

Breadalbane Academy



Course Options S3

Session
2019 - 2020

Contents

Introduction	Page 2 3	Helping our young people make appropriate choices The S3 Curriculum
Core Course Information		
CORE English	Page 5	English
CORE Maths	Page 6	Maths
CORE Science	Page 7 8 9 10	Biology Physics Chemistry Environmental Science
CORE Social Subjects	Page 11 12 13 14	History Geography Modern Studies Business Management
CORE Expressive Arts	Page 15 16 17 18 19 20	Art & Design Music Performing Music Technology Drama Physical Education - Performance Enhancement Fashion & Textiles
CORE Technologies	Page 21 22 23 24 25 26	Graphic Communication Computing Science Engineering Science Design & Manufacture Home Economics Admin & I.T.
CORE Languages	Page 27 28 29 30	French Gaelic German Spanish
Non-Core Achievement Masterclasses	Page 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45	Archaeology Astrobiology Dance Design Engineer Construct (DEC) Drama and Production Skills Film making Forensics Graphic Design Hairdressing The Internal Combustion Engine Journalism Photography Rural Skills Social Anthropology Sport Education

HELPING OUR YOUNG PEOPLE MAKE APPROPRIATE CHOICES

Your child is in S2 at school and will soon have the opportunity to personalise and choose their curriculum as they progress into S3 and then enter the 'Senior Phase' of their education.

Although we ensure that all young people continue to follow a broad general education and experience progression in their learning in all of the broad curricular areas, eg sciences, technologies, expressive arts, there is a narrowing of the number of discrete subjects that young people study as they move into S3. As a result, the subject areas your child continues with next year may determine what opportunities are open to them later in life. Therefore, it is crucial that they take time to consider the different options carefully so that they can make choices that are right for them. You can play an important part in supporting them as they come to a decision.

Even if your child thinks they will leave school at 16, they will need to learn new skills and acquire knowledge throughout their working life. They might even have to do more formal study. Alternatively, your child may already have decided that they want to go to university or college. Whatever they hope for the future, it is important that they make the right subject choices now so that they have the best possible opportunities later in life. This booklet will help you to make sense of the process, as it details:

- where to start – things you and your child may want to think about
- compulsory and optional subjects
- practical limitations
- helping your child decide.

Pupil Support teachers have a particularly important role to play in assisting individual pupils to make appropriate choices. Parents are welcome to contact their child's support teacher to discuss any aspect of the course choice process.

Our support team members are: **Mr Davidson and Mrs Benning**, who will be overseeing the process and can be contacted at any time through the school office.

THE S3 CURRICULUM

All S3 pupils will continue to study English and Maths. They will then choose **one** subject from each of the following areas of study:

- Sciences
- Social Subjects
- Expressive Arts
- Technologies
- Languages

Pupils also have **3 other 'free choices'** where they may choose another **3 subjects** from the curricular areas listed above. These are the subjects which pupils will continue with into S4 if they choose to progress into National Qualifications.

In addition to their 10 subjects, all pupils study a "core curriculum" which includes Social Education, Religious & Moral Education and Physical Education.

To ensure we offer breadth in our curriculum, pupils are asked to select 2 Achievement Masterclasses. Each masterclass will run for 1 period per week.

Throughout January and February, support staff will lead activities in Social Education to help pupils' understanding of their options and choices. When course choice forms are completed, care will be taken to ensure:

- each pupil has breadth and balance in the curriculum
- pupils study subjects which provide progress from their current level of attainment
- pupils' career aspirations, interests and preferences are fully considered.

An outline of course content, aims, objectives and levels of study are contained in this booklet. Internal school assessment will continue and, as in S1 and S2, you will continue to receive individual subject reports on your son/daughter's progress at key points in the year.

During S3, pupils will be working towards Fourth Level Outcomes in their chosen subjects and preparing for entry into their 'Senior Phase' of S4 where they will embark upon their first set of National Qualifications.

During S3 and S4 decisions will be made, based on attainment levels, progress and school tracking data, as to which level pupils will be presented for their qualifications at the end of S4. The levels of presentation are as follows:

- National 3 – SCQF level 3
- National 4 – SCQF level 4
- National 5 – SCQF level 5

Integral to, and permeating the curriculum of each pupil in S3 and S4, is the opportunity to acquire and develop a range of skills necessary for young people in today's world. These skills include communication, data interpretation, experimentation, decision-making, working independently and working with others.

The school will endeavour to ensure that all courses offered will run. However, this cannot be guaranteed and some changes may have to take place depending on the number of pupils opting for various courses and/or staff availability. Whilst this is unusual, it is nevertheless a possibility of which pupils and parents/carers should be aware. If a change is necessary, then parents will be informed at the earliest opportunity and pupils will be helped by their support teachers to choose an alternative course.

