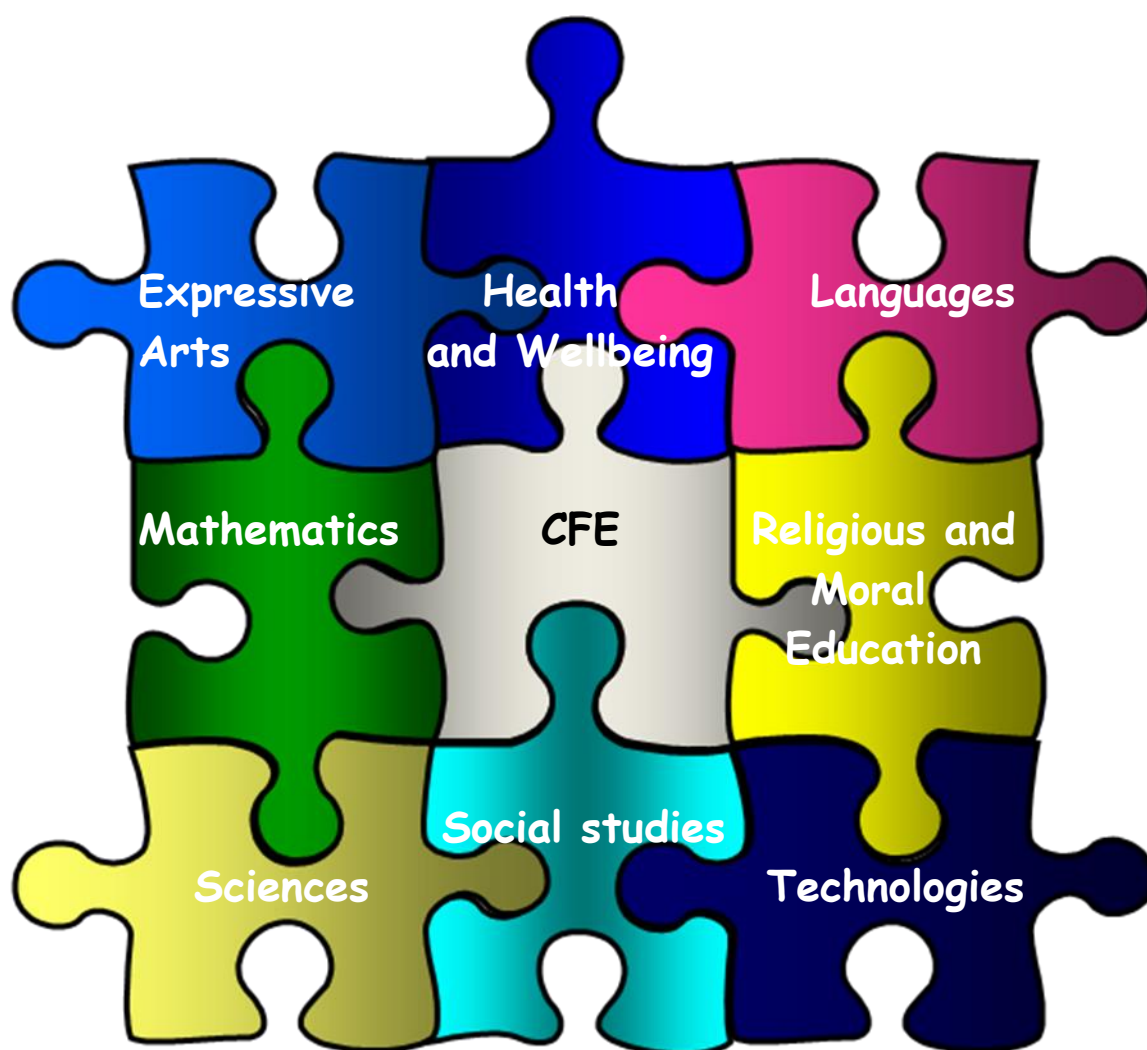


# Dumbarton Academy

## S2 into S3

### Course Personalisation Booklet



## **COURSE PLANNING FOR S3**

### **INTRODUCTION**

You will soon be choosing your subjects for next session. These will be subjects which you will study for the next year only, before starting your Senior Phase in S4. These courses are not examined by the SQA but may form a route of progression to fourth year certification at or National 3, 4 or 5.

You have already started preparing for these choices with the help of your PSE teacher. This booklet will give you further information and help.

The choices you make over the next few years will not just decide what you do in school over the next year or years, they will also be very important for your future. They will determine which careers, which further and higher education courses, are open to you after you leave school.

### **COURSES AVAILABLE**

S2 will enter their third year, as the final year of their Broad General Education (S1-3). When they enter their fourth year they will do so under the Curriculum for Excellence qualifications at, National 3, 4 and 5 levels.

Ongoing assessment is an important feature of all courses and pupils who wish to continue in a subject area beyond S3 will be advised of the level of course, that provides appropriate progression. The final S3 School report will contain this recommendation.

The ability of the school to offer progression in any particular subject area will be dependent on the available level of resources, staffing and demand for the subject.

In S4, S5 and S6 we offer a wide range of certificated courses.

