faculty Head: Mrs. Richmond

History

Course Details

The S3 History class will build upon the learning which has taken place in Social Subjects in S1 and S2 and will offer the opportunity to deepen learning through topic-based skills development.

We will look firstly at a unit on the USA 1850-1880. This unit considers the reasons why people moved westwards across America and the problems they encountered in doing so. It looks at the tensions that built up between the settlers and the Native peoples. It further considers the reasons for the Civil War breaking out in 1861 and then looks at life after the Civil War, the abolition of slavery and the formation of the KKK and the start of the Civil Rights Movement.

In following this course learners will develop the following skills:

- Independent and critical thinking
- Describing and explaining historical events.
- Analysing source material to draw conclusions.
- Imagination and empathy.
- Gain a life-long interest in learning about the past.

Course Assessment

Formative and summative assessment will take place – based on Level 3/4 Experiences and Outcomes using the benchmarks to make judgements. Evidence of learning gathered may contribute to course awards at the end of S4.

USA N4 Unit Award (If appropriate).

Social Studies

Progression

Within school:

National 4/5 Modern Studies as appropriate

Further/Higher Education:

College courses or degrees in Humanities, Law, Social Policy...

Possible Careers:

Law, Police, Social Work, International Relations, Politics, Journalism...

Modern Studies

Course Details

Work done in Modern Studies in S3 will build on work done in Social Studies in S1 and S2 and will offer the opportunity to deepen learning through topic-based skills development. This topic area will allow research and use of information relating to Crime and the Law in the UK. In particular, focus is given to causes of crime, consequences of and responses to crime. The criminal justice system is also studied including the role of the police, the purpose and effectiveness of prisons.

Course Assessment

Formative and summative assessment will take place – based on Level 3/4 Experiences and Outcomes using the benchmarks to inform judgements. Evidence of learning gathered may contribute to course awards at the end of S4.

N4 Unit Award (If appropriate).

Faculty Head: Mrs. Richmond

Social Studies

Course Layout

Units:

Investigating Skills

Comparing and Contrasting

Making Decisions

Progression

Within School:

Nat 4/5 History, Modern Studies or Geography

Higher History, Modern Studies or Geography

Adv. Higher Modern Studies

Further/Higher Education:

College courses or degrees in History, Politics, Law, International Relations, Journalism, Marketing.

Possible Careers:

Law, politics, civil service, journalism, retail and marketing, teaching

Faculty Head: Mrs. Richmond

People and Society

Course Details

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics¹ of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines.

Through the flexibility in this Course and its emphasis on skills development, opportunities are provided for learners to work as part of a team, take part in informed discussion, and thereby develop a respect and tolerance for the views of others as well as enhanced self-confidence. This Course is flexible and is designed to be appropriate and relevant to learners' needs. It offers significant opportunities for personalisation and choice

Topics studied recently have included:

- Crime and the Law
- Discrimination of different types.
- Slavery
- Migration

Course Assessment

If continuing in S4 the following assessments will be undertaken:

National 4:

- 3 x Unit Assessments
- Added Value Unit.

Social Studies

Course Layout

Units:

World Religion

Morality and Belief

Religious and Philosophical Questions

Progression

Within School:

Nat 4/5 RMPS, Higher RMPS, AH RMPS or any other Social Subject

Further/Higher Education:

College or degree courses in Divinity, Arts and Humanities

Possible Careers:

Law, Politics, Social Work, Education, Charitable work etc.