COURSE: English
<p>Introductory Statement</p> <p>We aim to not only prepare young people for the challenges of the senior phase of their education in English but also to equip them with skills and confidence which they will be able to use throughout their lives.</p>
<p>Aims & Objectives</p> <p>We aim to cover all relevant CfE experiences and outcomes at level 4 by the end of S3. There should be a growing level of pupil input, choice and engagement throughout S3 ensuring that each pupil gains the experience most relevant to them.</p>
<p>Course Content</p> <p>Writing</p> <p>Pupils will develop their writing skills across the main modes- functional, personal and creative. Opportunities will be available to write in different genres and use ICT to develop their skills</p> <p>Reading</p> <p>Pupils will develop their critical reading skills; close reading skills and read for pleasure from a variety of written, electronic and audio-visual texts. There will be an element of pupil choice.</p> <p>Talk</p> <p>Pupils will develop their presentation and discussion skills individually and in groups.</p> <p>Listening/Watching</p> <p>Pupils will develop their critical listening and watching skills</p>
<p>Skills Developed</p> <p>Pupils will develop their reading, writing, talking and listening skills building on the work done in S1 and S2 and in Primary School prior to this. Pupils will work independently and co-operatively in groups using a variety of resources and exercising an element of personal choice in their learning.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4.</p> <p>Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into Access 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Mathematics</p>
<p>Introductory Statement All pupils will continue their study of mathematics in S3. Courses are based on the experiences and outcomes of Curriculum for Excellence at 3rd and 4th levels and lay the foundation for further study in S4.</p>
<p>Aims & Objectives The study of maths enables pupils to:</p> <ul style="list-style-type: none"> • develop an understanding of mathematical concepts in context • study more abstract concepts and develop new kinds of thinking • understand how mathematics is applied in the world around us • develop numeracy skills for life and work • develop financial awareness • interpret numerical information to enable informed decision making • develop problem solving skills.
<p>Course Content Mathematics courses are divided into three broad areas of study: Number, Money and Measure includes working with whole numbers, decimals, fractions and percentages. We study negative numbers, multiples, factors, powers and roots. This section includes skills in personal finance, managing time and measure length, area and volume. The relationship between speed, distance and time is explored. We cover a variety of algebra skills including solving equations, working with expressions and using formulae. Shape, Position and Movement covers the properties of 2D and 3D shapes, Pythagoras and Trigonometry, co-ordinates, scale drawings and navigation. Information Handling includes collecting, interpreting and displaying data, analysing data and drawing conclusions and understanding probability.</p>
<p>Skills Developed We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> • building confidence in numeracy • improving problem solving skills and levels of logical thought • supporting lifelong learning through encouraging the development of skills in independent study • developing personal responsibility by raising awareness of personal finance issues • developing skills in working together through collaborative tasks and social goals • encouraging the appropriate use of ICT • encouraging clear, correct verbal and written communication.
<p>Assessment Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4. Continuous assessment of classwork and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments external or internal exams, depending upon the subject and level of study.</p>
<p>Progression Routes Pupils will progress from third and fourth Level outcomes into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can complete their National 5 course or progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Biology</p>
<p>Introductory Statement</p> <p>Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.</p>
<p>Aims & Objectives</p> <p>The course develops learners' curiosity, interest and enthusiasm for Biology in a range of contexts. It aims to develop scientific understanding of biological issues, with an emphasis on practical activities. The course aims to cover a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It offers flexibility and personalisation by offering choices in the contexts studied.</p>
<p>Course Content</p> <p>The course covers relevant and contemporary areas of Biology, while allowing learners to develop an understanding of underlying themes. The main areas of study in S3 include:</p> <ul style="list-style-type: none"> • Biodiversity and the distribution of life • Energy in ecosystems • Sampling techniques: measurement of abiotic and biotic factors • Photosynthesis and food production (fertilisers, pesticides, GM crops) • Adaptations: behavioural and physiological • Mutation, natural selection and evolution of species <p>The course also provides opportunities to use technology, equipment and materials safely in practical scientific activities. An experimental and investigative approach is used to develop knowledge and understanding of Biology concepts.</p>
<p>Skills Developed</p> <p>The key skills of scientific enquiry and investigation are integrated and developed throughout the course by investigating the applications of Biology in society. Learners develop skills for learning and for use in everyday life. The course develops scientific analytical thinking skills and problem solving skills in a Biology context.</p> <p>The course offers a broad, versatile and adaptable skills set, which is valued in the work place and forms the basis for progress onto other Biology courses.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3. Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 4 or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Physics</p>
<p>Introductory Statement</p> <p>Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.</p>
<p>Aims & Objectives</p> <p>The course develops learners' curiosity, interest and enthusiasm for Physics in a range of contexts and enables learners to develop confidence in recognising and communicating ideas on scientific phenomena. The course develops the ability to solve problems and establish relationships in Physics by acquiring a broad knowledge base, practical skills and basic mathematical skills. It will enable learners to use Physics to interpret aspects of their everyday lives.</p>
<p>Course Content</p> <p>The course covers a variety of contexts relevant to the role of Physics in scientific issues and relevant applications of Physics in society, namely:</p> <ul style="list-style-type: none"> • Kinematics: the physics of moving objects, including speed and acceleration. • Dynamics: the forces of motion, including Newton's Laws of motion with links to the physics of flight. • Energy Conservation: the concept of energy conservation applied to mechanical and heat energy systems with links to the dangers posed by space exploration. • Dynamic Universe: the Physics of the universe, with a key focus on our solar system, the formation of stars and the formation of planets. • Space Exploration: technologies required for space exploration including rockets and the telescope, with an additional focus on how space technologies have impacted our everyday life. <p>The course also provides opportunities to use technology, equipment and materials safely in practical scientific activities. An experimental and investigative approach is used to develop knowledge and understanding of Physics concepts.</p>
<p>Skills Developed</p> <p>The key skills of scientific enquiry and investigation are integrated and developed throughout the course using practical techniques. The course develops scientific analytical thinking skills and problem solving skills in a Physics context and involves processing information accurately.</p> <p>The course offers a broad, versatile and adaptable skills set, which is valued in the work place and forms the basis for progress onto other Physics courses.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3. Continuous assessment of classwork and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 4 or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

COURSE: Chemistry
<p>Introductory Statement Chemistry, the study of matter and its interactions, has contributed essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the subatomic particles and their forces and the macroscopic properties of the world. Chemistry research and development is essential in the introduction of new products.</p>
<p>Aims & Objectives The course develops learners' curiosity, interest and enthusiasm for Chemistry in a range of contexts. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday life.</p>
<p>Course Content The course covers a variety of contexts relevant to Chemistry's impact on society through learning about chemical structures and changes. The main concepts covered in S3 include:</p> <ul style="list-style-type: none"> • Atomic structure and bonding, • Chemical formulae and simple equations • Physical properties of chemicals • Rates of reactions • Acids and alkalis • Novel materials <p>The course also provides opportunities to use technology, equipment and materials safely in practical scientific activities. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry concepts.</p>
<p>Skills Developed The key skills of scientific enquiry and investigation are integrated and developed throughout the course using practical techniques. The course develops scientific analytical thinking skills and problem solving skills in a Chemistry context.</p> <p>The course offers a broad, versatile and adaptable skills set, which is valued in the work place and forms the basis for progress onto other Chemistry courses</p>
<p>Assessment Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3. Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes Pupils will progress from Fourth Level outcomes into National 4 or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Environmental Science</p>
<p>Introductory Statement Environmental science is an interdisciplinary subject which draws from the sciences and social sciences. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats.</p>
<p>Aims & Objectives The Environmental science course encourages the development of skills and resourcefulness which lead to becoming a confident individual. Successful candidates in environmental science think creatively, analyse and solve problems. Studying relevant areas of environmental science such as the living environment, the Earth's resources and sustainability produces responsible citizens.</p>
<p>Course Content The course content includes the following areas of environmental science:</p> <p>Living environment The key areas covered include nutrient cycling and human influences on biodiversity.</p> <p>Earth's resources The key areas covered include the biosphere and the atmosphere.</p> <p>Sustainability The key areas covered include an introduction to sustainability, energy and waste management.</p>
<p>Skills Developed The key skills developed throughout the course include:</p> <ul style="list-style-type: none"> • demonstrating knowledge and understanding of environmental science by making statements, describing information, providing explanations and integrating knowledge • applying knowledge of environmental science to new situations, interpreting information and solving problems • selecting information from a variety of sources and presenting information appropriately in a variety of forms • processing information (using calculations and units) • making predictions and generalisations based on evidence/information and drawing valid conclusions
<p>Assessment Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3. Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4.</p>
<p>Progression Routes Pupils will progress from Fourth Level outcomes into National 4 or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4.</p>

