

Hamilton Grammar School

S2 → S3 Options Guide

2017/18



Working together
as a community of learners
to inspire, motivate and achieve.

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Introduction

Dear Parent/Guardian,

The purpose of this booklet is to provide you with information about the courses of study available to students in S3 at Hamilton Grammar School. Colleagues have worked hard to review and update what is on offer in the last year of the Broad General Education to better prepare students for the demands of the Senior Phase and pathways through the school. We have consulted with students ahead of putting together these options so that we can maximise their chances of success. Successful coursing leads to more motivated and ultimately successful students.

A full report on your child's progress was issued before Christmas and this will help families in the decision-making process. During January, Pupil Support Staff will meet all S2 students to discuss the choices available to them. I hope these opportunities give you all the information you require to help with your child selecting appropriate and relevant courses for S3.

Please do not hesitate to contact the appropriate member of the Pupil Support staff at any time if you have any questions about the process which you feel requires further discussion. It is essential that students start their courses with enthusiasm, commitment and the determination to succeed. They will receive assistance, advice, encouragement and support as they strive to realise their full potential and make the most of the opportunities available to them.

Yours sincerely

Introduction

S3 Broad General Education Curriculum

Transition from Second Year into Third Year

The S1-3 Curriculum is made up of third and fourth level Experiences and Outcomes, these make up the national curriculum and form the basis for every lesson in every subject. Children will work through the Curriculum at different rates based on their ability and understanding, and on the structure of a specific course.

The S1-3 Curriculum has a clear purpose: to provide all young people with a strong basis for later learning and to begin to prepare for qualifications at the right level for them.

The transition from second into third year allows students a degree of personalisation and choice in the subjects they study. In addition, students will continue to develop their skills in literacy and numeracy alongside skills for learning, work and life.

Timeline for Making Choices

- **Wednesday 17th January** – The Course Choice book will be issued along during the PLP period.
- **Thursday 18th to 24th January** pupils will be issued with and complete the Course Choice Form.
- Signed forms to be returned to the main school office no later than **Wednesday 31st January**.

S3 Option Form

The Option form is on the last page of this booklet. All pupils will do the following:

- Study the **five** Core Subjects.
- Study English and Mathematics.
- Pick **one subject** from **each of the five columns A to E**.
- Pick **three** more subjects **from any of the five columns**.
- Pick **one** Wider Achievement Elective.

The S2 report contains comments on general learning, next steps and a progression statement.

Advice on How to Choose

In their Personal Learning Period (PLP) classes, S2 pupils will have worked through an eight week careers education package which helps prepare them for their option choices. This course includes lessons on:

- Self-Awareness
- Awareness of Work
- Making Decisions
- The SDS My World of Work website at www.myworldofwork.co.uk
- Equal Opportunities.

Pupils have also been issued with a **full report** before Christmas. This should give some indication of areas of strength and interests. This is a good starting point for helping make decisions.

The National Parent Forum of Scotland is a website designed to support parents in understanding Curriculum for Excellence. Useful publications are on a page called “Careers, Skills and Employment” available at:

- www.npfs.org.uk/downloads/category/careers-and-employment/

A particularly relevant one is “Career Conversations in a Nutshell” which gives various pieces of advice and direction on the different types of conversation you might have with your son/daughter in relation to future careers. It gives four broad areas of career conversations with your child and advice on what you can say/do. The four conversations are:

- The ‘I want to be a’ conversation.
- The ‘I’m only interested in’ conversation.
- The ‘I have no idea what I want to do’ conversation.
- The ‘where can I get advice and help?’ conversation.

Another relevant section is the Nationals and Highers in a Nutshell available at:

- www.npfs.org.uk/downloads/

This section gives you information about the various subjects and qualifications available in the Senior Phase. This is relevant in looking for a progression from the BGE into the Senior Phase in regards the subjects and qualifications needed to pursue the chosen career pathway.

Core Subject: Personal and Social Education (PSE)

In S3 PSE, pupils explore a range of topics which develop an understanding and appreciation of issues affecting their lives and community. The session begins with the *Smoke Gets in Your Eyes* unit, looking at the commercial workings and marketing strategies of global tobacco companies. The next unit is on the theme of *Homelessness* which allows them to question the stigma associated with the status and develop positive attitudes towards people in this socio-economic category. The following unit on *Alcohol* puts the emphasis on factual information relating to physical and psychological effects as well as the legal dimension.

Another key element of the syllabus is the *Sexual Health & Healthy Relationships* unit aimed at increasing knowledge of issues such as STIs and parenthood. Pupils are discreetly invited to examine and share their own attitudes towards sex and relationships with a view to making appropriate personal choices. As a supplement to this, the *FIT* slot addresses modern attitudes to homosexuality and seeks to challenge homophobic tendencies in teenagers. Pupils then move on to the *Drugs* unit which puts the focus on legal issues and the wider social effects. The course continues with a consideration of *Mental Health* in terms of how teenagers can devise strategies for coping with stress.

Throughout the year, pupils are challenged to become successful learners, confident individuals, effective contributors and responsible citizens through both individual and group-based tasks which require healthy classroom discussion and mature debate. Reports will include achievement levels based on end-of-unit tasks, using standardised assessment tools in keeping with the *Curriculum for Excellence (CfE)* criteria.

Core Subject: PLP Curriculum

Aims of the Course

The PLP (Personal Learning Planning) course sets out to encourage students to review their learning and target set for the future. PLP focuses on a young person's academic progress and supports them to ensure they achieve to the best of their ability.

Course Content

Units of work will cover areas such as:

- Target Setting
- Reviewing both full and tracking reports
- Identifying, recording and rewarding pupil's achievements
- Developing self-reflection – identifying pupil's skills and areas for development
- Study Skills/Exam Preparation
- Aspects of career education – how to write a CV etc.

Methodology

Teachers who deliver the PLP period will work closely with Pupil Support/PSE teachers as there will clearly be a strong element of first level guidance within the role. The delivery of the lessons will adopt a range of techniques, including direct teaching, group work, discussions, presentations, peer support and learning, as well as ICT. Staff from SDS will work with pupils to develop their career management skills.

How Can You Help?

- Speak to your son/daughter about their work in PLP and encourage them to share their targets for S3.
- Encourage your son/daughter to use their study skills booklets as a resource when preparing for tests/exams etc.

Core Subject: Religious, Moral & Philosophical Studies

Religious, Moral and Philosophical Studies encourages pupils to examine the world around them in a moral and ethical light. Pupils' views and responses to other people are challenged and there is a special emphasis on understanding themselves. Pupils use these concepts to examine their own personal responses to values such as justice, compassion, honesty, forgiveness and responsibility. Within this course pupils will learn about the major world religions and discuss moral issues from a religious and non-religious viewpoint. Philosophical ideas are explored and discussed.

Course Content**• Introduction to Human Rights**

This unit covers the important topic of Human Rights. Although this topic may be covered in other subjects, it is taught from a moral, ethical and religious perspective. Individual themes and issues covered in this heading include: The Right to Life, The Right to Basic Needs, The Right Not to be Harmed, The Right to Religion among others. These will be studied in the context of world events and everyday situations.

• Capital Punishment

This unit will cover the issues of Capital Punishment. Pupils will examine and explore the causes of crime and the aims of punishment. Through various case studies pupils will investigate the methods used and the pros and cons of the death penalty. In addition pupils will discover religious and non-religious responses both for and against capital punishment and will have opportunities to express their own values and opinions.

• Introduction to Buddhism

In this unit pupils will be introduced to Buddhism. Pupils will learn about the important beliefs and values and how Buddhists may practise these. There will also be an emphasis on approaches to moral and ethical issues from a Buddhist perspective and challenge for pupils to examine themes and issues from their own perspectives.

Assessment and Methodology

This is not a certificated course however assessment will be ongoing through a variety of methods. These will include; written and oral tasks, self-assessment and peer assessment as well as teacher-assessed work. Pupils will have opportunities to work in groups, in pairs and individually.

Homework:

Pupils will be asked to complete approximately two pieces of homework per unit as part of the RMPS core course.