Faculty Head: Mrs. Richmond

Religious, Moral and Philosophical Studies

Course Details

The RMPS course develops knowledge and understanding of religious, moral and philosophical issues that affect the world. The course explores the questions they raise and the solutions or approaches they offer. It includes both religious and non-religious perspectives. Learners have opportunities to reflect on these and on their own experience and views. Learners will learn about a world religion, contemporary moral issues and responses, and key aspects of answers to religious and philosophical questions. Learners will develop a range of skills at a straightforward level, including the ability to:

- Give accurate accounts of factual information relating to aspects of religion, morality and philosophy
- Demonstrate an understanding of aspects of religion, morality and philosophy
- analyse beliefs and practices related to world religions, moral issues and philosophical questions
- evaluate beliefs and practices related to world religions, moral issues and philosophical questions

Course Assessment

If continuing in S4 the following assessments will be undertaken:

National 4:

- 3 x Unit Assessments
- Added Value Unit

National 5:

Assignment (20% of overall grade)

Final exam (80% of overall grade)

Science

Course Layout

Sustainability and Interdependence:
Cell Biology

Progression

Within school:

National 4/ 5 Biology, Higher
Biology, Higher Human Biology,
Advanced Higher Biology

Further/Higher Education:

Access to a wide range of STEM
courses at College or University.

Possible career paths:

Opportunities in a variety of STEM
careers including Environmental
Biologist, Health Care professional,
Bioinformatics, Research, Education

Faculty Head: Mr Collier

Biology

Course Details

This course will be of interest and value to candidates wishing to further develop their skills and knowledge & understanding of biology.

The topics covered in S3 BGE Biology directly correspond to the N3, N4 & N5 Biology courses.

Sustainability and Interdependence:

- Ecosystems
- Distribution of organisms
- Photosynthesis
- Energy in ecosystems
- Food production
- Evolution of species

Cell Biology:

- Cell structure
- Transport across cell membranes

Course Assessment

There will be one homework exercise and test per key area.

There is potential for whole units to be assessed and an S3 exam.

Science

Course Layout

- Periodic Table
- Atomic Structure
- Bonding
- Chemical Formulae
- Acids and Base

Progression

Within school:

National 4/ 5 Chemistry, Higher Chemistry, Advanced Higher Chemistry

Further/Higher Education:

HND or degree in Chemistry or related discipline.

A career in Chemistry or a related discipline

Further study, employment and/or training

Possible career paths:

Industrial Chemist, Laboratory Chemist, Engineer, Lecturer/teacher, environmental and sustainability scientist etc.

Faculty Head: Mr Collier

Chemistry

Course Details

Chemistry, the study of matter and its interactions, has contributed essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the subatomic particles and their forces and the macroscopic properties of the world. Chemistry research and development is essential in the introduction of new products.

Aims & Objectives

The course develops learners' curiosity, interest and enthusiasm for Chemistry in a range of contexts. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday life.

Course Assessment

In the S3 BGE Chemistry course, learners build the foundation knowledge required to access N3, N4 & N5 Chemistry. In S3, the topics covered include rate of reaction, periodic table and atomic theory. The course also includes skills masterclasses and topical science.

Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4. Continuous assessment of classwork and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4.

At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.

Science

Course Layout

- Waves: Applications of the Electromagnetic Spectrum, Refraction, Sound waves (including Ultrasound)
- Radiation: Nuclear radiation, Radiation safety, Nuclear applications. • Electricity and Electronics: Current, Voltage and Resistance, Electrical sensors, Practical Circuits, Power distribution
- Dynamics: Speed and acceleration, Forces, Gravity, Work done, Energy and Power
- Space: Models of the Universe, Space exploration, Space travel, Developed technologies
- Properties of Matter: Specific and Latent heats, Kinetic Theory and relationships between Pressure, Volume and Temperature

Progression

Within school:

National 4/ 5 Physics, Higher Physics, Advanced Higher Physics

Further/Higher Education:

Physics, astronomy, mathematics, geophysics, engineering, medicine, chemistry

Possible career paths:

Medical Physics, Astrophysicist, Meteorologist, Telecoms, Research Scientist, Sound Engineer, Nanotechnologist, Radiation Protection, Teacher, Financial Services, Patent Attorney, etc.

Faculty Head: Mr Collier

Physics

Course Details

Introductory Statement Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Aims & Objectives The course develops learners' curiosity, interest and enthusiasm for Physics in a range of contexts and enables learners to develop confidence in recognising and communicating ideas on scientific phenomena. The course develops the ability to solve problems and establish relationships in Physics by acquiring a broad knowledge base, practical skills and basic mathematical skills. It will enable learners to use Physics to interpret aspects of their everyday lives.