As part of the subject choices process the Pupil Support and PSE staff will discuss these course options with you.

### **HELPING YOU CHOOSE**

#### **\* Reports and Parents' Evening**

Your parents/guardians have already received the reports on your work in S2. These reports will have shown which subjects you were doing well in, and which needed more attention. The reports should give a clear idea about your progress. You will know which subjects interest you, and you should speak to your class teachers about their recommendations.

The parents' evening gave you and your parents the opportunity to have discussions with individual subject teachers.

\* **Information Evening**

This is an opportunity for your parents and yourself to find out more about the options that you are considering. There are presentations about the Course Personalisation process, Subject Departments, Pupil Support staff and our Careers Officer (from SDS) are all present.

\* You are currently following a Personal and Social Education Course, with Careers Service (SDS) support. This is intended to help you start thinking about your choice of subjects and about possible careers.

\* **Course Personalisation** You will shortly be asked to indicate which subjects you **think** that you would like to study next session. Your Tutor teacher, Head of House and your PSE teacher will discuss these possible choices with you and make recommendation about your choices.

\* Please contact your PSE teacher or Pupil Support if you wish to discuss any problems regarding course choice.

**WHAT CHOICES CAN YOU MAKE?**

\* The instructions that accompany the course sheet will give detailed guidance regarding possible choices.

\* All pupils will study English and Mathematics.

\* All pupils will study at least **one** of the Social subjects.

\* Pupils must study at least one Science subject.

\* Skills for Work Courses at West College Scotland (Clydebank) are now only offered to students in the senior phase (S4/5/6). However we recognise the value of these courses, and building on our work with elective courses offered in S2 we intend to offer a limited range of elective skills subjects for a group of S3 pupils. The number of places on each course is limited and subject to agreed selection procedures. As a part of the skills option students will also have a weekly input from the Modern Language staff

\* All pupils will follow courses in Physical Education, Religious Education and Personal and Social Education.

\* The most important consideration must be:- Choose subjects which keep your future options open.

\* **Most pupils will be able to take all the subjects that they choose but regrettably in a minority of cases, the first choice may not always be possible.**

**NOTES ON COURSES OFFERED IN S3 ARE GIVEN ON THE FOLLOWING PAGES.**

The booklet is arranged in **alphabetical order of subject name**.

The top of each information page shows the information shown below.

The subject name is shown circled in the example below.

**Curricular Area: Expressive Arts**

**Department: Art and Design**

**Subject: Art and Design**

**Level – S3 Broad General**

**Aims of Course**

The course aims to give pupils opportunities to be inspired and challenged as they explore how to visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work through the study of artists and designers which will

**PLEASE KEEP THIS BOOKLET IN A SAFE PLACE. YOU WILL NEED TO REFER TO IT ON SEVERAL OCCASIONS BEFORE FINAL SUBJECT CHOICES ARE DECIDED.**

**Curricular Area: Expressive Arts**

**Department: Art and Design**

**Subject: Art and Design**

**Level – S3 Broad General**

## **Aims of Course**

The course aims to give pupils opportunities to be inspired and challenged as they explore how to visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work through the study of artists and designers which will relate to the work that they are doing in their design and expressive units. This will enhance their ability to produce final solutions in their units. Developing their appreciation of art and design practice helps learners to develop their critical thinking skills.

## **Course Content**

- **Expressive units including critical** –The course aims to develop a range of creative skills in handling media e.g. pencil, coloured pencil, pastels, in both portraiture and still life. Pupils will work using the visual elements of line, tone, colour, texture, pattern, shape and form. Learners will also study the work of artists and make personal judgements on their techniques, use of media and style of working in their paintings.
- **Design units including critical** – The course aims to assist learners in developing thoughts, ideas and problem solving skills as they produce two design units in jewellery and textiles. One of these will be eco-friendly and incorporate a recycled element. They may also be able to recreate and enhance images using a heat press. Learners will also study the work of designers and make personal judgements on their style of working, on the materials used, the functional and 'fit for purpose' aspects of the designs produced.

## **Assessment**

All work will be assessed within the Art and Design department.

## **Progression**

This course will enhance skills which could lead to a National 4 or National 5 qualification in S4 in Art & Design, Creative Industries and Photography qualifications at level 5.

Beyond school, there are many courses in further education to which learners could then progress e.g. Interior Design, Visual Communication, Jewellery Design, Architecture, Painting, Print Making, Sculpture, Textile Design, Millinery, Fashion Design, Theatre Design, Stained Glass Design, Animation and Illustration.

**Curricular Area: Science**

**Department: Biology**

**Subject: Biology**

**Level: S3 Broad General**

### **Purpose and aims of the course**

According to **Education Scotland**:

- “Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society”.
- “Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy”.

### **Course content**

Throughout the S3 Biology course learners will build upon, and extend, their prior knowledge gained in S1 and S2 and will be encouraged to make connections with this knowledge and their everyday lives.

As learners, they will continue to develop practical, scientific and investigative skills, as well as numeracy, literacy and ICT skills, that will be of direct use in their everyday lives, both now and into the future.

Pupils will be encouraged to work with others aiding development of interpersonal skills which will help to improve their self confidence.