Core Subjects: Physical Education**Aims of the course**

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. The Course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

Skills

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. The following is covered:

- develop the ability to safely perform a range of movement and performance skills in straightforward contexts
- develop and demonstrate knowledge of factors impacting on performance
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and reflect on performance development

The aims of the Course are to enable learners to:

- ◆ participate in physical activities
- ◆ develop the ability to safely perform a range of basic movement and performance skills in familiar contexts
- ◆ develop an awareness of factors impacting on performance
- ◆ develop approaches to enhance personal performance
- ◆ monitor, record and reflect on performance during physical activities

Methodology

A typical week will consist of mostly practical lessons covering a range of physical activities. The theory of the course will be taught predominantly in the practical setting although some classroom based learning may be required. A wide range of learning and teaching approaches is used in both theory and practical settings. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

The course has two mandatory units and an added value unit which will be assessed internally on a pass/fail basis:

Core Subject: Physical Education: Performance Skills

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness.

Unit 1: Factors Impacting on Performance

The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. This unit is internally assessed through the completion of a Candidate Workbook relating to the Cycle of Analysis.

Unit 2: Performance

Learners will prepare for and carry out a one off performance in an activity of their choice, which will allow them to demonstrate challenge and application.

Some of the activities covered in the course are:

- Football
- Basketball
- Table Tennis
- Badminton
- Fitness
- Rugby
- Athletics

The Course assessment must provide evidence of the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in a physical activity. It will also assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units.

Homework

Learners will be issued homework on a regular basis through different mediums – oral and written.

How can you help?

Ensure homework is completed and delivered on time. The correct PE kit is essential for every practical lesson which is a white t-shirt, dark shorts and trainers.

Core Subject: Home Economics

Aims of the course

This Course aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context.

Course Content

Learners will be required to provide evidence of their:

- cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes
- ability to work safely and hygienically
- apply their understanding of a range of ingredients
- select appropriate ingredients and use them in the preparation of dishes
- follow recipes and implement a time plan to produce dishes
- carry out an evaluation of the dishes
- Learners will prepare and cook a two-course meal for a given number of people within a given timescale and present it appropriately.

Skills

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Practical Skills - Learners will prepare and cook a two-course meal for a given number of people within a given timescale and present it appropriately.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaborative and active learning.

Assessment

The units in this course are internally assessed.

Homework

Learners are expected to bring a container and money for each practical lesson. The cost for single dishes is £1 but on many occasions pupils may be required to prepare double dishes.

How can you help?

Doing the following will help your child to become more skilled in Hospitality:

- Encourage your child to practice skills regularly, ensuring there is a good mix of Fruits and vegetables and raw and cooked foods.
- Encourage your child to bring a container and the correct money for each lesson.

Aims of the Course

- To enhance pupils' ability to analyse and appreciate literature and media.
- To develop pupils' confidence when using language in their own writing.
- To improve pupils' oral communication skills.

Course Content

The course is designed to ensure that the text is at the centre of it. A text may be a novel, a play, a poem, a short story, a non-fiction or media text. Pupils will increase their understanding of what they read and watch and will be encouraged to analyse and evaluate the ideas and style of the text. Pupils will also have the ability to create their own texts and will be encouraged to write in a variety of genres. There will be numerous opportunities for pupils to become more confident in their oral communication skills. A major feature of the course will be the independent project on which pupils will work throughout the session.

Skills

Skills will be developed to allow pupils to be successful in Reading, Writing, Talking and Listening.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session. Summative assessment will take the form of end-of-year assessments in Reading and Writing; Talking will be assessed in class when pupils present individual talks and engage in group discussion.

Homework

Pupils will often have reading homework to complete. This could mean reading part of the text that they are studying in class in addition to an ongoing programme of personal reading. Pupils should update their personal reading log on a weekly basis. Writing work may have to be prepared at home and pupils will often be expected to complete pieces of work that have been started in class. Homework may also take the form of learning new vocabulary or completing language activities. Most of the preparation for individual talks will be completed at home. Finally, individual research for discursive essays, and for the project that has to be completed, will be done out with the school day.

How Can You Help?

Doing the following will help your child to become more skilled in English:

- Purchase an English dictionary and thesaurus so that they can be used at home.
- Encourage your child to read regularly, ensuring that there is a good mix of fiction and nonfiction, including a quality newspaper.
- Read your child's written work and discuss it with them before it is submitted.
- * Encourage your child to practise their individual talk in front of you.

Aims of the Course

The course is designed to develop key mathematical skills that will serve pupils in adult life, for work, for enjoyment and for Further Education. The course takes into account the wide differences in the interests, attainment and pace of learning of pupils, meeting the demands and challenges of content in an imaginative way.

Course Content

Pupils who work mainly on level 2 CFE in S2 will progress to level 3 CFE in S3.

Pupils who have successfully completed level 3 CFE by the end of S2 will progress to level 4 CFE in S3. Depending on progress in S3, pupils will subsequently be coursed appropriately into one of the following courses:

Access 2 Mathematics
National 5 Life-skills

Access 3 Mathematics
National 4 Mathematics

National 4 Life-skills,
National 5 Mathematics

Throughout each of the courses pupils will further develop the following skills:

- Operational Skills
- Numeracy Skills
- Reasoning Skill

Methodology

Teaching and learning will be set in contexts familiar to pupils and new concepts are introduced through an approach which illustrates their usefulness. An investigative approach will often be taken when introducing a new topic. Pupils will also be encouraged to apply problem solving skills in unfamiliar context at all stages of their course to develop their reasoning abilities. A variety of activities will be provided with group activities and active learning tasks built into the course.

Assessment

Pupils will be formally assessed at regular intervals throughout the year. Pupils will also participate in peer and self-assessment on completion of blocks of work.

Homework

Homework will be issued regularly and pupils working at CFE level 4 will also be issued Ink Exercises. Some homework tasks will be investigative and will require research using ICT.

How Can You Help?

You can help your child by checking their jotter presentation and checking that all homework is completed and handed in on time.

Special Requirements

In Mathematics pupils required a scientific calculator and a ruler.

Subject: French

Aims of the Course

- To develop pupils' confidence in their use of French in real-life contexts.
- To expand pupils' awareness of the cultural life of French-speaking countries.

Course Content

The course will be split into three distinct topics: School Life, Home Life and Leisure.

Skills

Skills will be developed to allow pupils to be successful in Reading, Writing, Talking and Listening.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session. Summative assessment will take the form of end-of-unit assessments in Reading, Writing and Listening; Talking assessments will take place throughout the session.

Homework

It is essential that pupils spend at least twenty minutes three times per week learning the new vocabulary that they have been taught in class. ICT websites, such as Atantot, should be used at home to help pupils to consolidate their skills. Homework will also sometimes take the form of written assignments which are designed to allow pupils to display their knowledge of the language. Pupils will be engaged in project work throughout the session and much of the preparation will be completed at home.

How Can You Help?

Doing the following will help your child to become more skilled in their use of French:

- Purchase a French dictionary so that it can be used at home.
- Test your child regularly on the new vocabulary they have been learning.
- Encourage your child to use websites to enhance their knowledge.
- Encourage your child to appreciate the value of learning a Modern Language.

Subject: Mandarin

Aims of the Course

- To introduce basic Chinese (phonetics and written form) and to build a solid foundation for this new language.
- To expand pupils' awareness of the cultural life of Chinese-speaking countries.

Course Content

The course will be split into three distinct topics: Home Life, School Life, and Leisure.

Skills

Skills will be developed to allow pupils to be successful in Reading, Writing, Talking and Listening.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session. Summative assessment will take the form of end-of-unit assessments in Reading, Writing and Listening. Talking assessments will take place throughout the session.

Homework

It is essential that pupils spend at least twenty minutes three times per week learning the new vocabulary that they have been taught in class. Dedicated websites should be used at home to help pupils to consolidate their skills. Homework will also sometimes take the form of written assignments which are designed to allow pupils to display their knowledge of the language. Pupils will be engaged in project work throughout the session and much of the preparation will be completed at home.

How Can You Help?

Doing the following will help your child to become more skilled in their use of Mandarin:

- Purchase a Chinese dictionary so that it can be used at home.
- Test your child regularly on the new vocabulary they have been learning.
- Encourage your child to use websites to enhance their knowledge.
- Encourage your child to appreciate the value of learning a Modern Language.

Subject: Spanish

Aims of the Course

- To develop pupils' confidence in their use of Spanish in real-life contexts.
- To expand pupils' awareness of the cultural life of Spanish-speaking countries.