Course Assessment

Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4. Continuous assessment of classwork and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.

Science

Course Layout

Units:

Unit 1- Fragile Earth

Unit 2- Human Health

Unit 3- Applications of Science

Progression

Within School:

National 5 Lab Science

Further/Higher Education:

College in a wide variety of science courses leading on to degree level courses.

Possible Careers:

Scientist, Researcher, Technician, Medicine, Agriculture, Human Health, Environmental Issues, Outdoor Pursuits, Wildlife Officer, Education, Forensics etc

Faculty Head: Mr Collier

Science

Course Details

Learners will focus on two choices from the following four: energy, metals, water, food. They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

Learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Learners explore science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

Course Assessment

Internal assessment- Learners must pass assessments on each of the three units, this is applicable at both National 3 and National 4. Assessments will be internally marked.

Added Value Unit (National 4 Only)- Learners will draw on and apply the skills and knowledge they have learned during the course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context. This will be assessed through an assignment

Expressive Arts

Course Layout

Expressive Units

Still life, Portraiture, Built Environment, Visual Elements, Environmental Sculpture, Landscapes, Artist

Analysis

Design Units – Graphics, Body Adornment, Sustainability, Character Design, Design Elements, Designer Analysis

Progression

Within school:

National 3,4 or 5 Art and Design, Higher Art and Design, Advanced Higher Art and Design

Further/Higher Education:

College/ Degree courses in Fine Art, Graphic Design, Illustration, Product Design, Textile Design etc.

Possible career paths:

Art teacher, Art technician, gallery curator. Art therapist, Architect, Illustrator etc.

Faculty Head: Mrs. Murch

Art and Design

Course Details

Art and design curriculum allow opportunities for pupils to express, create and evaluate.

Pupils cover expressive and design element the building bricks of art – exploring colour, line, texture, pattern, tone, shape, form through a range of media and technique. Pupils study different artists and designers and apply their use of materials and techniques into their own work. Students have the opportunity to work in 2D and 3D (clay, fabric, papier mâché, paper sculpture) across design and expressive projects. The use of recycled materials is promoted as it encourages sustainability - an example would be our participation in the “Junk Couture” national competition.

Skills developed in BGE help to enhance pupils’ understanding of processes, allowing them the progress into National 3, 4, 5 and beyond.

Course Assessment

Peer Assessment which is written and visual. A “Class Gallery” allows pupils to visually assess each other’s work in a gallery format and receive feedback from their peers.

End of unit tests that sum up each pupils’ individual understanding on each unit.

Informal feedback in sketchbooks and verbally throughout each lesson.

Expressive Arts

Course Layout

The aims of the Course are to enable learners to:

- develop creativity and skills in problem solving, critical thinking and reflective practice
- communicate thoughts, meaning and ideas when creating and performing drama and using production skills and techniques
- develop knowledge, understanding and appreciation of drama practice
- understand social and cultural influences on drama

Progression

Within school:

National 4/5 Drama, Higher Drama

Further/Higher Education: College/
Degree courses in Drama, Arts and
Humanities Law, Medicine

Possible career paths:

Performing Arts/Directing/Technical
Theatre
Drama and Speech Therapy
Tourism/Service Industries
Education

Any job that requires effective
communication and presentation

Faculty Head: Mrs. Murch

Drama

Course Details

The S3 Drama Course is designed to help pupils develop their skills, knowledge and understanding in either an acting or production role and to integrate and apply this understanding through practical learning activities. Learners will develop their imaginative ideas in an acting/production context. They will use a range of drama techniques. In the Course, learners are encouraged to exercise imagination and creativity and to communicate their thoughts, meanings and ideas through the work they produce. Pupils will further develop key interpersonal skills, analytical and evaluative skills as well as develop creative approaches to problem solving and group work. Pupils will only succeed if they are good attenders and are willing to work collaboratively and positively with others at all times.