Learners will cover the content in an enjoyable and accessible way in several topics, which will include some of the following:

Biodiversity and Interdependence	Body systems and cells
Inheritance	Topical science

### **Assessment**

As with S1 and S2 assessment will be carried out in various ways in order to provide all pupils with challenges that are attainable at all levels. Informal assessment within lessons will include group discussions, individual and group presentations and written assignments, some of which may be peer assessed. Formal assessments will take the form of end of topic tests, assessing both Knowledge and Problem Solving skills, and Practical Abilities will be assessed using experimental investigation tasks.

### **Progression**

Pupils will, with staff recommendation, progress onto National 3, National 4 or National 5 in S4 with their chosen Science or Sciences.

**Curricular Area: Technologies**  
**Subject: Business**  
**Course Structure**

**Department: Business Studies**  
**Level: S3 Broad General (Skills course)**

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role. The Business Enterprise course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers, entrepreneurs or self-employed people.

The course enables candidates to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy needs and wants
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes
- financial awareness, in a business context
- an insight into how organisations organise their resources for maximum efficiency and to improve their overall performance
- an awareness of how external influences impact on organisations

**Areas of Study**

**UNDERSTANDING BUSINESS**

- Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

**MANAGEMENT OF MARKETING**

- Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

**MANAGEMENT OF OPERATIONS**

- Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

**MANAGEMENT OF PEOPLE**

- Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

**MANAGEMENT OF FINANCE**

- Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

**Skills Developed**

- Knowledge and understanding of the impact of business activities on society
- Developing an awareness of ethical business practices
- Develop enterprising skills
- Understanding how to enhance employability skills
- Understanding financial data to ensure effective financial management of a business
- Learning marketing strategies and how to promote a business / product.
- Evaluating a range of production techniques used to maximise the quality of goods/services

**Progression**

Following on from this course pupils will have the option to take both National 3/4/5 Business Management and Administration and IT in S4.

**Course Structure**

Information technology and computers play an increasing role in both the workplace and our everyday lives. This course develops a range of skills for learning, life and work, which have a universal application and are essential to individuals' effective functioning in all of the following three areas - literacy, numeracy and thinking skills.

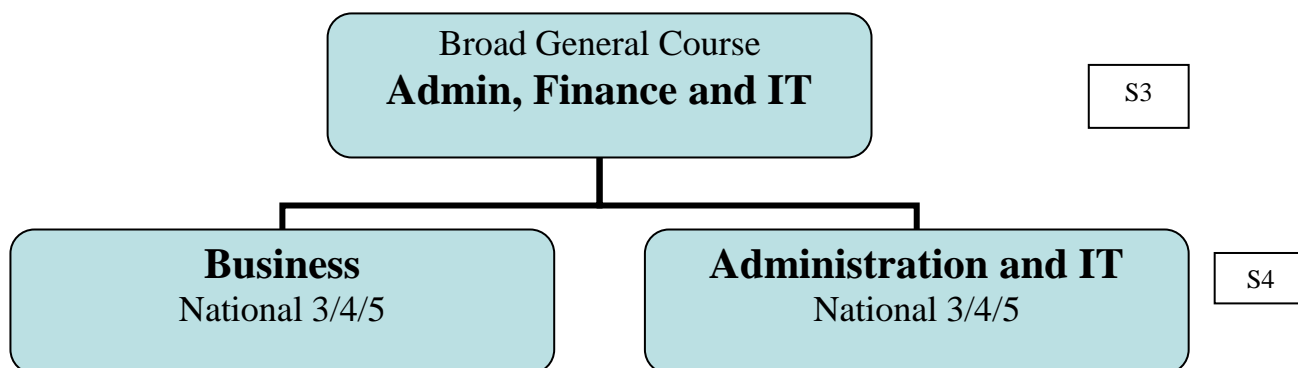
Finance plays an important role in society, given the complexities and uncertainties of today's global economy, it is now more important than ever for young people to learn how to manage their own finances. Young people would benefit from opportunities to develop a financial capability in order for them to leave school confident in managing their money and knowing something about the world of finance.

Building on the use of practical activities and theoretical concepts, using real-life contexts, students will be given opportunities to be involved in learning that is designed to inspire, challenge and motivate them, as well as giving them an insight into the world of Finance and IT. The course introduces students to Finance and enables them to embrace and use IT in everyday work-related contexts, laying foundations for lifelong learning and a successful working life. The skills developed through this course can be seen as important life skills, which will enhance learners' personal effectiveness.

Students will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing; and the ability to use technology, including the internet, for electronic communication and investigation. Students will also develop the skills, qualities and attributes to organize and support small-scale events.

This course is designed for all students but may be of particular interest to those who wish to develop practical IT and Finance skills. This course is vocational throughout its delivery and students for the most part will have 'hands on' experience of related computer packages – this will enable them to develop transferrable skills to carry forward to other subject areas. Students who have completed the course can use the acquired knowledge, understanding and skills at home, in the wider community, in further study and, ultimately, in employment.

Pupils will also be given the opportunity to work towards achieving the SQA Personal Finance Award. This is a recognised qualification which student's will be accredited for in S4.