<p>COURSE: HISTORY</p>
<p>Introductory Statement</p> <p>In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.</p>
<p>Aims & Objectives</p> <p>This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, and a sense of responsibility and global citizenship.</p> <p>A sense of heritage and historical understanding will, in turn, assist them in functioning as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.</p>
<p>Course Content: Changing Britain, 1760-1900</p> <p>Pupils will learn about the key factors which changed life in Great Britain to make the modern world in which we live today. The areas of study include:-</p> <ul style="list-style-type: none"> • Health and housing conditions, poor sanitation, cholera epidemics and how public health improved. • The impact of technology – working conditions in the textile mills and coal mines. • Improvements in transport – building the canals and railways and their economic and social impact. • How Great Britain started to become a more democratic country – campaigns to win the vote. <p>There will also be fieldwork visits. Pupils have in previous years visited the world famous mills and workers housing managed by Robert Owen at New Lanark and have also travelled to Wakefield, Yorkshire to experience working in the coal mines. This included an underground tour of the mine workings.</p>
<p>Skills Developed</p> <p>The focus is on developing skills of analysis and evaluation and the acquisition of a basic factual understanding of the importance of historical events in the period of the Industrial Revolution.</p>
<p>Assessment</p> <p>Continuous assessment of class work and homework. Pupils will practice a unit assessment to prepare them for National examination in S4.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 5, or National 4 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4.</p> <p>It is therefore essential that pupils intending to progress on to National 5 or National 4 History do this course.</p> <p>Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications in History.</p>

<p>COURSE : Geography</p>
<p>Introductory Statement At a time when our surroundings are changing faster than ever before; when the gap between rich and poor continues to grow and environmental concerns are starting to be given the weight they deserve, there has never been a better time to study Geography.</p>
<p>Aims & Objectives The aim of the course is to increase pupil's understanding of their world and show how people and the environment interact at local, national and international levels. This aimed as preparation for the N4/5 Geography course and consolidation of the skills introduced in S1 and S2.</p>
<p>Course Content The three main themes which run through the syllabus are– the <u>physical environment</u>, the <u>human environment</u> and <u>global Issues</u>.</p> <ul style="list-style-type: none"> (i) <u>The physical environment</u> means the study of landscapes. In S3 we will look specifically at the work of water and ice in shaping our landscape and the lives of those people who live and work in those environments. (ii) <u>The human environment</u> where we live, what we eat and how we generate an income are all key human activities. We will examine settlement, agriculture and industry during the course of the year. (iii) <u>Global Issues</u> will deal with topics such as population distribution on a world scale, living standards, international trade, international aid and global warming.
<p>Skills Developed Enquiry Skills – seeking out evidence both from first–hand experience in the form of fieldwork and secondary sources such as maps, articles, reports and the internet Analytical Skills – the systematic study of the evidence gathered using appropriate techniques of analysis, identifying patterns and comparison to a 'model'. Communication Skills – the ability to convey information in oral, written and graphic form as appropriate, including the drawing and use of maps, graphs, the use of statistical data and ICT Evaluative Skills – the ability to weigh up evidence and recognise inter-relationships, conflict and bias in formulating views.</p>
<p>Assessment Pupil work will be continually assessed in a variety of ways with feedback on progress being shared throughout S3 and S4. Continuous assessment of classwork and unit test scores will be used by Teachers to ensure pupils are making progress and embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which will involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes Pupils will progress from the broad general education (S1/2/3) on to National 3, National 4 or 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may continue with the subject into S5 and S6 where they can progress to Higher and Advanced Higher qualifications. Beyond Breadalbane Geography can form the basis for a wide range of fields of study and employment.</p>

<p>COURSE : Modern Studies</p>
<p>Introductory Statement</p> <p>It's an interesting time to get into Politics. The world around us is constantly shaped and changed by the decisions of the public and political institutions that govern our world. From local councils to national governments and the UN, Modern Studies gives pupils a chance to understand how it all works, or doesn't. How views are influenced by the media and how to investigate and make informed decisions for themselves. There's more to it than just Donald Trump</p>
<p>Aims & Objectives</p> <p>The aim of the course is to increase pupil's understanding of their world and show how people, institutions and global powers shape the world around us</p>
<p>Course Content</p> <p>In Modern Studies in third and fourth year the three main themes which run through the syllabus are – <u>Democracy in Scotland and the UK</u>, the <u>UK social issues</u> and <u>Global Issues</u></p> <p>(i) <u>Democracy in the UK</u> We will examine the UK system of government, how we select our representatives and how our attitudes may or may not be shaped by environment and influences around us.</p> <p>(ii) <u>UK Social issues</u> We will examine the causes, impacts and solutions to Poverty in the UK.</p> <p>(iii) <u>Global Issues</u> We cannot ignore the USA. Decisions made in the “land of the free” reverberate around the world so it's only right that we take some time to examine the inner workings of ‘arguably’ the world's most powerful country. Politics, social issues and change in the USA will all be studied.</p>
<p>Skills Developed</p> <p>Enquiry Skills – seeking out evidence both from first-hand experience and secondary sources</p> <p>Analytical Skills – the systematic study of evidence using appropriate techniques of analysis</p> <p>Communication Skills – the ability to convey information in oral, written and graphic form as appropriate, including the drawing and use of maps, graphs and the use of statistical data</p> <p>Evaluative Skills – the ability to weigh up evidence and recognise inter-relationships, conflict and bias in formulating views.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4. Continuous assessment of classwork and unit tests will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from the broad general education (s1/2/3) into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and maybe Advanced Higher qualifications.</p>

<p>COURSE: BUSINESS MANAGEMENT</p>
<p>Introductory Statement</p> <p>The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage entrepreneurial attitudes.</p> <p>This course is vital for progression to National Business Management courses.</p>
<p>Aims & Objectives</p> <p>The Course aims to enable learners to develop:</p> <ul style="list-style-type: none"> ➤ Understanding of basic economic concepts like supply and demand, needs and wants ➤ Understanding of how businesses operate within the social and economic context of the UK ➤ Enterprising skills and adopt enterprising attributes by participating in practical activities in realistic business situations
<p>Course Content</p> <p>Learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customer's needs.</p> <p>Activities will give them an appreciation of the impact that a range of internal and external influences have on business decision making in straightforward contexts. This will provide learners with a growing understanding of how these influences can affect business survival and success.</p>
<p>Skills Developed</p> <p>The skills and knowledge developed in the course includes:</p> <ul style="list-style-type: none"> ➤ Exploring, with guidance and in familiar contexts, the ways business operates to meet customers needs ➤ An introduction to the vital economic concepts of cost, supply and demand, and scarcity of resources ➤ Basic understanding and knowledge of the role and impact of business on our daily lives and in an ever changing society ➤ Straightforward knowledge of entrepreneurial attributes in the context of business start-up ➤ Basic knowledge of facts and characteristics relevant to the key functional areas of business ➤ Demonstrating independence and communication, including the use of ICT and working with others, through applying straightforward knowledge of business-related concepts
<p>Assessment</p> <p>Continuous assessment of class work and homework. Pupils will practice a unit assessment to prepare them for National examination in S4.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 5, or National 4 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4.</p> <p>It is therefore essential that pupils intending to progress on to National 5 or National 4 Business/Business Management do this course.</p> <p>Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications in Business Management.</p>