Course Assessment

The mandatory subject skills, knowledge and understanding that will be assessed are:

- responding to stimuli when creating drama
- working with others, in order to share and apply simple dramatic ideas
- exploring drama form, structure and techniques
- understanding straightforward knowledge and skills in acting and production skills
- understanding straightforward social and cultural influences when creating drama and observing performance
- using simple evaluations skills within the creative process

Pupils will be expected to keep a folio of evidence of the work generated during practical activities in the course. These will be regularly assessed by the teacher

Expressive Arts

Course Layout

Blues and Jazz

World Music

Rock and Pop

Scottish

Music technology

Musical Periods

Instruments of the Orchestra

Progression

Within school:

National 4/5 Music, Higher and Advanced Higher Music

Further/Higher Education:

College/ Degree courses in Music Performance, Music, Gaelic and traditional Music, Popular Music, Sound Engineering etc.

Possible career paths:

Sound Engineering, Music teacher, Music producer, Music Therapist, Singer/Songwriter etc.

Faculty Head: Mrs. Murch

Music

Course Details

Live performance is at the core of our music lessons. With a focus on keyboard, guitar, bass guitar, drum kit, tuned percussion and ukulele, pupils learn how to play, read, compose and analyse music through a variety of topics and musical styles. Pupils work varying sizes of groups, as well as focusing on personal instrumental development.

In addition, pupils explore elements of music production, live recording and editing through our music technology units. We have access to a great recording studio within school to give pupils the full production experience.

Every pupil has the opportunity to take part in instrumental music lessons within the school. This not only contributes to work in the classroom but affords each pupil the opportunity to take part in many of our exciting extra-curricular bands and orchestras.

Our courses and musical opportunities help build self-confidence, leadership and team work skills, self-motivation and creativity.

Course Assessment

Pupils' development on each instrument is assessed regularly via peer assessment, self-assessment and formal assessment.

Informal end of unit assessments check knowledge and understanding of music literacy and concepts.

Show my Homework quizzes are used for revision and to consolidate work completed in a class setting.

Expressive Arts

Course Layout

Units:

- Music Technology skills (using hardware and software to capture and manipulate audio)
- Understanding 20th/21st Century Music styles and Genres
- Music Technology in Context- using music technology creatively in sound production.
- Music Technology Assignment

Progression

Within school:

N5 Music Technology / H Music Technology (tbc)

NPA in Music Business

Further/Higher Education:

National Certificate in Sound Production

HNC/HND/Degree courses in Sound Production/ Stage Management

Possible career paths:

Composer, Media - Radio/Television, Music Teacher and Sound engineer

Head of Faculty:

Mrs.Murch

Music Technology

Course Details

Please note that this is a completely different course from our music performance subject. Both subjects can be taken side by side as they cover completely different material and develop different skills.

For many learners, music technology is already a part of their lives. Home computers and mobile phones have made it possible for learners to create and mix music as a hobby. This course will provide an opportunity to hone and accredit these skills using professional level resources.

- developing skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres (including synth pop, dance music, electronica, rap, jazz and many more)
- developing skills in the use of music technology hardware and software to capture and manipulate audio : Microphone technique, mixing skills, applying effects and use of midi devices, multitrack recording and editing/ recording using loops.
- using music technology creatively in sound production in a range of contexts (audiobook, radio broadcast, sound design for film/game, multi-track recording)
- critically reflecting on their own work and that of others
- developing an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights

Course Assessment

- Technology Assignment: Two projects between 1 and 3 minutes each (audiobook, radio broadcast, sound design for film/game, multi-track recording)
- Understanding Music Exam Paper based on concepts

Health and Wellbeing

Course Layout

Design & make tasks

Understand the role of healthy eating in relation to HWB

The role of nutrition in dietary disease

Food practice & choice linking to sustainability, season, cost, religious beliefs, culture, peer pressure, advertising, packing & media

Properties & functions of food

Food Product Development

Progression

Within school:

- Progression to National 3 -5 Health & Food technology

Further/Higher Education:

- Progression to Higher Health & Food Technology
- HNC, HND or degree courses in nutrition, food science and teaching

Possible career paths:

- Dietician, Teaching , Food Scientist, Product Developer, Buyer

Faculty Head: Mr. Urquhart

Hospitality: Practical Cookery

Course Details

Develop knowledge and understanding of nutritional needs, dietary needs, sustainability, recipe adaptation, time planning and understanding and using ingredients.