**Curricular Area: Science**

**Department: Chemistry**

**Subject: Chemistry**

**Level: S3 Broad General Levels 3 and 4**

## **Purpose and aims of the course**

According to **Education Scotland**:

- “Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society”.
- “Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy”.

## **Course content**

Throughout the S3 Chemistry course learners will build upon, and extend, their prior knowledge gained in S1 and S2 and will be encouraged to make connections with this knowledge and their everyday lives.

As learners, they will continue to develop practical, scientific and investigative skills, as well as numeracy, literacy and ICT skills, that will be of direct use in their everyday lives, both now and into the future.

Pupils will be encouraged to work with others aiding development of interpersonal skills which will help to improve their self confidence.

Learners will cover the content in an enjoyable and accessible way in several topics, which will include some of the following:

*Processes of the Planet*

*Properties and uses of substances*

*Earth materials*

*Chemical changes*

*Topical science*

## **Assessment**

As with S1 and S2 assessment will be carried out in various ways in order to provide all pupils with challenges that are attainable at all levels. Informal assessment within lessons will include group discussions, individual and group presentations and written assignments, some of which may be peer assessed. Formal assessments will take the form of end of topic tests, assessing both Knowledge and Problem Solving skills, and Practical Abilities will be assessed using experimental investigation tasks.

## **Progression**

Pupils will, with staff recommendation, progress onto National 3, National 4 or National 5 in S4 with their chosen Science or Sciences.

**Curricular Area: Technologies**

**Department: Computing**

**Subject: Computing Science**

**Level – S3 Broad General**

### **Aims of Course**

The aim of the course is to build on the knowledge and skills developed during S1 and S2. Pupils develop skills in programming small basic and python, as well as learning how to create websites and manage small databases. Pupils also look at the structure of the computer and how the physical parts of the computer affect its overall performance.

### **Course Content**

- **Multimedia** – skills and knowledge will be developed in the creation and combining of a range of media elements e.g. images, audio, video and animation using authoring packages and web page creation software
- **Programming fundamentals** - pupils will have the opportunities to learn the basics of writing computer software
- **Networks and cyber security** – with the growing use of networks, the importance of security- and how to contribute- to on-line communities will be considered
- **Emerging technologies** – pupils will consider the impact emerging technologies have both locally and globally in terms of our lives and how it affects the wider world
- **Games development**– following on from programming fundamentals, pupils will have the opportunity to create their own mobile games and applications

### **Assessment**

Assessment will be ongoing. Pupils will be given opportunities to demonstrate their skills in using a range of hardware and software. Some activities are designed to allow pupils to work collaboratively and develop skills for life and the world of work.

### **Progression**

Following consultation with staff, pupils will progress to National 4 or 5 Computing and Information Science and if appropriate Higher.

**Curricular Area: Expressive Arts**

**Department: Drama**

**Subject: Drama**

**Level: S3 Broad General**

## **Purpose and Aims of the Course**

Drama develops skills and knowledge that are extremely useful in the wider contexts of both school life and beyond. It is difficult to imagine any job that does not involve communication with other people. Drama helps you to become confident and competent in speaking with others and in dealing with the public. The S3 Drama course will provide you with rich opportunities to be creative and to experience inspiration and enjoyment from both performing on stage and practically exploring technical theatre. There are lots of career choices connected with drama and production arts, with jobs in, acting (film, television or theatre), teaching, drama therapy, technical theatre and community development; however, Drama will benefit anyone who is looking to develop their interpersonal skills.

## **Course Content**

Pupils entering the Drama Department in S3 will work towards the Level 4 outcomes in Drama which include:

- interpreting and responding to a range of stimuli and text when creating drama;
- collaborating with and supporting others in order to generate, select and use a range of dramatic ideas, extending knowledge, understanding and use of drama form, genre, style, conventions and structure;
- understanding knowledge and skills in acting, directing and applying theatre arts, production skills and technologies;
- enhancing knowledge and understanding of a range of social and cultural influences when creating and evaluating performance;
- applying evaluation skills within the creative process.

## **Assessment**

Assessments may include a combination of practical work, written work and projects. Pupils will be expected to perform in front of staff and peers as part of the learning and assessment process.

## **Progression**

At the end of S3 pupils could progress to a course leading onto a SQA qualification: National 4 or National 5 Drama.

**Curricular Area: Languages**

**Department: English**

**Subject: S3 Literacy and English**

**Level: S3 Broad General**

### **Purpose and aims of the Course**

The Literacy and English course in S3 will allow our young people to nurture their skills and knowledge in literacy and language. The course will promote the development of critical and creative thinking as well as competence in listening and talking, reading and writing- skills essential for learning, life and work.

### **Course Content**

Throughout the course pupils will be:

- Developing their listening and talking, reading and writing skills
- Reading a broad range of literature and texts to develop their understanding, analysing and evaluating skills
- Creating and producing texts, in order to organise and use vocabulary, word patterns, text structures and style
- Developing their knowledge of language in listening and talking, reading and writing

### **Assessment**

Assessment in Literacy and English will focus on the responses of our young people to the language, ideas and information found in texts and on the development and application of their skills in listening and talking, reading and writing.