Course Content

The course will be split into three distinct topics: School Life, Home Life and Leisure.

Skills

Skills will be developed to allow pupils to be successful in Reading, Writing, Talking and Listening.

Methodology

A wide range of learning and teaching approaches is used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Assessment

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment will enable teachers to provide pupils with meaningful feedback throughout the session. Summative assessment will take the form of end-of-unit assessments in Reading, Writing and Listening; Talking assessments will take place throughout the session.

Homework

It is essential that pupils spend at least twenty minutes three times per week learning the new vocabulary that they have been taught in class. Dedicated websites should be used at home to help pupils to consolidate their skills. Homework will also sometimes take the form of written assignments which are designed to allow pupils to display their knowledge of the language. Pupils will be engaged in project work throughout the session and much of the preparation will be completed at home.

How Can You Help?

Doing the following will help your child to become more skilled in their use of Spanish:

- Purchase a Spanish dictionary so that it can be used at home.
- Test your child regularly on the new vocabulary they have been learning.
- Encourage your child to use websites to enhance their knowledge.
- Encourage your child to appreciate the value of learning a Modern Language.

Subject: Art and Design

Aims of the Course

- Develop understanding of the use of visual elements in practical and critical activities.
- Develop understanding of the Design Process and its practical application.
- Develop practical media handling skills.

Course Content

Pupils will learn through engagement with two principle aspects of the Art and Design Experience. These are:

- Critical appreciation and understanding of existing examples of art and design
- Practical activities that explore the areas of Design and Expressive artwork.

Skills

The key skills pupils will develop are:

- The ability to analyse, understand and express substantiated opinions on art and design.
- The ability to make accurate and aesthetic drawings and paintings which express ideas, thoughts and feelings.
- The ability to develop successful and reasoned solutions to real life design problems.

Methodology

Pupils engage in active learning through a variety of practical experiences facilitated and guided by the teacher. Pupils will have the opportunity to work both individually and collaboratively while taking responsibility for their own learning.

Assessment

Pupils will undertake periodic practical skill based assessments.

Pupils maintain a folio of coursework for assessment. This consists of a personal enquiry into an area of art and design together with skill based practical work.

Regular assessment feedback will help pupils in reaching their potential.

Homework

Pupils maintain a sketchbook of creative and analytical drawing which is assessed by the teacher on a weekly basis. In addition, pupils are issued with a weatherproof portfolio and are encouraged to contribute extra time on all projects off campus.

How can you help?

As a parent or guardian you can help by encouraging your son or daughter to keep up to date with the homework sketchbook, and perhaps offer suggestions for improvement.

It may be beneficial if you discuss with your child the work of the course.

Subject: Dance

Aims of the course

The purpose of the National Progression Award (NPA) Dance course is an introductory qualification in Dance in which learners explore choreography and gain an appreciation of dance skills and techniques. Pupils develop and reflect on technical and creative skills through practical learning across different styles such as Jazz, Contemporary and Hip Hop. They will also gain a knowledge and understanding of body conditioning through Dance.

Requirements

It is essential candidates have some prior dance knowledge and practical experience in order to complete the course.

Course Content

Throughout the course pupils will:

- demonstrate a variety of specified warm ups, cool downs, stretching and core stability training and exercises.
- develop knowledge and understanding of the benefits to warm ups, cool downs and stretching and core strengthening.
- be assessed on a variety of technical skills and routines.
- identify and briefly describe one jazz dance style and one jazz choreographer.
- produce a short summary of a jazz dance piece they have watched
- demonstrate basic skills and techniques in choreography
- Apply basic skills and techniques to create short choreographic studies
- Reflect on choreographic studies where written and/or oral evidence is required. Learners will compile a log book/diary throughout the choreography block.

Methodology

- A typical week will consist of a balance of both practical and theory lessons. A wide range of learning and teaching approaches is used in both theory and practical settings. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning. Pupils will be expected to Dance collectively and perform with other candidates observing. Pupils must also work creatively to choreograph their own routines.

Assessment

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

- For evidence of pupil performance across each dance style, pupils will be recorded and the teacher will complete an observation checklist on what has been passed.

Body Conditioning

- Candidates must demonstrate mobilisation of joints and a range of cardiorespiratory exercises, a selection of dynamic and static stretches for the major muscle groups, core strengthening exercises and cool down exercises for body conditioning.
- Candidates will then provide a written reflection on each of the above outcomes.

Jazz Contextualisation

- Candidates will be assessed on a variety of Jazz technical skills and Jazz routines.
- Candidates will provide a written reflection on one jazz dance style and one jazz choreographer.
- Candidates will also produce a short summary of a jazz dance piece they have watched.
The above may also apply for other dance styles.

Choreography

- Demonstrate basic skills and techniques in choreography.
- Apply basic skills and techniques to create short choreographic studies
- Reflect on choreographic studies through a log book.

Homework

Learners will be issued homework on a regular basis through different mediums – oral and written. Learners are also expected to practice their routines in order to be fully prepared for lessons and assessments.

Course Attire

Candidates are expected to wear shorts or leggings with a white t-shirt. There also may be the option to purchase a dance t-shirt to purposely wear in class. Candidates can dance throughout the year in trainers for hip hop but are required to dance in jazz shoes, socks or bare feet for Jazz and Contemporary. Please note that under no circumstances can school tights be worn as this has safety implications for the dancer.

How can you help?

Ensure homework is completed and delivered on time. The correct kit is essential for every practical lesson. Pupils must be prepared and organised. Pupils are encouraged to take part in every lesson with 100% effort as absence can have a detrimental impact on their assessment deadlines.

Subject: Drama

Aims of the Course

- To continue to develop creating, presenting and technical skills.
- To apply their creative skills to produce and perform more complex pieces of work from a range of advanced stimuli.
- To widen their knowledge, understanding and appreciation of Scottish theatre and the wider world.

Course Content

Term 1

Unit 1 Introduction - Drama Skills Activities

Unit 2 Movement

Unit 3 Characterisation

Term 2

Unit 6 Voice & Monologues

Unit 7 Theatre Arts (Including talks/workshops with professional Scottish theatre practitioners)

Unit 8 Performance Project (Devised or Scripted)

Skills

- Communication, confidence, collaborative & leadership
- Creating
- Presenting
- Evaluation of self and others
- Theatre Arts
- Knowledge and Understanding

Methodology

A variety of learning and teaching approaches are adopted within Drama, including whole class, group, individual and pair work. Pupils will make use of a range of technology and equipment throughout the course to enhance tension, mood and atmosphere in drama work.

Assessment

As pupils develop skills they will be given regular feedback from their peers and teachers. Group performances will be assessed more formally. At the end of each unit pupils will complete a written evaluation.

Curricular Area

Expressive Arts

Homework

Pupils will receive regular homework throughout the year including learning vocabulary, research, learning lines, completing character cards/cue sheets/ground plans/costume & prop designs, revising for end of unit tests.

How can you help?

By encouraging your child to complete homework tasks on time and foster an interest in all kinds of theatre through reading plays, television, internet and theatre going.

Subject: Music**Aims of the course**

To continue to develop skills on a range of instruments, encourage creativity through composition and to deepen understanding of the music of Scotland and the wider world.

Course Content

- 1) Develop practical skills on two instruments of their choice both individually and as part of a group.
- 2) Develop compositional skills and use technology to express their ideas.
- 3) By listening to, and studying a wide variety of music, pupils will increase their knowledge of musical concepts and notation.

Methodology

Pupils in music will experience a wide variety of approaches to learning and teaching. Pupils will work both individually and as part of a group to prepare performances, create compositions and to analyse music. Pupils will make use of a range of technology and equipment throughout the course and will have many opportunities to showcase their work and build confidence in their abilities.

Assessment

As pupils develop skills they will be given regular feedback from their peers and teachers. Class performances will be assessed more formally as will composition and listening tasks.

Homework

Where possible, pupils in music are expected to practise their instruments on a regular basis. A small number of written tasks will also be issued throughout the year and pupils will be encouraged to listen to, and comment on, music from a range of styles and cultures.

How can you help?

By encouraging your child to practise regularly, complete homework tasks on time and foster an interest in all kinds of music through radio, television, internet, concert going etc.