Course includes food preparation techniques, skills, organisation & processes used in order to produce complex dishes

To progress pupils towards certification at National 3-5 in S4

To visit Professional Commercial establishments to link to career paths and the requirements of working in this area.

Course Assessment

- Pupils should be prepared to carry out research & investigation through written tasks as well as practical cooking tasks
- Preparing pupils for the move from Broad General Education to National Qualifications
- Study of safety & hygiene and Elementary Food & Hygiene certificate

Health and Wellbeing

Course Layout

Activities covered:

- Badminton
- Basketball
- Rugby
- Trampoline
- Football
- Fitness

Progression

Within school:

- National 4 – Higher Physical Education.
- Sports Leadership opportunities

Further/Higher Education:

Variety of Sports related courses at FE/HE level depending on interest/career route

Possible career paths:

Sports science
PE teacher
Physiotherapist
Professional sportsperson
Sports coach/consultant
Sports policy at local and national level

Faculty Head: Mr. Urquhart

Physical Education: Sports Performance and Leadership

Course Details

This course is suitable for all candidates who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts in the activities covered.

Factors impacting on performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

Performance

This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Course Assessment

Course builds on experiences in S1&2 and prepares pupils for progression to National 4 – Higher PE assessment.

Pupils are required to complete written work to plan, monitor and evaluate their performance.

Technologies

Course Layout

Units:

Software Design & Development

Database Design & Development

Web Design & Development

Computer Systems

Progression

Within School:

National 4/5 Computing Science

Level 4/5 Computer Games Design

Further/Higher Education:

College courses or degrees in Computing Science, Web Design, Games Design, Electronic Engineering etc.

Possible Careers:

Computer Programmer, Systems Analyst, Games Developer, Network Engineer, Ethical Hacker, Database Administrator, Cyber Security Consultant, Support Engineer.

Faculty Head: Mrs Glass

Computing Science

Course Details

The S3 Computing Science course aims to develop the skills required for that allow the learner to have the breadth of knowledge required that will allow them to progress onto National 4/5 Computing Science or Level 4/5 Computer Games Development in S4.

The course will focus on the following four units:

Software Design and Development - The learner will:

- Develop knowledge, understanding and practical problem-solving skills in software design and development.
- Code programs in Visual Basic.

Computer Systems - The learner will:

- Develop an understanding of how data and instructions are stored in binary form.
- Understand Basic computer architecture.
- Study the environmental impact of Computers.
- Study the security precautions to protect computer systems.

Database Design and Development - The learner will:

- Develop knowledge, understanding and practical problem-solving skills in database design and development.
- Use Structured Query Language (SQL) in MS-Access.

Web Design and Development - The learner will:

- Develop knowledge, understanding and practical problem-solving skills in web design and development.
- Apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems.
- Use Hyper Text Mark-up Language (HTML), Cascading Style Sheets (CSS) and Javascript.

Course Assessment

In S3, pupils will be graded either level 1, 2, 3 or 4. These levels will be decided based on a variety of internally assessed practical and written tasks.

At the end of S3, most pupils should hopefully achieve levels 3/4 Computing Science.

Technologies

Course Layout

Classwork:

Design project

Materials and Manufacturing

Assignment:

Pupils will be given a Level 4 assignment for a project set each year by the teacher

Exam:

S3 End of Year test

Progression

Within School:

National 4/5 Design and Manufacture

Higher Design and Manufacture

Adv. Higher Design and Manufacture

National 4/5 Practical Woodwork

Further/Higher Education:

Apprenticeships, College courses or degrees in Product Design, Product Design Engineer, Product Managers etc.