We will assess the progress of our learners by judging the success of how well our young people have developed their literacy and language skills and how well they can apply their skills in all areas of their learning and their daily lives- as well as the world of work.

Formal assessment evidence may take the form of: group discussions, individual or group presentations, listening activities, written assignments, critical essays and close reading exercises.

### **Progression**

Pupils will, with staff recommendation, continue to progress onto National 3, National 4 or National 5, in S4.

**Curricular Area: Languages**

**Department: Modern Languages**

**Subject: French**

**Level: S3 Broad General**

## **Aims of Course**

Our aim is to inspire and challenge pupils to extend their knowledge and use of the modern language, built on previous learning in S1/2. It is also our aim to raise awareness of the culture and customs of French society, as well as the other countries across the globe where French is spoken. We aim to extend the skills gained in S1 and S2 in Reading and Listening, Talking and Writing.

## **Course Content**

Throughout the course pupils will develop their Knowledge and Understanding of different topic vocabulary as well as learning basic grammar enabling progress to National 4 & 5. Pupils will also:

- Develop their Listening, Talking, Reading and Writing skills.
- Listen to and show understanding of language from a wide variety of sources.
- Take part effectively in more detailed and extended conversations.
- Write more extensively over a widening range of topics.

## **Assessment**

As with S1 and S2, assessments will be informally carried out within lessons and formal assessments given at the end of some topics. Assessment will focus on the development of their skills in Reading and Listening, Talking and Writing.

## **Progression.**

Pupils can, with staff recommendation, continue or progress onto National 4 or National 5 in S4.

**Curricular Area: Languages**

**Department: Modern Languages**

**Subject: Spanish**

**Level: S3 Broad General**

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### **Aims of Course**

Our aim is to inspire and challenge pupils to extend their knowledge and use of the foreign language, built on previous learning in S1/2. It is also our aim to raise awareness of the culture and customs of Spanish society, as well as other countries across the globe where Spanish is spoken. We aim to extend the skills gained in S1 and S2 in Reading and Listening, Talking and Writing.

### **Course Content**

Throughout the course pupils will develop their Knowledge and Understanding of different topic vocabulary as well as learning basic grammar enabling progress to National 4 and 5.

Pupils will also:

- Develop their Listening, Talking, Reading and Writing skills.
- Listen to and show understanding of language from a wide variety of sources.
- Take part effectively in more detailed and extended conversations.
- Write more extensively over a widening range of topics.

### **Assessment**

As with S1 and S2, assessments will be informally carried out within lessons and formal assessments given at the end of some topics. Assessment will focus on the development of their skills in Reading, Listening, Talking and Writing.

### **Progression**

Pupils can, with staff recommendation, continue or progress onto National 4 or National 5 in S4.

**Curricular Area: Humanities**

**Department: Geography**

**Subject: Geography – Social Studies**

**Level: S3 Broad General**

## **Purpose and aims of the course**

Geography takes aspects of science and humanities and brings them both together giving pupils a unique perspective into our ever changing world. The importance of Geography can be seen in everyday life through current topical issues from Climate Change, the Migration of people to the issues facing the world during the current pandemic. The Geography course encompasses a wide range of topics taken from the three broad curriculum areas. Pupil choice is an important aspect of Geography and pupils will be asked to suggest topics that they are interested in as well as being offered the following topics throughout the year:

## **Course content**

In S3 Geography pupils will build upon and extend the skills and knowledge already developed in S1 and S2. Some of the topics covered are:-

- **Continents and Countries:** This unit is embedded throughout the course and will teach pupils about countries and continents. Pupils will get the opportunity to research countries to understand the differences in development and cultures around the world.
- **Glaciation:** This unit looks at how glaciers shaped our local area. Furthermore, we consider how these areas are used today and the benefits and the problems this brings for local and other land users.
- **Oceans and Sustainability:** This unit will explore the issues with plastic pollution in the oceans and the global development goals.
- **Climate Change:** This unit looks at how the world's climate is changing and what can be done to manage it.
- **Extreme Weather:** In this unit pupils will explore different weather events in the UK and the rest of the world.
- **Global Conflicts:** This unit will explore a variety of conflicts including the Syrian Civil War and the Refugee Crisis.
- **Disease and Development:** This unit looks at the causes and problems disease brings to both developed and developing countries across the world. Pupil will be given the opportunity to learn about diseases such as Malaria and Ebola.
- **Skills:** Pupils will improve their numerical and geographical skills including map work.
- Pupil choice will enable course personalisation.

**Mini Investigation:** Pupils will undertake fieldwork trips during the year to enhance their Geographical skills and provide them with opportunities to collect data and to complete mini investigations. Previous fieldtrips and mini investigations have included visiting Balmaha, Helensburgh and Glasgow. This will aid pupils who continue onto National 5 and Higher.

## **Assessment**

Evidence will be gathered as part of in-class learning as young people describe, record, explore and analyse sources and also interpret and display information. Individual and group work will be assessed, as well as written and oral presentations.

## **Progression**

Pupils can progress onto National 3, 4 or 5 in S4 with their chosen Social Subject(s). This will maximise their educational progression into the secondary senior phase, and higher education and ultimately into greater opportunities in gaining employment.