<p>COURSE: Art & Design</p>
<p>Introductory Statement</p> <p>The aim of the S3 Art & Design course is to provide opportunities to gain a deeper understanding of Expressive Art and Design. The course aims to push pupils creativity and challenge their preconceptions about Art and its place in the world. The course ensures that pupils will experience a range of media and techniques, developing skills and personalised ideas, looking at artists' and designers' work which will help inform and develop personal work and appreciation.</p>
<p>Aims & Objectives</p> <p>Pupils will focus on improving their skills in drawing, visual research, communication, visualisation and design. They will work in sketchbooks with an emphasis on creativity, image making and materials handling that is important to their personal and skills development in art and design. Students will become familiar with vocabulary relating to art and design. Pupils will develop their creative thinking throughout the course giving them a fuller understanding of creative processes.</p>
<p>Course Content</p> <p>The course is made up of three areas of study: Expressive, Design and Critical Studies which reinforce pupils practical work.</p> <p>A range of learning and teaching approaches are used. There is an emphasis on both pupils and teacher led practical activities, with research, development and experimentation. Active learning is encouraged and lessons are pupil centred, incorporating regular review, self evaluation and individual and class tutorials.</p>
<p>Skills Developed</p> <p>The skills developed by pupils will form the basis of the practical activities in preparation for National Qualifications. Assessment will be conducted at all stages of the process. Critiques of work will incorporate both peer and tutor assessment. Pupils will engage in a continual process of self-evaluation and assessment throughout the course. An end of unit summative assessment will help determine the predicted level of presentation for National Qualifications in S4.</p>
<p>Assessment</p> <p>The course is assessed through regular opportunities for self evaluation and teacher led reviews. Summative and Formative Assessment will look at pupil progress and areas for individual improvement.</p> <p>Pupils are expected to complete written assignments and practical tasks in line with class work. All pupils will be expected to maintain their sketchbooks.</p>
<p>Progression Routes</p> <p>Progression to Access, National 4 or 5 and Higher courses</p>

<p>COURSE: Music Performance</p>
<p>Introductory Statement This course equips pupils with the performing skills they require to prepare for National Music courses in S.4. It allows for a flexible approach (including group music making), which can meet the needs/interests of pupils playing a wide range of Instruments or singing.</p>
<p>Aims & Objectives</p> <p>Pupils will develop skills on two instruments (or 1 instrument + voice) while working towards short individual/group performances.</p>
<p>Course Content</p> <p>The Course is based on practical musical making and provides scope for personalisation and choice. Throughout the course, pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Develop skills on 2 instruments (or 1 instrument + voice), choosing from a wide variety of instruments, including keyboard, drumkit, guitar and bass guitar. Pupils who receive individual lessons, either in school or out of school, will be able to make use of these instruments/voice within class. • Perform a variety of music on their chosen instrument(s)/voice across a range of musical styles. • Pupils will be encouraged to form bands/groups and set clear targets for individual practice/group rehearsal. <p>Reflect on, and evaluate their own work and that of others.</p>
<p>What are the homework requirements?</p> <ul style="list-style-type: none"> • Regular instrumental practise at home • Participation in informal school concerts and participating in the musical life of the School
<p>Skills Developed</p> <p>In addition to building skills on 2 instruments/voice, pupils will develop the ability to work constructively within a group, a valuable asset across a range of subjects.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways, including individual/group and teacher/peer. Feedback on progress will be shared throughout S3. Pupils will also be required to reflect on their progress and keep a written or audio/video record of their comments. Recordings may be used within performing folios for National courses in S.4.</p>
<p>Progression Routes</p> <p>Pupils will progress from this course into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may then progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Music Technology</p>
<p>Introductory Statement</p> <p>This course equips pupils with the technology skills they require to prepare for National Music Technology courses in S.4. Although there is no requirement to play an instrument for this course, an enthusiasm for listening to a wide range of music is essential. You should be interested in working with musicians and enjoy working with computers and using new recording equipment and music software.</p>
<p>Aims & Objectives</p> <p>To develop technical and creative skills through practical learning.</p> <p>To develop knowledge and understanding of music technology and musical concepts, particularly those relevant to 20th and 21st century music.</p>
<p>Course Content</p> <p>Music Technology Skills:</p> <p>In this Unit, pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software. Pupils will explore a range of uses of this technology through practical activities.</p> <p>Understanding 20th and 21st Century Music:</p> <p>In this Unit, pupils will develop knowledge and understanding of 20th and 21st century musical styles and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Pupils will also develop a broad understanding of the music industry.</p>
<p>What learning and teaching approaches will I experience?</p> <p>There will be a combination of whole-class, small group and individual teaching/activities. Extensive use will be made of Internet and ICT/Recording resources. Students will be expected to take a high degree of individual responsibility for their learning.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways, including individual/group and teacher/peer. Feedback on progress will be shared throughout S3. Pupils will also be required to reflect on their progress and keep a written or audio/video record of their comments.</p>
<p>What are the homework requirements?</p> <p>Regular written/listening/revision tasks will be set.</p> <p>The use of the recording studio departmental resources to complete recording projects at lunchtime and after school is encouraged.</p>
<p>Progression Routes</p> <p>Pupils will progress from this course into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may then progress to Higher.</p>

COURSE: DRAMA

Introductory Statement

This course prepares pupils with the devising and performing skills they require to prepare for National Drama courses in S.4. This course strives to help you to develop an appreciation of drama forms and mediums, staging and performance. This course will also help you to develop your personal and social development: working with others helps you to learn patience, tolerance, self-discipline and respect.

Aims & Objectives

Pupils will develop their explorative drama skills; explore a range of drama forms and genres; devise their own original drama and perform and evaluate their drama presentations.

Course Content

The Course is based on devising and performing original drama, exploring drama conventions and skills and provides scope for personalisation and choice. Throughout the course, pupils will have opportunities to:

- explore a given theme through drama exercises, group discussion and media. Typical themes include conflict, peer-pressure, homelessness, drugs and alcohol, relationships, family, youth culture and so on.
- analyse and discuss a range of stimuli for inspiration e.g. photographs, film-clips, diary-extracts, script-extracts, objects etc.
- develop your general drama skills by exploring a range of drama conventions and dramatic techniques e.g. hot-seating, still-frame, thought-tracking & flash-back etc
- explore the different types of staging used in the theatre
- explore a variety of drama forms, mediums and production skills e.g. mime, musical, radio plays, role-play, improvisation, theatre production skills e.g. lighting, sound, costume, make-up and props.
- use the skills you have developed to work in groups to devise and perform a short, original piece of drama.
- Reflect on, and evaluate their own work and that of others.

Skills Developed

We will explore a range of drama conventions and strategies e.g. thought-tracking, monologue & tableau .You will develop your knowledge of different drama forms and mediums and how to study dramatic extracts. This course will also help you to develop your inter-personal skills and group-work skills, as well as develop your evaluation skills.