Subject: Biology

Aims of the Course

The aim of this course is to help pupils to learn Biology successfully in a way that enhances their skills for future learning.

Biologists must be creative and solve problems both on their own and by working collaboratively with each other. Through a deeper understanding of how the world actually works pupils should be in a strong position to contribute effectively to the future of Scotland and the wider world.

Course Content

The course consists of three main topics:

Topic 1 - Body systems and cells

- Structure and function of organs of the body, including the senses.
- Cells as the basic units of life, and their organisation to form familiar body systems
- The risk and impact of micro-organisms in relation to health, and in industrial processes.
- How technology is used to monitor health and improving the quality of our life.
- The moral and ethical implications of controversial biological procedures.

Topic 2 – Inheritance

- How organisms develop and pass on genetic information to the next generation.
- The role of DNA and genes in our development
- * Moral and ethical questions which arise from technological developments

Topic 3: Transport in Plants and Animals

- How plants carry water from their roots
- How plants carry the food they make
- The cardiovascular system
- Digestion in mammals

Methodology

All pupils are encouraged to be involved in lessons helping their understanding while encouraging an enterprising approach to learning and developing 'Thinking Skills'. Pupils will be required to work on a range of collaborative tasks which encourage problem solving skills, help them carry out experiments safely. They will also have to evaluate and display their results.

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

- Formative assessment throughout lessons
- Folio of achievement – quality work which demonstrates understanding of the work covered (e.g. homework or assignments) or which supports the Literacy/Numeracy outcomes will be collated into a personalised folio for evidence.
- Performance in end of unit assessments or larger multi-topic assessments

Pupils and staff work together to assess pupil progress and use information to structure future personalised learning plans.

Homework

Homework will be given most days and over the course of a unit cover most of the following:

- Producing notes using department 'scaffolding' advice
- Learning short sections of knowledge
- Solving problems or challenges
- * Research – longer scale projects which require research and presentations are encouraged.
- Experimental write-ups

How Can You Help?

Try to ensure that your son/daughter is organised and makes an effort to become a more independent learner.

Your son/daughter must:

- bring all equipment needed to school – jotter, pencils, pens, ruler and if possible calculator
- have a clear idea of all homework given – this should be noted in their diary
- complete all work expected and hands it in on time
- keep all their notes in an organised manner
- have high expectations of themselves– we have for all our pupils
- spend additional time beyond the compulsory homework by revising the work covered in class or practising further problems

Subject: CHEMISTRY**Aims of the Course**

The aim of this course is to help pupils to learn Chemistry successfully in a way that enhances their skills for future learning.

We will develop the skills which Chemists need to ensure that they are creative and are able to solve problems both on their own and by working collaboratively with others. Through a deeper understanding of how Chemistry relates to the wider world, pupils will be in a stronger position to contribute effectively to the future of Scotland and the world of science.

Course Content

The course consists of four main topics:

Topic 1 - Properties and uses of substances

- Chemical structures and the connection between structure and properties.
- The development of new substances which have useful properties
- How physical and chemical properties of a substance are related to models of atomic structure.
- How to use symbols and chemical formulae as a way of communicating information about elements and compounds.

Topic 2 - Earth's materials

- Substances that make up the Earth's surface.
- Properties, uses and methods of extraction of materials from the Earth.
- The importance of carbon compounds derived from crude oil to our lives.

Topic 3 - Chemical changes

- Understanding chemical changes. How chemicals changes take place in the laboratory and environment.
- Factors affecting the rates of reactions.
- How to use of chemical names, formulae and equations to show how chemicals change in a reaction.

Methodology

All pupils are encouraged to be involved in lessons which help their understanding while encouraging an enterprising approach to learning and developing 'Thinking Skills'.

Pupils will be required to work on a range of collaborative tasks which encourage problem solving skills, and help them carry out experiments safely. They will also have to evaluate and display their results.

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding

- Formative assessment throughout lessons
- Folio of achievement – quality work which demonstrates understanding of the work covered (e.g. homework or assignments), or which supports the Literacy/Numeracy outcomes will be collated into a personalised folio for evidence
- Performance in end of unit assessments or larger multi-topic assessments

Pupils and staff work together to assess pupil progress and use information to structure future personalised learning plans

Homework

Homework will be given most days and over the course of a unit cover most of the following:

- Learning sections of knowledge and knowledge based questions
- Problem solving questions
- Experimental reports
- Test revision on block of work covered

How Can You Help?

Try to ensure that your son/daughter is organised and makes an effort to become a more independent learner.

Your son/daughter must:

- bring all equipment needed to school – jotter, pencils, pens, ruler and calculator
- have a clear idea of all homework given – this should be noted in their diary
- complete all work expected and hand it in on time
- keep all their notes in an organised manner
- have high expectations of themselves– we have for all our pupils
- spend additional time beyond the compulsory homework by revising the work covered in class or practising further problems.

Subject: Physics**Aims of the Course**

The aim of this course is to help pupils to learn Physics successfully in a way that enhances their skills for future learning.

Physicists' must be creative and solve problems both on their own and by working collaboratively with each other. Through a deeper understanding of how the world actually works pupils should be in a strong position to contribute effectively to the future of Scotland and the wider world.

Course Content

The course consists of five main topics:

Topic 1- Forces

- How forces can change the shape or motion of an object
- The effects of friction on motion
- How the forces acting on an object affect its speed and acceleration. This is linked to transport safety.
- Buoyancy force and density.

Topic 2 – Electricity

- How to use electricity safely and work with electricity in the laboratory to investigate circuits and build chemical cells.
- Understanding series and parallel circuits and electrical and electronic components
- How to design, construct, test and modify electrical circuits.

Topic 3 - Vibrations and waves

- The nature of sound, light and radiations in the electromagnetic spectrum.
- The relationship between vibrations and sounds produced.
- The properties of light and other forms of electromagnetic radiations.
- Exploring different waves found in the environment and how we make use of them in health, medicine and communications.

Topic 4 - Energy sources and sustainability

- Types, sources and uses of energy and how energy is transferred and conserved.
- Sustainable energy sources and their benefits or possible risks
- Heat transfer and materials which improve energy efficiency in buildings or other systems.

Topic 5 – Space

- Earth's position within the universe
- Discuss ideas for future space exploration and the likelihood of life beyond planet Earth.

Methodology

All pupils are encouraged to be involved in lessons helping their understanding while encouraging an enterprising approach to learning and developing 'Thinking Skills'. Pupils will be required to work on a range of collaborative tasks which encourage problem solving skills, help them carry out experiments safely. They will also have to evaluate and display their results.

Assessment

Pupils will be assessed in a number of ways which help build a detailed overview of their understanding:

- Formative assessment throughout lessons
- Folio of achievement – quality work which demonstrates understanding of the work covered (e.g. homework or assignments) or which supports the Literacy/Numeracy outcomes will be collated into a personalised folio for evidence
- Performance in end of unit assessments or larger multi-topic assessments

Pupils and staff work together to assess pupil progress and use information to structure future personalised learning plans.

Homework

Homework will be given most days and over the course of a unit cover most of the following of the following:

- Producing notes using department 'scaffolding' advice
- Learning short sections of knowledge
- Solving problems or challenges
- Research – longer scale projects which require research and presentations are encouraged.
- Experimental write-ups

How Can You Help?

Try to ensure that your son/daughter is organised and makes an effort to become a more independent learner. Your son/daughter must:

- bring all equipment needed to school – jotter, pencils, pens, ruler and if possible calculator
- have a clear idea of all homework given – this should be noted in their diary
- complete all work expected and hands it in on time
- keep all their notes in an organised manner
- have high expectations of themselves– we have for all our pupils
- spend additional time beyond the compulsory homework by revising the work covered in class or practising further problems

Subject: Geography

Aims of the Course

1. To give you an understanding of the relationship between people and their environment.
2. To enable you to develop a number of “**transferable skills**” – which will be useful in other subject areas and will help you in many career paths.
3. To foster in you a caring attitude towards the environment and issues of social justice in Britain and in the rest of the world.
4. To encourage you to debate issues, form views and respect those of others. To foster in you an interest in Geography which will provide a life-long source of enjoyment. Geography attempts to provide pupils with an understanding of the complex world in which we live, and to foster a concern for the environment.