**Curriculum Area: Humanities**

**Department: History**

**Subject: History – Social Studies**

**Level: S3 Broad General**

## **Purpose and aims of the course**

The purpose of History is to provide learners with insights into their own lives and the society in which they live. History provides a unique opportunity to study past societies, the changes they have undergone, and the ways in which they have embraced or sometimes resisted change. Through such studies, history gives an understanding of the forces which have shaped their own society and countries.

## **Course content**

In S3 History pupils will build upon and extend the skills and knowledge already developed in S1 and S2. Pupils will develop Higher - order thinking skills which are transferable to other areas of study.

The content of the third year course covers some of the following areas:

**Scottish History:** In this Unit, learners will develop techniques to comment on the origin and authorship of a limited range of basic sources and may cover areas such as the growth of towns and changing population, industrialisation and popular culture.

**British History:** In this Unit, learners will develop techniques to explain historical events and themes, commenting on the impact of a historical development and may cover areas such as the Great War.

**European and World History:** In this Unit, learners will develop techniques to comment on the factors contributing towards a historical development, and draw basic conclusions and may cover areas such as Hitler and Nazi Germany, the Holocaust.

**Investigation:** Learners will be given the opportunity to choose and investigate an important event in history from one of the subjects studied.

## **Assessment**

Teachers will gather evidence as pupils describe, explore and analyse sources. Evidence will also be drawn from displays, debates and presentation of their thinking in a multimedia format. Specific assessment tasks will monitor progress and occur at the end of a topic.

## **Progression**

Pupils can progress onto National 3, 4 or 5 in S4 with their chosen Social Subject(s). This will maximise their educational progression into the secondary senior phase, and higher education and ultimately into greater opportunities in gaining employment.



**Curricular Area: Health and Wellbeing**

**Department: Home Economics**

**Subject: Home Economics**

**Level: S3 Broad General**

### **Purpose and aims of the course**

- To develop knowledge, understanding and skills in preparing, cooking and presenting food in relation to the course content being studied a variety of different context.
- To develop knowledge and understanding to make informed choices with regards to diet, nutrition, health and consumer issues.
- To develop creative and sensory evaluation skills through work produced by themselves and others.

### **Course Content**

Throughout the course pupils will:

- Develop Practical cookery skills using a variety of methods and equipment to do so.
- Develop understanding and application of food hygiene and safe working practices in a practical setting, including REHIS qualifications in Food Handling.
- Develop organisation and time management skills.
- Develop understanding of the relationship between food, health and current dietary advice, including REHIS qualification in Food and Health.
- Learn about the different nutrients within foods and the effects each of these can have on health and nutrition.
- Learn about global food influences, production and sustainability.

### **Assessment**

Both practical work and written work will be internally assessed within the Home Economics Department. REHIS qualifications in Food Hygiene and Food and Health will also be assessed.

### **Progression**

- Pupils will continue into National 3-5 Health and Food Technology or Practical Cookery in S4
- In S5/6 pupils can continue to study the course at the next appropriate level up including Higher Health and Food Technology.

**Curricular Area: Health and Wellbeing      Department: Home Economics**

**Subject: Practical Cookery      Level: S3 Broad General (Skills course)**

## **Purpose and aims of the course**

This new course will develop existing practical kitchen skills, techniques and processes.

## **Course Content**

At all levels, pupils will

- Develop deeper Practical cookery skills using a variety of methods and equipment to do so.
- Focus on different skills each week to ensure good practice and improving skills
- Work in the kitchen environment to learn and develop hygienic and safe practice
- Learn about the different properties of ingredients through making different types of foods.
- Learn about the principles of buying, storing and preparing different types of foods.
- Learn about suitable methods of cooking for different ingredient types
- Develop skills for life and work through practical experience of food and cooking

## **Assessment**

Practical work will be internally assessed within the Home Economics Department.

## **Progression**

- Pupils will be able to continue into National 3-5 Practical Cookery.
- College courses in professional cookery or work in food preparation industry.

## **Curricular Area: Mathematics**

**Subject: Mathematics and Numeracy**

**Level: S3 Broad General**

### **Purpose and aims of the Course**

The Course, which includes Numeracy, will motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. The Course develops confidence in the subject and a positive attitude towards further study in mathematics. It uses numerical data and abstract terms and develops the idea of generalisation. The Course allows learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

This Course is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way.

### **Assessment**

In order to increase pupils' confidence in their ability, the course and assessment are designed to provide all with challenges that are attainable. It is hoped that this will raise pupils' self-esteem and assist them, individually, to reach their highest possible level of performance.

As with S1 and S2, assessment will be informally carried out within lessons and formal assessments given at the end of blocks of work. Pupils will be working on a variety of levels with progression paths decided at the end of S3 through an S3 exam.

### **Progression**

Pupils will, with staff recommendation, continue or progress onto National 3, National 4, National 5 or National 5 Application of Maths in S4.