Assessment

Pupil work will be continually assessed in a variety of ways, including individual/group and teacher/peer. Feedback on progress will be shared throughout S3. Pupils will also be required to reflect on their progress and keep a written or audio/video record of their comments. Recordings may be used within performing folios for National courses in S.4.

Progression Routes

Pupils will progress from this course into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may then progress to Higher and Advanced Higher qualifications.

<p>COURSE: Performance Enhancement</p>
<p>Introductory Statement</p> <p>Performance Enhancement will provide all pupils with the opportunity to experience a wide range of practical activities in a safe yet challenging environment. Performance Enhancement will not only look at the physical aspects of performance but cover mental, emotional and social factors and how they impact performance.</p>
<p>Aims & Objectives</p> <p>The main aim of the course in S3 is to develop practical ability and develop transferrable skills across all activities. Pupils will also begin to develop their understanding of the impact of Mental, Emotional and Social factors and the impact they have on performance in a range of activities.</p>
<p>Course Content</p> <p>Pupils in S3 will cover a range of activities which will provide the opportunity to develop a range of practical skills in a more challenging environment. Activities may include: Badminton, Volleyball, Swimming, Handball, Badminton and Games Making. Pupils will begin to gather data on their performance and looks at approaches to enhance their overall performance.</p>
<p>Assessment</p> <p>Assessment across all areas of PE will be carried out continuously throughout the year through a number of methods. Pupils will be heavily involved in self and peer assessment as well as teachers assessing throughout each lesson utilising a range of formative and summative assessment methods.</p> <p>At the end of each activity and area of theory pupils will be given a mark by the teacher and set targets for improvement for the rest of the year.</p>
<p>Progression Routes</p> <p>Pupils who perform well in PE are encouraged to select National PE in the senior phase. This course will build on the knowledge and practical ability developed through S1-3 and provides the opportunity for pupils to reach up to Advanced Higher PE by the end of school. Pupils will also have the chance to select vocational courses within the senior phase such as Sport and Recreation and Uniform services.</p>

<p>COURSE: Fashion and Textiles</p>
<p>Introductory Statement</p> <p>This creative course covers a wide range of fashion-related subjects: Fashion design; fashion illustration; pattern cutting; and garment production (including skirt, trousers and dresses and other items of their choice). Design and make projects enable students to work through the design process from the initial items through to finished products.</p>
<p>Aims & Objectives</p> <p>To complete the fourth level outcomes using a range of activities. To learn about fashion design; design development; pattern making and textile production skills. This course would suit pupils who are interested in clothing and costume design.</p>
<p>Course Content</p> <ul style="list-style-type: none"> • Understand and develop the role and impact of technologies in changing and influencing society. • Gain confidence and skills to use technologies now and in the future, at home and in the world of work and in the wider community. • Broaden awareness of how ideas in maths, science are used in the technologies. • Experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers. • Continue to develop preparation techniques and processes when using materials. • Continue to explore the properties and functions of materials. • Develop techniques of design when producing increasingly complex textile items. • Apply skills of critical thinking when evaluating the quality and effectiveness of products.
<p>Skills Developed</p> <ul style="list-style-type: none"> • Confidence to apply specialist skills in the preparation of textile items • Understand and explain fashion and textile trends
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4.</p> <p>Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into Access 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Graphic Communication</p>
<p>Introductory Statement</p> <p>The course introduces learners to the diverse and ever-increasing variety of presentation methods employed in Graphic Communication. Learners will develop an awareness of graphic communication as an international language. Skills will be developed in 2D and 3D graphics, as well as using computer aided drawing packages to produce drawings with detailed information and visual impact.</p>
<p>Aims & Objectives</p> <ul style="list-style-type: none"> • To develop skills in graphic communication techniques, including the use of equipment, materials and software • Extend and apply knowledge and understanding of graphic communication standards and protocols • Develop an understanding of the impact of graphic communication technologies on our environment and society.
<p>Course Content</p> <p>2D Graphic Communication: This unit allows learners to initiate, develop and communicate ideas using graphic techniques in a straightforward and familiar context. CADD (computer-aided drawing and design), CAG (computer-aided graphics) and DTP (desktop publishing) will be used to produce designs and illustrations of promotional quality.</p> <p>3D and Pictorial Graphic Communication: This unit allows learners to develop skills within a 3D, and pictorial context. Pictorial sketches or drawings of everyday objects to convey surface texture, tonal change and colour will be employed. Rendered 3D CADD models will be created that will interpret light sources, surface texture and materials.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4.</p> <p>Continuous assessment of class-work and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

COURSE: COMPUTING SCIENCE

Introductory Statement

Computing Science is vital to everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry. Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

This course is vital for progression to National Computing Science courses in S4.

Aims & Objectives

The Course provides an understanding of the technologies that underpin the digital world and develops transferable skills. It brings together elements of technology and science and has wide-ranging social implications.

The aims of the Course are to enable learners to:

- ❖ Develop knowledge and understanding of key facts and ideas in technology
- ❖ Introduce and develop aspects of computational thinking
- ❖ Learn the principles of design and apply them to a range of problems
- ❖ Develop an awareness of the impact of computing and information systems

Course Content

The Course will cover a common core of concepts which underpin the study of Computing and provide insight into the challenge, excitement and fascination to be found in these areas.

The focus will be :

- ❖ Developing, implementing and testing coding solutions to a range of problems
- ❖ Designing and using databases to store, access, select and present information
- ❖ Using HTML and CSS to create simple web pages
- ❖ Developing a knowledge of hardware and software developments
- ❖ Developing a knowledge of networking, and security risks, comparing different forms of security software to gain knowledge and understanding of their functions in protecting contemporary technologies

Skills Developed

A broad overview of subject skills, knowledge and understanding that will be covered in the Course includes:

- ◆ Analysing problems
- ◆ Designing, implementing, and testing digital solutions
- ◆ Investigating emerging and innovative technologies
- ◆ Applying aspects of computational thinking
- ◆ Applying basic computing and information science knowledge and skills to create solutions

Assessment

Continuous assessment of class work and homework.

Progression Routes

Pupils will progress from Fourth Level outcomes into National 5, or National 4 depending upon progress made throughout S3. At the end of S4, pupils can progress to Higher and Advanced Higher qualifications in S5 / 6.