Possible Careers:

Product Design, Industrial Design, Design Engineering, graphic or web design, teaching, and packaging design.

Faculty Head: Mrs Glass

Design and Manufacture

Course Details

The S3 Design and Manufacture course is a fantastic course that challenges pupils in many different areas. It is a very practical hands on subject that allows pupils to develop skills that they would not be able to do anywhere else within the school.

We start the course by giving pupils a brief these can be changed each year to keep the course up to date and interesting. In the past we have had projects such as children's toys, storage/display items/ garden ornaments etc.

Pupils are then given the skills to research the project and then develop ideas for the brief. We always push our pupils to be as creative as they can, to come up with a new/individual project.

Once they have completed the design, we ensure pupils identify the materials they will require by modelling their projects from craft material or 3D computer models.

Once the candidate knows exactly how they will make the project we take them into the workshop where they make a full prototype of their design. The pupils keep these projects at the end of the year.

Course Assessment

At the end of the year pupils will have an end of year test. This is used to determine which level they will be sitting moving into S4. It will cover all aspects of their learning covered throughout the year.

Pupils will also complete a Design and Manufacture assignment which will test all their practical skills within class. They will display skills in sketching, rendering, modelling and manufacturing an item. This will not be completed under a time limit but will provide them with the skills they need for National 4/5.

Technologies

Course Layout

Classwork:

A marker rendering Project
Development of skills on CAD
Sketching and rendering skills
DTP- Promotion of products and/or people

Assignment:

Pupils will be given a Level 4 assignment for a USB device

Exam:

S3 End of Year test

Progression

Within School:

Nat 4/5 Graphic Communication
Higher Graphic Communication
Adv. Higher Graphic Communication

Further/Higher Education:

College courses or degrees in Graphics, Design, Architecture, Games Design etc.

Possible Careers:

Architect, Designer, Illustrator, Engineer, Animator etc.

Faculty Head: Mrs Glass

Graphic Communication

Course Details

The Graphic Communication course is a great course that develops many skills over a range of projects.

The first skill that pupils develop is their sketching and rendering skills. This is taught using professional marker rendering pens and we then get pupils to promote the item they have created.

Pupils also have the chance to experience CAD modelling. This involves making 3D models on the computer and creating working drawings. To add to the experience pupils will then use their computer model to make their object on the laser cutter.

Promotion is the final part of the course. This aspect teaches pupil how to create effective and professional layouts from the smallest items such as business cards up to magazine/website layouts.

Course Assessment

At the end of the year pupils will have an end of year test. This is used to determine which level they will be sitting moving into S4. It will cover all aspects of their learning covered throughout the year.

Pupils will also complete a graphics assignment which will test all their practical skills within class. They will display skills in sketching, rendering, modelling and promotion of an item. This will not be completed under a time limit but will provide them with the skills they need for National 4/5.

Technologies

Progression

Within School:

Pupils will progress from the Broad General Education in S3 into either National 3, National 4, or National 5 depending upon progress made throughout S3.

Possible career paths:

Beyond school there are a wide variety of areas that Practical Woodworking can lead to, from Joinery to Architecture and Engineering.

Faculty Head: Mrs Glass

Practical Woodwork

Course Details

Introductory Statement

The new S3 Practical Woodworking Course is designed to build upon the experiences that pupils will gained during the broad general education in S1/2 as well as setting the up for Nat4/5.

Aims & Objectives

The course has been designed to allow pupils practical experience using the tools and machines to create a number of projects to a high degree of accuracy.

Course Content

The main objective of the course is hands on practical experience in the woodworking workshop. The course will also look at the theory and knowledge behind all the tools and machines, what they are used for and safety aspects relating to them.

Course Assessment

Skills Developed

The 4 main areas of study and areas pupils will be working on are as follows:

1. Measuring and Marking out
2. Cutting & Shaping
3. Assembly
4. Finish

If pupils continue with this subject into S4 or beyond these will be how marks are broken down, so getting used to these 4 areas and building upon the skills they have already have and developing them throughout S3 will prove very beneficial.