#### **Level 4 – Internally assessed and ungraded**

Mathematics: Expressions and Formulae

Mathematics: Relationships

Numeracy

Mathematics: Added Value Unit

#### **Level 5 – Internal and externally assessed and graded**

Mathematics: Expressions and Formulae (National 5)

Mathematics: Relationships (National 5)

Mathematics: Applications (National 5)

**Curriculum Area: Humanities**

**Department: Modern Studies**

**Subject: Modern Studies – Social Studies**

**Level: S3 Broad General**

## **Purpose and aims of the course**

Modern Studies develops in learners a greater understanding of the world and their place in it. Pupils' horizons are extended and they are challenged to look at the world in new ways. This Course makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics.

## **Course content**

In S3 Modern Studies pupils will build upon, and extend, the skills and knowledge already developed in S1 and S2 they will also be introduced to new experiences and outcomes at level 4. The Course will help create informed and active citizens by helping young people to develop a greater understanding of democratic political and social institutions and processes. Pupils will develop skills which are transferable to other areas of study and which they will use in everyday life.

The content of the third year course will include some of the following:

### **Power**

The Modern Studies course focuses on the distribution of power and how this affects people in society. We start by looking at how power is shared in a democracy and the different ways this is done by comparing democracy in the UK to democracy in the USA, learning about the powers of the Prime Minister versus the powers of the President. We then compare democracies to dictatorships with a focus on life in North Korea.

We then look at the power of the media and its importance in democratic countries. We evaluate how powerful the media can be and the power of advertising and those who own the media. We continue this by looking at the power of large corporations.

This then leads to a focus on inequality globally and in the UK. We look at how power is split across the wealthy and the poor and the affects this has on people's lives.

This leads us to look at what power normal people have in a democracy and change that they can make by voting and joining pressure groups and trade unions.

**Mini Investigation** – Learners will have the opportunity to choose an important world event to investigate and write a report on. This is good preparation for further studies at National 4 and National 5 level.

## **Assessment**

Teachers will gather evidence as pupils describe, explore and analyse sources. Evidence will also be drawn from displays, talks and debates and presentation of their thinking in a multimedia format. Specific assessment tasks will be valuable in assessing progress and occur at the end of a topic.

## **Progression**

Pupils will, with staff recommendation, progress onto National 3, National 4 or National 5 in S4 with their chosen Social Subject(s). This will maximise their educational progression into the secondary senior phase, and further and higher education and ultimately into giving themselves greater opportunities in gaining employment.

**Curriculum Area: Expressive Arts**

**Department: Music**

**Subject: Music & Music Technology**

**Level: S3 Broad General**

## **Purpose and aims of Course**

The aim of the Music course is to develop skills in Performing, Composing and Understanding music.

The aim of the Music Technology course is to develop skills in software, hardware and understanding music of the 20/21<sup>st</sup> century.

## **Course Content**

S3 Music seeks to build on the skills developed in S1/2 in a variety of different ways to engage all pupils in the areas of Music and Music Technology.

This integrated course offers pupils the opportunity to develop the following:

- Practical performing skills on two chosen instruments. Pupils will already have two instruments from S2 which they will continue to develop this year. One of these is a choice between the keyboard or tuned percussion and the other is a free choice instrument that includes all of the available classroom options.
- Listening skills in the context of different styles of music using specific musical literacy. These units are delivered through active lessons with audio/visual stimuli to engage all learners. Each unit is addressed by an assessment in which pupils identify musical concepts within pieces of music.
- Composing skills using instruments and technology. Pupils will have the opportunity to write pieces of music in different styles in order to bring together their learning from the Performing and Understanding Music units and apply it to their own creations.
- Music Technology skills using high spec recording and editing software on the department's 21 iMac computers. Pupils will learn how to use Logic Pro X software and various pieces of recording equipment across the year and will complete projects as part of a team, developing those important ICT and collaboration skills required for many jobs within and outside of the music industry.

Music is scientifically proven to be one of the best ways in which to grow the brain and research shows that school pupils who become involved in musical activities have better work ethic and a higher Growth Mindset than those who are not. It has also been proven to be a highly effective subject area for developing confidence and helping pupils to cope with or abolish anxiety. Whether the young person intends on taking Music into their career in the future or not, they will develop extremely important and useful skill sets that will benefit them in all areas of the school and outside.

## **Assessment**

Pupils will be constantly assessed throughout the year using various methods in order to create an accurate picture as to the appropriate level for progression from BGE to Senior Phase.

## **Progression**

At the end of the course, pupils will be prepared for onward progression to either National 3/4/5 Music or National 3/4/5 Music Technology.

## **Curricular Area: Health and Wellbeing Department: Physical Education**

**Subject: Physical Education**

**Level: S3 Broad General**

### **Purpose and aims of the Course**

The Physical Education S3 Studies course is designed to continue pupil development within the Broad General course at level 3 and 4 building on previous learning in S1 and S2. It also begins to look at aspects of National Physical Education courses (including P.E. Sport and Recreation and Dance) which pupils may progress on to in S4-6 giving our young people the foundation of knowledge and understanding required to achieve success in these Senior Phase courses.

The emphasis will be on developing pupils understanding of Mental, Emotional, Social and Physical factors which can impact on performance and developing the knowledge which underpins these factors.