<p>COURSE: Engineering Science</p>
<p>Introductory Statement</p> <p>Engineering is a broad area of human endeavour which brings together elements of technology, science and mathematics, and applies these to real world challenges.</p> <p>Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields, too many to mention, but include climate change, medicine, IT and transport.</p> <p>Our society needs more engineers, and more young people with an informed view of engineering.</p>
<p>Aims & Objectives</p> <ul style="list-style-type: none"> • Apply knowledge and understanding of key engineering facts and ideas • Understand the relationships between engineering, mathematics and science • Apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems • Communicate engineering concepts clearly and concisely using appropriate terminology • Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.
<p>Course Content</p> <p>Engineering: Contexts and challenges</p> <p>This unit of work develops an understanding of engineering, and its role and impact in changing and influencing our environment and society. It develops an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. The unit allows the learner to explore some implications of existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and ethical, economic and cultural issues.</p> <p>Electrical and Electronic Systems</p> <p>This unit of the course explores an appropriate range of key concepts and devices used in electrical and electronic systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.</p> <p>Mechanical Systems</p> <p>This unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency. Skills are developed through simulation, practical projects and investigative tasks.</p>
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4.</p> <p>Continuous assessment of class-work and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

COURSE: Design and Manufacture

Introductory Statement

This course is a broad-based qualification for learners with an interest in design and in technology. It is suitable for learners with an interest in developing their design skills. It is also suitable for learners with a practical inclination, who enjoy challenge and are interested in practical tasks including craftwork.

The course provides opportunities to develop and enhance practical creativity, practical problem solving skills, and an appreciation of safe working practices in a workshop environment.

Aims & Objectives

- To develop skills in manufacturing models, prototypes and products
- To gain knowledge and understanding of manufacturing processes and materials
- To develop an understanding of the impact of design and manufacturing technologies on our environment and society.

Course Content

Design: This unit covers the product design process from brief to resolved design proposals, including specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals.

Materials and Manufacturing: This unit covers the product design process from design proposals to prototype or product. It helps learners to 'close the design loop' by manufacturing their design ideas. Practical skills are developed, and an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques are covered.

Assessment

Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4.

Continuous assessment of class-work and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.

Progression Routes

Pupils will progress from Fourth Level outcomes into National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher qualifications.

<p>COURSE: Home Economics</p>
<p>Introductory Statement</p> <p>This is a suitable course for both boys and girls and provides an education through a range of activities which centre around food and food choices and the impact of technology on these.</p>
<p>Aims & Objectives</p> <p>To complete the fourth level outcomes with a range of activities. To develop knowledge and skills which stimulate and sustain an interest in and the importance of food and its impact on our lives.</p> <p>There is an overall emphasis on skills, particularly organisational skills and those which contribute to the development of technological activity. Skills may be developed in a variety of ways, all based on practical situations, using a range of approaches.</p>
<p>Course Content</p> <ul style="list-style-type: none"> • To understand the role of healthy eating and physical fitness in contributing to health and wellbeing. • To continue to understand the importance of safe and hygienic practices. • To develop an awareness that food practices and choices depends on many factors including, sustainability; season; cost; religious beliefs; culture; peer pressure; advertising and the media. • To improve specialist skills in the preparation of food required for school, home and the future world of work. • To explore the properties and functions of food. • To design and make increasingly difficult food items. • To work with industry partners to develop an awareness of contemporary food issues.
<p>Skills Developed</p> <ul style="list-style-type: none"> • To make healthy food choices • To understand the design process • To be able to apply critical thinking skills when evaluating products. • To develop skills for entering the world of work.
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4. Continuous assessment of classwork and unit test scores will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. At the end of S4, pupils will be involved in formal SQA assessments which may involve exams, project work, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into Access 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may return to school into S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: ADMIN & IT</p>
<p>Introductory Statement</p> <p>The aims to introduce pupils to the requirements and skills of today's modern office administrator. They will develop strong ICT skills whilst covering the outcomes of this course.</p>
<p>Aims & Objectives</p> <p>The course aims to teach pupils how to manage an office, deal with day to day administrative tasks, both paper based and IT based. The objective is to teach pupils the skills they will need to be a successful office administrator.</p>
<p>Course Content</p> <p>Pupils will look at administrative practices in the workplace gaining a basic appreciation of administration in the office, to enable them to carry out a range of straightforward administrative tasks. Pupils will develop their basic skills in IT, organising and processing simple information in administration-related contexts.</p> <p>Pupils will use the basic functions of the following IT applications:</p> <ul style="list-style-type: none"> • word processing • spreadsheets • databases • presentation software • desktop publishing <p>to create, edit and update simple business documents.</p> <p>Pupils will also be expected to use IT for gathering and sharing simple information with others in familiar administration-related contexts.</p> <p>Pupils will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways showing a basic awareness of its context, audience and purpose.</p> <p>The course offers pupils the opportunity to experience and gain suitable qualifications that are needed in today's modern workplace.</p>
<p>Skills Developed</p> <p>Pupils will develop ICT and organisational skills which are highly transferable and will support their study in a number of other subjects, as well as being a good preparation for the world of work.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 5, or National 4 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4.</p> <p>It is therefore highly recommended that pupils intending to progress on to National 5 or National 4 Administration & IT do this course.</p> <p>Pupils may return to school into S5 and S6 where they can progress to Higher and Administration & IT.</p>

<p>COURSE: Modern Languages – French</p>
<p>Introductory Statement</p> <p>The French course is an extension of the experiences and outcomes already covered in S1 and S2. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.</p> <p>The study of language plays an important role in all language learning and the development of literacy skills.</p>
<p>Aims & Objectives</p> <p>This course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> • read, listen, talk and write in French • understand and use French • apply knowledge and understanding of French • develop literacy skills reflecting on how French relates to English
<p>Course Content</p> <p>The French course is divided into four main Contexts:</p> <ul style="list-style-type: none"> • Society • Learning • Employability • Culture <p>In S3, pupils will cover the topics of Family & Friends, Healthy Living and Media (Music, TV, film, gaming and new technologies).</p>
<p>Skills Developed</p> <p>We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> • building confidence in literacy • improving the basic core skills of Reading, Talking, Writing & Listening in French • supporting learners to understand detailed language required to understand and use a modern language • developing the ability to apply grammatical knowledge and understanding • developing skills in working together through collaborative tasks • encouraging the use of a wide range of IT available
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3.</p> <p>Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. In S4, pupils will be involved in formal SQA assessments which may involve exams, an assignment, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may continue their studies in S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Gaelic Learners</p>
<p>Introductory Statement</p> <p>Learning a new language encourages young people to broaden their horizons as they explore the language and its associated culture. They will gain a greater understanding of cultures within and out with Scotland, including Gaelic, appreciate other ways of thinking and other views of the world, and develop language skills which they can use and enjoy in work and leisure.</p>
<p>Aims & Objectives</p> <ul style="list-style-type: none"> • Engage with and create a range of texts in different media, including the opportunities offered by IT • Develop an understanding of what is special and valuable about Gaelic as well as other cultures and languages.
<p>Course Content</p> <p>The Gaelic course is divided into four main Contexts:</p> <ul style="list-style-type: none"> • Society • Learning • Employability • Culture <p>In S3, pupils will cover the topics of Family & Friends, Healthy Living and Media (Music, TV, film, gaming and new technologies).</p>
<p>Skills Developed</p> <ul style="list-style-type: none"> • Communicative skills: Listening, Talking, Reading, Writing • IT skills: Make use of Interactive slides, access Gaelic websites, create short videos. • Social skills: working together and building relationships. • Independent learning
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3.</p> <p>Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. In S4, pupils will be involved in formal SQA assessments which may involve exams, an assignment, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress from Fourth Level outcomes into National 3, National 4, or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4. Pupils may continue their studies in S5 and S6 where they can progress to Higher and Advanced Higher qualifications.</p>