Course Content

You will cover a variety of topics in Geography. These are broken down into 4 main areas:

1. **ORDNANCE SURVEY MAPWORK and FIELDWORK ACTIVITIES**
 - Learn how to read maps - 4-figure grid references, 6-figure grid references, map symbols, scale and direction.
 - Take part in group orienteering adventure – Strathclyde Park Activity
2. **PHYSICAL Environments**
 - Climate Zones - Hot Desert (Sahara), Tundra (Alaska), Mediterranean (Holiday Resorts)
 - River study - The River Clyde, The River Nile, Local River Study (depth, width, speed, features)
3. **HUMAN Environments**
 - Study of Hamilton - Collect fieldwork information in groups (questionnaires, traffic count, photos)
 - Study of Glasgow - Visit the city and study housing, shopping, transport, crime & health.
 - Comparison with Poor World City – Group Investigation on chosen country
4. **GLOBAL Issues**
 - Travel and Tourism - In groups become a Travel Agent and plan a holiday (winter & summer sun)
 - Environmental Hazards - Take part in a Rapid Response Activity (Hurricane & Tsunami)

Fieldwork

No course in Geography would be complete without some form of fieldwork. It helps to put classroom theory into practice, and to aid better understanding of a topic. There will be many types of fieldwork:

- **Local Area Studies:** 4 weeks of the course involve daily visits to Hamilton Town Centre, working in groups
- **City Visits:** Full day visit to Glasgow examining: city centre, inner city & suburbs
- **Industrial Visits:** Half Day Visit to Coca Cola Factory East Kilbride
- **River Study:** 2 weeks of the course involve daily visits to the small river in school gardens taking measurements.

Residential Fieldwork: opportunities may arise for longer fieldwork trips (5-day to 14-day visits). In the past the Geography Department has visited London, Paris & Barcelona and Western U.S.A.

Methodology

What happens in the Geography Department is constantly changing. Innovative methods of teaching and learning are used. There will be more group work and paired work. Debates, discussions, video clips and ICT will be used in many units, and small groups may be asked to prepare and present information in a seminar type of lessons. Pupils are allocated to classes according to their ability. Homework in S3 focuses on Enquiry Skills and pupils will be expected to complete many individual and group work investigations.

Assessment

Summative assessment will take the form of end-of-unit assessments. Pupils will also be encouraged to become confident in their ability to present information through group work tasks and presentations; teacher and peer assessment will take place for these. Pupils will also assess their own work and devise their own targets using feedback from their teacher to help them.

Homework

Pupils will often have investigative homework to complete. This could mean researching a topic and writing a report on it. The report could take the form of a written project, power-point presentation, poster or news-report video clip. Pupils will also be given written homework tasks – this might involve finishing off tasks that have been started in class.

How Can You Help?

Doing the following will help your child in their study of Geography:

- Encourage your child to take an interest in the environment and the world around them.
- Encourage your child to watch the news or read a quality newspaper on a regular basis.
- Read over your child's written work and discuss it with them before it is submitted.
- Encourage your child to practise their class presentations or debates in front of you.

Subject: History

Aims of the Course

1. To give you an understanding of the relationship between people and their past.
2. To enable you to develop a number of “**transferable skills**” –which will be useful in other subjects and will help you in many career paths.
3. To encourage you to debate issues, form views and respect those of others. To foster in you an interest in History which will provide a life- long source of enjoyment.

Course Content - Investigate your past

History gives pupils an insight into their own lives and the society in which they live. By looking at the past, they discover their heritage as members of a community, a country and a wider world. One of history’s strengths is that it covers a wide range of human activity. An examination of the past can throw a revealing light upon the world today.

You will cover a variety of topics in History. These are broken down into 3 main areas:

- 1. LIFE IN MEDIEVAL SCOTLAND – Crime & Punishment, Witchcraft & The Plague**
- 2. MARY QUEEN OF SCOTS AND THE REFORMATION 1560-1587**
- 3. THE INDUSTRIAL REVOLUTION IN SCOTLAND**

Fieldwork

There may be opportunities to visit The Edinburgh Dungeon, Linlithgow Castle and Holyrood Palace. In the past the History Department has taken pupils to visit the Beamish Open Air Museum near Durham and the Scottish Coal Mining Museum. Regular debate and discussion of important issues will take place and there will be the opportunity to investigate and do fieldwork.

Methodology

Throughout the course a wide variety of sources are used. Textbooks, film, the Internet, primary sources such as photographs, newspapers and artefacts and visits all bring pupil learning to life. Pupils will also take part in active learning activities such as debates, role-plays and historical investigations.

Assessment

Summative assessment will take the form of end-of-unit assessments. Pupils will also be encouraged to become confident in their ability to present information through group work tasks and presentations; teacher and peer assessment will take place for these.

Pupils will also assess their own work and devise their own targets using feedback from their teacher to help them.

Homework

Pupils will often have investigative homework to complete. This could mean researching a topic and writing a report on it. The report could take the form of a written project, power-point presentation, poster or news-report video clip. Pupils will also be given written homework tasks – this might involve finishing off tasks that have been started in class.

How Can You Help?

Doing the following will help your child in their study of History:

- Encourage your child to take an interest in the past.
- Visit places of historical interest with your child.
- Encourage your child to watch historical documentaries on television.
- Read over your child's written work and discuss it with them before it is submitted.
- Encourage your child to practise their class presentations or debates in front of you.

Subject: Modern Studies

Aims of the Course

1. To give you an understanding of the relationship between people and their society.
2. To enable you to develop a number of “**transferable skills**” – which will be useful in other subject areas and will help you in many career paths.
3. To encourage you to debate issues, form views and respect those of others. To foster in you an interest in Politics and Social Issues which will provide a life-long source of enjoyment.

Course Content

Modern Studies is concerned with the study of local, national and international issues from social, political and economic perspectives. Modern Studies examines and analyses **national and global events as they happen** and provides pupils with many skills. In your third year Modern Studies course, you will cover a variety of topics. These are broken down into 2 main areas:

1. SCOTLAND and the UK

- Political Parties
- Ideologies
- Political Systems
- Influencing change – unions, pressure groups, lobbyists and civil society
- Social Issues

2. GLOBAL ISSUES

- * Alliances: The EU, UN & NATO
- Contrasting Ideologies: China & the USA
- International challenges: terrorism, inequality & rouge states (case study Iran/North Korea)

Fieldwork

In the past the Modern Studies Department has taken pupils to visit the Scottish Parliament and the STV & BBC Television Studios. The department also has close links with our twin school in Ghana and communication between the pupils. Regular debate and discussion of important issues will take place and there will be the opportunity to investigate and do research into up-to-date issues.

Methodology

Throughout the course a wide variety of sources are used. Textbooks, film, the Internet, sources such as photographs, newspapers and artefacts and visits to places of interest are all used to bring pupil learning to life.

Assessment

Summative assessment will take the form of end-of-unit assessments. Pupils will also be encouraged to become confident in their ability to present information through group work tasks and presentations; teacher and peer assessment will take place for these.

Pupils will also assess their own work and devise their own targets using feedback from their teacher to help them.

Homework

Pupils will often have investigative homework to complete. This could mean researching a topic and writing a report on it. The report could take the form of a written project, power-point presentation, poster or news-report video clip. Pupils will also be given written homework tasks – this might involve finishing off tasks that have been started in class.

How Can You Help?

Doing the following will help your child in their study of Modern Studies:

- Encourage your child to take an interest in society and politics.
- Encourage your child to watch the news or read a quality newspaper on a regular basis and discuss any issues they raise.
- Read over your child's written work and discuss it with them before it is submitted.
- Encourage your child to practise their class presentations or debates in front of you.

Subject: Religious, Moral and Philosophical Studies

Aims of the Course

- To give you an understanding of the relationship between people and their environment.
- To enable you to develop a number of “**transferable skills**” – which will be of use in other subjects and will help you in many career paths.
- To foster in you values such as wisdom, justice, compassion and integrity and to engage in the development of and reflection upon your own moral values.
- To encourage you to debate issues, form views and respect those of others. To foster in you an interest in religion, morality and philosophy which will provide a life-long source of enjoyment.

RMPS attempts to provide pupils with opportunities to make a positive difference to the world by putting their beliefs and values into action.