### **Course Content**

Pupils who pick this course will be able to participate in a range of team and individual sports and activities throughout the course. Below is an example the activities you may do:

<b>Gymnastics</b>	<b>Dance</b>	<b>Trampolining</b>	<b>Football</b>	<b>Rugby</b>	<b>Hockey</b>	<b>Basketball</b>
<b>Fitness</b>	<b>Netball/ Basketball</b>	<b>Athletics</b>	<b>Volleyball</b>	<b>Badminton</b>	<b>Athletics</b>	
<b>Volleyball</b>	<b>Badminton</b>		<b>Fitness</b>			

Throughout the course pupils will:

- Increase knowledge and understanding of factors which can impact on performance.
- Experience ways to collect data on performance using a variety of methods.
- Work through approaches which can lead to performance development and improvement.
- Monitor their own work when training to improve skills and fitness, set appropriate goals when training and adapt their level of work to suit their needs.
- Pupils will work both practically and through written work in the class. There is an expectation that pupils will take part in all aspects of the course.

### **Progression**

- Pupils will continue into National PE,
- In S5/6 pupils can continue to study the course at the next appropriate level up including Higher PE, National 5/Higher Dance or Sport and Recreation at level 4 or 5

**Curricular Area: Science**

**Department: Physics**

**Subject: Physics**

**Level: S3 Broad General**

## **Purpose and aims of the course**

According to **Education Scotland**:

- “Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society”.
- “Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy”.

## **Course content**

Throughout the S3 Physics course learners will build upon, and extend, their prior knowledge gained in S1 and S2 and will be encouraged to make connections with this knowledge and their everyday lives.

As learners, they will continue to develop practical, scientific and investigative skills, as well as numeracy, literacy and ICT skills, that will be of direct use in their everyday lives, both now and into the future.

Pupils will be encouraged to work with others aiding development of interpersonal skills which will help to improve their self confidence.

Learners will cover the content in an enjoyable and accessible way in several topics, which will include some of the following:

Energy sources and sustainability	Space
Forces	Electricity
Vibrations and waves	Topical science

## **Assessment**

As with S1 and S2 assessment will be carried out in various ways in order to provide all pupils with challenges that are attainable at all levels. Informal assessment within lessons will include group discussions, individual and group presentations and written assignments, some of which may be peer assessed. Formal assessments will take the form of end of topic tests, assessing both Knowledge and Problem Solving skills, and Practical Abilities will be assessed using experimental investigation tasks.

## **Progression**

Pupils will, with staff recommendation, progress onto National 3, National 4 or National 5 in S4 with their chosen Science or Sciences.

**Curricular Area: Languages**

**Department: Modern Languages**

**Subject: Spanish**

**Level – S3 Broad General**

### **Purpose and aims of Course**

Our aim is to inspire and challenge pupils to extend their knowledge and use of the foreign language, built on previous learning in S1/2. It is also our aim to raise awareness of the culture and customs of Spanish society, as well as the other countries across the globe where Spanish is spoken. We aim to extend the skills gained in S1 and S2 in Reading and Listening, Talking and Writing.

### **Course Content**

Throughout the course pupils will develop their Knowledge and Understanding of different topic vocabulary as well as learning basic grammar enabling progress to National 4 & 5. Pupils will also:

- Develop their Listening, Talking, Reading and Writing skills.
- Listen to and show understanding of language from a wide variety of sources.
- Take part effectively in more detailed and extended conversations.
- Write more extensively over a widening range of topics.

### **Assessment**

As with S1 and S2, assessments will be informally carried out within lessons and formal assessments given at the end of some topics. Assessment will focus on the development of their skills in Reading and Listening, Talking and Writing.

### **Progression**

Pupils can, with staff recommendation, continue or progress onto National 4 or National 5 in S4.



**Curricular Area: Technologies**

**Department: Technical**

**Subject: Technical**

**Level: S3 Broad General**

### **Purpose and aims of the Course**

The new Curriculum for Excellence qualifications are designed to 'build on the strengths of the existing system'. Therefore, in S3 Technical, a broad range of courses will continue to be offered to pupils, with the aim of furthering their skills in Graphics, Design and Manufacture, Woodwork and Metalwork with progression in selected areas of study in S4 and S 5/6.

### **Course Content**

S3 pupils will study a broad based Technical course to level 3 and 4 experiences and outcomes. This course will be mixed, with pupils studying Graphics, Design and Manufacture, Woodwork and Metalwork for an equal number of weeks throughout S3. This course structure will ensure that a broad range of Experiences and Outcomes for Technologies can be met and will contribute to the pupils' opportunities of gaining a recognized qualification (National level 4/5) by the conclusion of S4.

### **Assessment**

All work will be assessed within the technical department.

### **Progression**

At the end of S3, looking onto S4 pupils will be asked to specialize in their choice of study. This choice will be informed by the experiences gained throughout the S3 Broad based course. The specialist courses on offer, which pupils can study to National levels 4/5, will be Graphic Communication, Design and Manufacture, Woodwork or Metalwork

The structure of the Technical department's National 4 and 5 courses offers pupils an opportunity to choose an area of study which is best suited to them and which helps them gain '...both knowledge and skills for learning, life and work by the time they leave school.' (LTS, Online.)