<p>COURSE: Modern Languages – German</p>
<p>Introductory Statement</p> <p>Learners will have the opportunity to widen their language knowledge as well as find out about the countries where German is spoken. They will develop the ability to read, listen, talk and write in the language as well as apply basic grammatical knowledge. Learners will study relevant and up to date topics that are of interest to them such as new technologies, use of mobile phones and life in other countries.</p> <p>This course is suitable for those who have no previous knowledge of German as well as those who did beginner’s German in S2. The study of language plays an important role in all language learning and the development of literacy skills.</p>
<p>Aims & Objectives</p> <p>This course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> • read, listen, talk and write in German • understand and use German • apply knowledge and understanding of German • develop literacy skills reflecting on how German relates to English
<p>Course Content</p> <p>The German course is divided into four main Contexts:</p> <ul style="list-style-type: none"> • Society • Learning • Employability • Culture <p>In S3, pupils will cover the topics of Family & Friends, Healthy Living and Media (Music, TV, film, gaming and new technologies).</p>
<p>Skills Developed</p> <p>We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> • building confidence in literacy • improving the basic core skills of Reading, Talking, Writing and Listening in German • supporting learners to understand detailed language required to understand and use a modern language • developing the ability to apply grammatical knowledge and understanding • developing skills in working together through collaborative tasks • encouraging the use of a wide range of IT available
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3.</p> <p>Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. In S4, pupils will be involved in formal SQA assessments which may involve exams, an assignment, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress into National 4 or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4.</p>

<p>COURSE: Modern Languages – Spanish</p>
<p>Introductory Statement</p> <p>Learners will have the opportunity to widen their language knowledge as well as find out about the countries where Spanish is spoken. They will develop the ability to read, listen, talk and write in the language as well as apply basic grammatical knowledge. Learners will study relevant and up to date topics that are of interest to them such as new technologies, use of mobile phones and life in other countries.</p> <p>This course is suitable for those who have no previous knowledge of Spanish as well as those who did beginner’s Spanish in S2. The study of language plays an important role in all language learning and the development of literacy skills.</p>
<p>Aims & Objectives</p> <p>This course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> • read, listen, talk and write in Spanish • understand and use Spanish • apply knowledge and understanding of Spanish • develop literacy skills reflecting on how Spanish relates to English
<p>Course Content</p> <p>The Spanish course is divided into four main Contexts:</p> <ul style="list-style-type: none"> • Society • Learning • Employability • Culture <p>In S3, pupils will cover the topics of Family & Friends, Healthy Living and Media (Music, TV, film, gaming and new technologies).</p>
<p>Skills Developed</p> <p>We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> • building confidence in literacy • improving the basic core skills of Reading, Talking, Writing and Listening in Spanish • supporting learners to understand detailed language required to understand and use a modern language • developing the ability to apply grammatical knowledge and understanding • developing skills in working together through collaborative tasks • encouraging the use of a wide range of IT available
<p>Assessment</p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3.</p> <p>Continuous assessment of classwork and unit test scores will be used by teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4. In S4, pupils will be involved in formal SQA assessments which may involve exams, an assignment, or a combination of both, depending upon the subject and level of study.</p>
<p>Progression Routes</p> <p>Pupils will progress into National 4 or National 5 depending upon progress made throughout S3. They will then be formally presented at this level at the end of S4.</p>

S3 Achievement Masterclasses

NAME OF SUBJECT: HISTORY	TITLE OF MASTERCLASS: ARCHAEOLOGY
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Learners` experiences:

Pupils will take part in a fieldwork investigation of the Clava Cairns – a series of Bronze Age Passage Graves near Inverness.

- They will learn how to survey one of the burial mounds in order to produce an accurate outline plan using basic mathematics.
- They will investigate the occurrence of grave goods in similar tombs and produce an archaeological pottery drawing where they have to reconstruct the image of the pot from a broken shard.
- A photographic record will also be made of the site.
- They will investigate the occurrence of 'cup and ring marks' and suggest a purpose for this art work.
- There may be the opportunity to practice making similar pottery in school.
- Pupils will research similar burials in Perthshire and Highland Scotland, including the Orkney Islands to suggest what these burial methods tells us about how the society who built them.

This is very much a hands on course, but will also require detailed research and the production of a report that will teach very important skills for the History National 4 and 5 courses. It will provide excellent practice for the Value Added Topic at National 4/5.

Outcomes of Masterclass (including assessment):

The surveying skills will help pupils learn the importance of working as a team. There will also be a lot of scope for independent t learning and for pupils top develop areas of particular interest.

The end product will be a written and illustrated report on their findings illustrating the skills that they have learnt. This will include the outline plan, photographs and an analysis of the finds from Passage Grave.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

Youth Achievement Award, Bronze = to a Nat 4. [Archaeology contributes to this award.]
In the future this could also lead into an SQA National Unit Assessment in Investigating Archaeology

S3 Achievement Masterclasses

NAME OF SUBJECT: SCIENCE	TITLE OF MASTERCLASS: ASTROBIOLOGY
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Learners` experiences:

Learners will be study four aspects of astrobiology including:

- Life on Earth
- Life on Mars
- Life on Europa
- Search for exoplanets

The main aim of this course will be to investigate the requirements for life through examples on Earth and expand this to the evolution of Life on Earth. This would lead to the search for life on other planets beginning with the search for life on Mars. This would then be extended to exoplanets, how exoplanets are detected and the chances of finding life outside our solar system.

This is a new experience for learners using an interdisciplinary approach and covering a variety of concepts that span all three science subjects. Participants will also have multiple opportunities to develop their skills in numeracy, data processing, literacy and presentation.

Outcomes of Masterclass (including assessment):

By the end of this course, learners will have gained an understanding of requirements for life on Earth and apply this knowledge to solve problems associated with life on other worlds. Their knowledge of a range of science topics will be assessed through a contextualised approach.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

N/A

S3 Achievement Masterclasses

NAME OF SUBJECT: P.E.	TITLE OF MASTERCLASS: Dance
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Learners` experiences:

Learners will learn how to choreograph routines.
Learners will get the chance to lead dances and teach to other learners.
Learners will understand the importance of conditioning in dance.
Learners will learn to incorporate change of level, change of shape, travelling and change of speed into their choreographed routines.

Outcomes of Masterclass (including assessment):

Ongoing assessment throughout the year. Pupils will be assessed on their ability to choreograph routines, their ability to work with others, perform in front of others, their ability to lead dances, their ability to stick to specific brief and complete tasks in a specific time frame.