Course Content

RMPS is concerned not only with religion, but also with moral issues and philosophical viewpoints in order to help pupils engage with the wider world around them. In order to do this, the course has been split into three main units:

1. RWANDA (A case study)

Using the genocide in Rwanda, pupils will investigate the escalation to the events in April 1994, by studying different moral issues such as Racism, Prejudice, Tribalism etc.

Pupils will investigate different moral responses to this issue, both religious and non-religious

2. CHRISTIANITY

Study of Christian beliefs and practices, which includes understanding themes such as the trinity, denominations, the life of Jesus etc. Pupils will examine how modern Christianity shapes current affairs, world politics and how it responds to social and environmental issues such as poverty and global warming.

3. PHILOSOPHY (An Introduction)

The Existence of God – Pupils will examine this metaphysical philosophical question by studying theories.

Moral Philosophy – Examining approaches to moral and ethical issues.

Fieldwork

The Social Subjects Department prides itself on giving pupils opportunities to learn outside of the classroom and RMPS is no exception. We also strive to invite guest speakers where it is possible and relevant.

Methodology

RMPS requires many skills and a wide range of knowledge, and these are nurtured in this classroom through a wide range of approaches. Throughout the course a wide variety of sources are used. Textbooks, film, the Internet, sources such as photographs, newspapers, artefacts and visits all bring pupil learning to life. Pupils are encouraged to choose their own approaches where appropriate and also take part in active learning activities such as debates, group work and project work.

Assessment

Summative assessment will take the form of end-of-unit assessments. Pupils will also be encouraged to become confident in their ability to present information through group work tasks and presentations; teacher and peer assessment will take place for these.

Pupils will also assess their own work and devise their own targets using feedback from their teacher to help them.

Homework

Pupils will often have investigative homework to complete. This could mean researching a topic and writing a report on it. The report could take the form of a written project, power-point presentation, poster or news report video clip. They will also be expected to revise what has been learned in class on a regular basis. Pupils will also be given written homework tasks – this might involve finishing off tasks that have been started in class.

How Can You Help?

Doing the following will help your child in their study of RMPS:

- Encourage your child to take an interest in current affairs and news.
- Encourage your child to form moral opinions and discuss their thoughts on issues they encounter.
- Read over your child's written work and discuss it with them before it is submitted.
- Encourage your child to practise their class presentations or debates in front of you.

Subject: Accounting

Aims of the Course

The course is designed to combine practical and theoretical aspects of accounting, allowing pupils to understand and communicate financial information. The course encourages pupils to think logically and apply accounting principles in their lives, helping make more informed decision about their own financial future.

Course Content

Financial Accounting

- Role of Financial Accounting
- Sources of Finance
- Income Statements
- Statement of Financial Position
- Ratios

Management Accounting

- Role of Management Accounting
- Inventory Stock Cards
- Break-Even
- Budgeting

You will use the following business software applications:

- Microsoft PowerPoint
- Microsoft Excel

Methodology

Many units of the course will be completed using ICT, specifically Excel, to give a better reflection of real-life Accounting. The course aims to be pupil centred utilising a variety of strategies such as research tasks, case studies and offer opportunities for cooperative learning.

Assessment

Pupils will be assessed in a variety of ways including formal end of unit tests, peer and self-assessment, as well as demonstrating their knowledge through presentations and coursework.

Homework

Appropriate homework will be issued regularly to consolidate pupil's learning.

How Can You Help?

The Business Department is always interested in guest speakers from a variety of industries and disciplines. If you have experiences you think would be of use to our pupils please contact Mr Ian Arthur, Head of Faculty.

Subject: Administration & IT

Aims of the Course

The aim of this Course is to give learners an introduction to administration and to develop pupil's IT skills and their ability to carry out simple administrative tasks.

The Course aims to enable learners to develop:

- an awareness of simple administrative tasks
- the ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks
- basic skills in using appropriate current technologies to gather and communicate administration-related information
- the ability to use basic skills to carry out simple administrative tasks in familiar contexts

Progression to National 4 Admin & IT and National 5 Admin & IT.

Course Content

The course consists of the following units:

- Administration Practices
- Communication in Administration
- IT Solutions for Administrators

You will use the following business software applications:

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Microsoft Outlook
- Microsoft Power-point
- Microsoft Publisher

The skills, knowledge and understanding the Course develops reflect current administrative practice. However, the Course is sufficiently flexible to take account of emerging technologies. The Admin and IT course develops a range of essential skills which will prepare learners for life, work and provide them with foundations for further learning.

Methodology

The Course involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, developing IT skills in an administration-related context.

Curricular Area

Technologies

Assessment

Pupils will be assessed in a variety of ways including formal end of unit tests, peer and self-assessment, as well as demonstrating their knowledge by completing project tasks.

Homework

Appropriate homework will be issued regularly to consolidate pupil's learning in the classroom.

How Can You Help?

The Business Department is always interested in guest speakers from a variety of industries and disciplines. If you have experiences you think would be of use to our pupils please contact Mr Ian Arthur, Head of Faculty.

Subject: Business

Aims of the Course

This course aims to introduce pupils to the real world of business. Theoretical skills and practical skills will benefit all pupils and those interested in a career or further study in a business related subject, in particular progression to National 4 Business and National 5 Business Management.

Course Content

The course consists of the following units:

- Business in Action
- Influences on Business
- Functional Areas of a Business
- Researching a Business using ICT

You will use the following business software applications:

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Serif Movie Plus X6

Pupils will consider the work of various businesses and carry out tasks related to them. They will also study some theoretical aspects of Business including topics introducing Accounting and Business Management.

Methodology

The course will be delivered using up-to-date ICT software applications and several online platforms such as Prezi, Kahoot, Quizlet, and Socrative. The course aims to be pupil centred utilising a variety of strategies such as research tasks, case studies and offer opportunities for cooperative learning.

Assessment

Pupils will be assessed in a variety of ways including formal end of unit tests, peer and self-assessment, as well as demonstrating their knowledge through enterprising projects, presentations and coursework.

Homework

Appropriate homework will be issued regularly to pique pupils interest and consolidate their learning.

How Can You Help?

The Business Department is always interested in guest speakers from a variety of industries and disciplines. If you have experiences you think would be of use to our pupils please contact Mr Ian Arthur, Head of Faculty.

Subject: Computing

Aims of the Course

The aim of this course is to develop pupil's problem solving skills and introduce them to a number of different software packages. Pupils will create programs in Scratch, Kodu and Visual Studio as well as developing Apps, Databases and Websites. The S3 Computing course is very practical in nature with pupils spending the majority of time on the Computers.

Course Content

The course consists of the following units:

- Computer Systems
- Programming in Visual Studio
- Web Design
- Developing Games in Scratch
- Databases
- Developing Games in Kodu
- Stop Frame Animation
- App Development

Methodology

Pupils will develop their Computing skills using industry standard software, preparing them for progression into National courses in Computing Science and further education. Learners will work collaboratively in certain areas and also work independently at times when developing games and programming solutions.

Assessment

Pupils will be assessed in a variety of ways including formal end of unit tests, peer and self-assessment, as well as demonstrating their knowledge through projects, presentations and coursework.

Homework

Appropriate homework will be issued regularly to consolidate pupils learning in the classroom.

How Can You Help?

Encourage your son/daughter to develop their programming skills at home, accessing free apps or cloud software on their home devices.

Subject: Graphic Communication

Aims of the course

- To enhance pupils' graphical presentation skills.
- To develop pupils' skills in the use of industrial standard graphical software.
- To develop pupils graphical and analytical skills.

Course Content

The course is designed to give pupils a broad understanding of graphical techniques. There are three key outcomes:

- Produce and interpret technical drawings which include dimensional information.
- Produce preliminary sketched ideas of products and apply a range of skills, using Autodesk Inventor and 3Ds Max, to transfer these designs into detailed and realistic 3D models.
- Create effective promotional layouts using Adobe Photoshop, InDesign and Illustrator.

Skills

Pupils will use manual techniques to produce orthographic and pictorial sketches of products and environments. They will gain skills in illustration and presentation through the planning and production of effective promotional layouts. Furthermore, pupils will use the following computer software packages:

- Autodesk Inventor - 3D modelling
- Autodesk 3Ds Max - Rendering and animation
- Adobe Photoshop - Photo manipulation
- Adobe InDesign - Vector and graphic design
- Adobe Illustrator - Desktop publishing

Methodology

Pupils engage in active learning through a variety of practical experiences facilitated and guided by the teacher. Pupils will have the opportunity to work both individually and collaboratively while taking responsibility for their own learning.

Assessment

Pupils will undertake periodic practical skill based assessments at the end of each teaching block and this, together with their coursework, will give an accurate account of their progress. Pupils will use the skills they develop, through manual sketching and in computer-based tasks to build up a portfolio of work. This will be reviewed at regular intervals. Regular assessment feedback will help pupils to reach their potential.

Curricular Area

Technologies

Homework

Pupils will receive theory homework which will be supplemented with computer modelling. The 3D modelling software used in school can be downloaded, free of charge, at home. Pupils will also have the opportunity to use this software during lunchtime or after school in the Technical Department.

How can you help?

As a parent/guardian you can help by encouraging your son or daughter to keep up to date with their homework, and perhaps offer suggestions for improvement where necessary. It may be beneficial if you discuss with your child the work of the course.

Subject: Design and Manufacture

Aims of the Course

- To develop pupils' skills and creativity in designing and manufacturing products.
- To develop pupils' knowledge of the design factors and the design process and how they can be applied to design scenarios.
- To improve pupils' problem solving skills in a design context.
- To improve pupils' ability to communicate their ideas using a range of software and graphic techniques.

Course Content

The course is designed to give pupils a broad understanding in the use of the design and manufacturing processes used in today's society. The course is split into two units:

- Practical manufacturing of products in the workshop.
- Design based activities in a classroom setting.

Skills

Pupils will manufacture a variety of objects in wood, metal and plastic. The key skills pupils will develop are:

- The ability to operate specific machinery safely and accurately
- The ability how to use a variety of hand tools safely and accurately
- The ability to evaluate a range of familiar products using the design factors effectively
- The ability to sketch their ideas and communicate various features of their designs clearly
- The ability to use a range of computer packages to enhance their design and presentation skills.

Methodology

Pupils engage in active learning through a variety of practical experiences facilitated and guided by the teacher. Pupils will have the opportunity to work both individually and collaboratively while taking responsibility for their own learning.

Assessment

Pupils will undertake periodic practical skill based assessments at the end of each section and together with their coursework it will give an accurate account of their progress. Pupils will produce a variety of practical objects and design portfolios. This will be reviewed at regular intervals. Regular assessment feedback will help pupils in reaching their potential.

Homework

Pupils will receive homework each week as well as a more extended design task. Pupils will also have the opportunity of working on practical elements at lunchtime and after school.

How Can You Help?

As a parent/guardian you can help by encouraging your son or daughter to keep up to date with their homework and perhaps offer suggestions for improvement. It would be beneficial if you could actively encourage them to maximise their effort when completing the extended design task.

Subject: Practical Metalwork

Aims of the Course

- To develop pupils' skills in manufacturing products in metal.
- To develop an understanding of safe working practice in a school workshop.
- To develop skills in reading and interpreting working drawings and related documents.
- To gain an understanding of the theoretical and properties associated with metalwork.

Course Content

The course is designed to give pupils a broad understanding of the use of metal in manufacturing. The course is split into three units:

- Bench skills
- Machine processes
- Fabrication and thermal joining

Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Using a range of metalworking tools, equipment and materials safely and correctly
- Metalworking tasks with some complex features adjusting tools where necessary, following safe practices
- Reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- Measuring and marking out metal sections and sheet materials in preparation for cutting and forming tasks with some complex features
- Practical creativity in the context of familiar metalworking tasks with some complex features
- Following, with autonomy, given stages of a practical problem-solving approach to metalworking tasks
- Applying knowledge and understanding of safe working practices in a workshop environment
- Knowledge and understanding of the properties and uses of a range of metalworking materials
- knowledge and understanding of sustainability issues in a practical metalworking context

Assessment

Pupils will undertake periodic practical skill based assessments at the end of each section and together with their coursework it will give an accurate account of their progress. Pupils will produce a variety of practical objects and design portfolios. This will be reviewed at regular intervals. Regular assessment feedback will help pupils in reaching their potential.

Curricular Area

Technologies

Homework

Pupils will receive homework each week as well as a more extended design task. Pupils will also have the opportunity of working on practical elements at lunchtime and after school.

How Can You Help?

As a parent or guardian you can help by encouraging your son or daughter to keep up to date with their homework and perhaps offer suggestions for improvement. It would be beneficial if you could enforce to your son or daughter the importance of Health & Safety in the workshop.

Subject: Practical Woodworking

Aims of the Course

- To develop pupil skills and an understanding of woodworking processes
- To develop pupil skills in the use of woodworking hand and machine tools
- To improve pupil understanding OF woodwork theory and various wood types

Course Content

The course is designed to give pupils a broad understanding in the use of woodworking processes and equipment. The course includes:

- Practical manufacture of a variety of given products
- Woodworking knowledge and understanding

Skills

Pupils will manufacture a range of wooden models. The key skills they will develop are:

- The ability to operate specific machinery accurately
- The ability to use a range of hand tools safely and accurately
- The ability to read and understand cutting lists and working drawings
- The ability to learn and understand woodwork theory

Methodology

Pupils engage in active learning through a variety of practical experiences facilitated and guided by the teacher.

Pupils will be shown how to produce a variety processes in a safe working environment, while taking responsibility for their own learning

Assessment

Pupils will undertake periodic practical based assessments. At the end of each section and together with their coursework it will give an accurate account of their progress. Pupils will produce a variety of practical wood working objects. Regular Assessment feedback will assist pupils in reaching their full potential.

Homework

Pupils will receive woodwork theory homework, each week.

Pupils have the opportunity to develop skills and complete practical tasks at lunchtime and after school.

How Can You Help?

As a parent/guardian you can help by encouraging your son or daughter to keep up to date with their homework and perhaps offer suggestions for improvement.

Wider Achievement Electives

S3 Wider Achievement Electives are intended to broaden and deepen the learning experience for pupils in a curricular area of interest. The wide range of options available look to build on the skills and knowledge already encountered in the curriculum but also to allow pupils to explore areas of interest and expertise. As well as this some of the courses on offer are starting to look at the connections between subjects and the world of work.

Your son/daughter should pick **one Elective**.

What follows are shorter descriptors for each option outlining the following:

- Curricular Area
- Course Title
- Purpose of the course.
- Target Audience
- Content
- Course Outcome.

Wider Achievement Electives

Curricular Area: Languages

Title: Creative Industries

Purpose of the course

Pupils will learn how to produce high quality content for newspapers, magazines, TV, radio and digital platforms and they will develop their ability to analyse media texts and create texts of their own.

Target Audience

This could interest pupils who have a particular enthusiasm for journalism and are considering a career in writing, publishing or television, to those who enjoy the film analysis part of English and to those who are considering occupations in media and/or journalism as possible careers.

Content

Pupils develop transferable skills in communication, IT, presentation, team work, leadership and project management whilst exploring important aspects of journalism. Pupils will develop their skills of analysis so that they can explain how a media product is put together and apply these skills in the creation of their own products.

Outcome

It is anticipated that pupils will have a better understanding of creative industries and media concepts. This will enable them to choose National 5 Media in S4 and beyond. The skills developed will help to prepare pupils for certain parts of the National 5 English course

Curricular Area: Maths and Numeracy

Title: Maths in Industry

Purpose

To enable pupils to better understand the role of Mathematics in the workplace.

Target Audience

Pupils who enjoy Mathematics and want to get an insight into possible career choices.

Content

Pupils will get experience first-hand from individuals who use Mathematics in their job.

Pupils will get to work on real life scenarios during class time.

Pupils will get an opportunity to visit an organisation which uses Mathematics in the day to day running of their business.

Outcome

Pupils will have a better understanding of possible career paths involving Mathematics.

Wider Achievement Electives

Curricular Area: Expressive Arts

Title: Acting in the Community

Purpose

The course aims to extend skills in creating and presenting whilst developing confidence in presenting to an audience.

Target Audience

Pupils who have an interest in drama and performing would benefit from this course. Skills learned would support candidates in a performing arts career path. The confidence learned from this course would also support candidates in any career path,

Content

Pupils will gain experience in working towards a professional standard presentation. Pupils will gain experience of devising theatre and working from script.

Outcome

Pupils will gain the experience of presenting in front of an external audience.

Title: Creative Exploration

Purpose

This course is designed to support the transition from Broad General Education to National 5 Art and Design, which 20% of the final grade is based on critical analysis.

Target Audience

Pupils interested in pursuing Art & Design at National 4, 5 and above, as well as those with an interest in the visual arts.

Content

Pupils will participate in individual and group work in the visual analysis of art and design pieces through the ages. They will draw on the practical techniques learned in S1 and S2 to recreate works of art and experience real life artists' working methods.

Outcome

On completion of this course pupils will be able to: understand and explain artistic ideas and concepts; apply new creative knowledge and skills in unfamiliar and advanced contexts; use analytical skills to make social and cultural connections between artwork and influences; evaluate and justify their decision making when creating original expressive, design and critical work beyond S3.

Wider Achievement Electives

Curricular Area: Science

Title: Leadership in Science

Purpose

Pupils will work through a variety of skills and activities based around employability in science.

Target Audience

S3 pupils who have an interest in STEM subjects as a career.

Content

The content will be comprised of a mix of different STEM activities, working with external agencies and pupils will take responsibility for their own projects.

Outcome

Depending on the project, possible outcomes may include a STEM leader award, a CREST award and/or an SQA award.

Curricular Area: Social Studies

Title: Travel and Tourism

Purpose

Pupils will gain knowledge of different countries in the world; location, culture, visitor attractions. They will develop skills to deal effectively with customer enquiries in relation to travel and tourism in a worldwide context.

Target Audience

Travel and Tourism is an introductory course. Pupils will develop the skills, knowledge and attitudes, needed for work in the travel and tourism industry (travel agent, cabin crew, holiday rep, pilot, hotel manager, cruise ship host).

Content

- Geographical Locations of Countries and Capital Cities
- Focus on world's most popular tourist destinations and why they are the most popular
- How to apply for a passport
- How to book a flight
- How to book different types of accommodation
- How to book a package holiday
- Create an itinerary for a holiday including, flights, transfers, accommodation, day-to-day activities.

Outcome

Pupils will have gained a better understanding of world geography and tourist destinations. The course provides a pathway into the Travel & Tourism National 4 or 5 course which is available in S4.

Wider Achievement Electives

Curricular Area: Social Studies

Title: Public Speaking and Debating

Purpose of course:

To equip pupils with the confidence and ability to speak in public, organise ideas into a coherent speech, think on their feet and be able to respond effectively to opposing points of view.

Target audience:

All pupils interested in a possible career in Teaching, the Law, the Media (TV, radio and newspapers), Public Relations and Politics.

Content:

The first part of the course will slowly develop pupils' confidence about speaking in public. Pupils will learn the key skills of speaking such as eye contact, intonation and gestures. The second part of the course will take these skills and apply them to debating. Pupils will break into teams and develop thinking skills, the ability to think on one's feet and respond effectively to opposing arguments.

Outcome:

Pupils will have gained the confidence and ability to speak and debate in public. Pupils would then have the opportunity to join the Debating Club and compete in national competitions against other schools. Debating club membership is an advantage for job and university applications.

Curricular Area: Social Studies

Title: Junior Duke of Edinburgh

Purpose

The syllabus of the Bronze National Navigation Award teaches navigation in the countryside using paths and tracks. Basic map interpretation and compass work will be the focus of classroom activity. **PLEASE NOTE:** There is a cost implication of £30 per pupil for this course as the assessment is completed by 'Metro Outdoors' (an accredited assessor). Pupils will be required to spend a day out-of-school in the countryside in May 2018 with the assessment staff.

Target Audience

The course is the starting point for many Duke of Edinburgh students, scouts and guides and cadets who are looking to develop their outdoor skills. It would be useful in careers involving navigation and can lead to a career in outdoor education.

Content

- Navigate using a variety of maps and scales.
- Use 4 and 6 figure grid references with worded descriptions to define the position of a map feature and to locate a feature on the ground.
- Orientate the map using obvious point features and major landforms and by aligning a compass needle against grid north and be aware that magnetic variation causes an inaccuracy.

Wider Achievement Electives

- Use an orientated map to confirm direction of travel.
- Measure horizontal distance on the map and estimate distance on the ground using timing, pacing and simple visual judgements e.g.100m.
- Plan and implement simple routes and navigation strategies based on the above skills and recognise a navigation error within a few minutes and apply simple relocation techniques.
- Demonstrate an awareness of local and national access issues, access legislation, personal responsibilities and the Countryside Code.
- Demonstrate appropriate knowledge of walking equipment, safety equipment and emergency procedures.

Course Outcome

NNAS Bronze award is accredited by the Scottish Credit & Qualifications Framework (SCQF) at Level 4, and 2 SCQF credit points are awarded on completion.

Curricular Area: Technologies

Title: An Introduction to Software Development

Purpose

The aim of an Introduction to Software Development is to improve pupil's Computer Programming skills in the Scratch, Visual Studio, Kodu and Python programming languages. This course will prepare pupils for the programming element of the N5/Higher Computing Science course.

Target Audience

The course is aimed at pupils who are interested in problem solving and are keen to pursue a career in Computing.

Content

The course will be very practical based with pupils spending the majority of their time on Computers, working on programming solutions.

Outcome

At the end of the course, pupils will have improved their problem solving skills and be more competent in a number of programming languages.

Wider Achievement Electives

Curricular Area: Technologies

Title: Young Enterprise

Purpose

The aim of the Young Enterprise course is to develop pupil's Enterprise and Employability skills.

Audience

Students who opt for this Elective should have an interest in Business Management, Accounting or Admin and IT.

Content

Pupils will work in teams to set up a small business and cover areas such as Marketing, Finance and Human Resources. The course is practical based with pupils working online to develop and promote their small business.

Outcome

The course will develop pupil's Entrepreneurial skills and is ideally suited to pupils who would like to own and manage a Business in the future.

Curricular Area: Technologies

Title: Design Theory

Purpose

Pupils will gain an understanding of the Design process.

Target Audience

It will be beneficial to pupils considering a career in Graphics or Design as well as enhancing pupil's layout and presentation knowledge.

Content

In examining the Design Process, the course covers function, aesthetics, ergonomics as well as looking at the principals and Elements of Desktop Publishing. The course also covers Graphics, Materials and Design Knowledge.

Course Choice Columns

Broad General Education

Core Subjects

Every pupil will study all of the following subjects.

English	Mathematics	Home Economics (HE)	Physical Education (PE)
Personal Learning Planning (PLP)	Personal and Social Education (PSE)	Religious Education (RE)	

On the form overleaf, please select one subject from each column plus 3 additional choices from anywhere in the table.

Column A – Languages	Column B - Expressive Arts	Column C - Sciences	Column D - Social Studies	Column E -Technologies
French	Art	Biology	Geography	Accounting
Mandarin	Dance	Chemistry	History	Administration and IT
Spanish	Drama	Physics	Modern Studies	Business Management
	Music		Religious Moral and Philosophical Studies (RMPS)	Computing Science
				Design and Manufacture
				Graphic Communication
				Practical Woodwork
				Practical Metalwork

Wider Achievement Electives

On the form overleaf, please select **one elective** from the table below.

Acting for the Community	Junior Duke of Edinburgh
An Introduction to Software Development	Design Theory
Creative Exploration	Travel & Tourism
Creative Industries	Leadership in Science
Maths in Industry	Young Enterprise
Public Speaking and Debating	

Course Choice Form

Pupil Name: _____ Class: _____

Pupil Support Teacher: _____

Core Subjects	English				
	Mathematics				
	HE	PE	PLP	PSE	RE
Choose 1 subject from each curricular area					
Column A – Languages <small>(chosen from the languages studied in S2)</small>					
Column B – Expressive Arts					
Column C – Sciences					
Column D – Social Studies					
Column E - Technologies					
Choose any 3 subjects from any curricular area(s) (columns A-E)					
Choice 1					
Choice 2					
Choice 3					
Choose 1 option from the Wider Achievement Electives					
Wider Achievement					

I have discussed these options with my child.

Parent/Guardian: _____ Date: _____

Please return to the main office no later than **Wednesday 31st January 2018**