S3 Achievement Masterclasses

NAME OF SUBJECT: Technology	TITLE OF MASTERCLASS: Design Engineer Construct
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Learners` experiences:

Historically the construction professions, such as Architect, Land Surveyor and Civil Engineer, have not had any dedicated pathways that encourage young people to explore them as careers. This new course offers a project based approach to learning that opens up opportunities to follow a career path that takes them to this important sector of the British economy and indeed of the global economy.

Pupils will gain knowledge in

- Professional roles and responsibilities within the Construction and Built Environment (CBE) sector.
- Procedures and protocols in preparing a planning submission.
- Constructing a Building Information Model to support a planning proposal.
- Sustainability issues and options for business in the CBE sector.
- Use of appropriate and specialist software
- Collaborative practice to demonstrate effective team working.
- A range of presentation skills that include personal, project, and community engagement elements

Outcomes of Masterclass (including assessment):

This course will give the pupils an insight to this important sector of work. They will develop knowledge and skills by undertaking a sustainable building project and, through the complementary workshops, face to face engagement with industry professionals. Assessment is conducted through a project based model.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

S3 Achievement Masterclasses

NAME OF SUBJECT: Drama	TITLE OF MASTERCLASS: Drama and Production Skills
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Learners` experiences:

In Drama and Production Skills and Performance, you will:

- develop characterisation skills through improvisation and role play
- develop script reading skills, text analysis skills and learn how to annotate texts effectively
- explore a given theme through drama exercises, group discussion and media. Typical themes include conflict, peer-pressure, homelessness, drugs and alcohol, relationships, family, youth culture and so on.
- develop knowledge of production skills e.g. lighting, sound, costume, make-up, set and props and learn how to apply them practically
- Explore the importance and effectiveness of production skills in creating mood and atmosphere on stage.
use the skills you have developed to work in groups to devise and perform a short, original piece of drama. As a group, you will take responsibility for acting the main roles and for undertaking the relevant production skills e.g. lighting, sound, costume make-up and so on.

Outcomes of Masterclass (including assessment):

- Pupils will develop their practical production skills e.g. costume, make-up, set, props, lighting, sound etc.
- Pupils will work in groups to perform short, pieces of drama – either scripted or devised, carrying out relevant production skills as well as acting.
- Pupils will develop script writing skills, script-reading and script annotation skills.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

There is the possibility of gaining a stand alone SQA performing unit.

Drama helps to develop personal and social skills through a variety of activities. Your language and movement skills will improve and your self - confidence, concentration and imagination will develop. Working with others helps you to learn patience, tolerance, self-discipline and respect. This course also strives to help you to develop an appreciation of drama forms and mediums, theatre arts, scripts and the stage. This course allows pupils to organise and direct their own studies and time, be effective contributors as they work as part of a group to devise and create an original piece of drama. Pupils will also develop the skills to become confident individuals as they assume responsibility for a specific aspect of theatre production. Pupils can demonstrate that they are successful learners when they utilise the drama skills and knowledge about performance in their group drama presentation.

S3 Achievement Masterclasses

NAME OF SUBJECT: English	TITLE OF MASTERCLASS: Film making
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Learners` experiences:

Throughout this unit, learners will:

- Learn the skills required to make short films.
- Learn to use a camera and editing software with increasing competency.
- Learn about the process of film making, from planning and developing an idea through to production and editing skills.
- Learn about the different jobs that people in the film industry do; from scriptwriting to camera operation, editor to producer.

Outcomes of Masterclass (including assessment):

- A portfolio of films along with planning and reflection documents
- Increased confidence in film making skills
- Increased analytical and critical skills in watching films
- Preparation for further study at N4/5 Media

If this Masterclass allows pupils to achieve an additional awards, please give details below:

This course allows pupils to organise and direct their own studies and time, work independently and as part of a team, liaise with the wider community, roll their studies out with the boundaries of the curriculum area of English and assume roles of responsibility within their project. It also helps pupils to develop an knowledge of film making and the techniques that can bring their ideas to life on the screen.

S3 Achievement Masterclasses

NAME OF SUBJECT: Science	TITLE OF MASTERCLASS: Forensics
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Learners` experiences:

Learners will build on previous learning of science outcomes at level 3. In particular, pupils will gain experience in a wide range of forensic techniques including:

- DNA profiling (risks and benefits)
- Gel electrophoresis (separating DNA and protein fragments)
- Fingerprint analysis
- Blood type analysis
- Blood spatter analysis
- Forensic anthropology
- New technologies in forensic science
- Aeroplane crash analysis
- Shoe print analysis (crime scene investigations)

The course will include a variety of experiences and outcomes at level 4 and will add to pupils' skills in design, evaluation, analysis, creativity, employability and team-work.

Outcomes of Masterclass (including assessment):

At the end of this unit, learners will use their extensive knowledge and skills to assess forensic evidence presented to them. They will analyse and evaluate experimental work and produce a forensic report to support a conclusion based on the evidence gathered from a crime scene simulation.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

N/A

S3 Achievement Masterclasses

NAME OF SUBJECT: Art, Design & Photography	TITLE OF MASTERCLASS: Graphic Design
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Learners` experiences:

Pupils will receive an introduction to Graphic Design and the processes involved in creating digital art. Pupils will develop their understanding of the Design process starting with working from a live design brief through to selecting a final design. Commercial branding and Logo Development will be covered as well as exploring the role of Graphics in advertising.

HWB 4-01A, HWB 4-19A EXA 4-03A, LIT 4-02A, EXA 4-01A, EXA 4-02A,

Outcomes of Masterclass (including assessment):

Learners will produce a body of individual graphic design products responding to different stimuli. Final products will include a poster and a logo design. Work will include an embedded critical element discussing and analysing existing/historical graphic designers work.

Assessment will be conducted at all stages of the process. Critiques of work will incorporate tutor and peer assessment, and pupil themselves will engage in a process of self-evaluation and assessment throughout the masterclass.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

The challenge will involve pupils developing new skills and possible enterprise opportunities.

S3 Achievement Masterclass

NAME OF SUBJECT: Hairdressing	TITLE OF MASTERCLASS: Hairdressing
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Learners` Experiences:

This course is designed to help learners develop:

- Skills and knowledge in a broad vocational area
- Core Skills: literacy, numeracy, ICT, problem solving and handling relevant equipment
- an understanding of the workplace and expectations of employer and employee
- positive attitudes to learning
- skills and attitudes for employability including teamwork, individual contribution in groups and allowing candidates to experience the feeling of job satisfaction.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work/many visits to areas of interest planning and carrying out practical tasks and assignments.

Outcomes of Masterclass (including assessment):

Applying tradition classroom learned topics to the 'working world'. Practical skills are developed while considering the areas outlined. One of the main areas of concentration is on social skills required to be accepted and successful in the workplace.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

N/A

S3 Achievement Masterclasses

NAME OF SUBJECT: Automotive Skills	TITLE OF MASTERCLASS: The Internal Combustion Engine
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Learners` experiences:

The pupils will learn about how a basic functions of a car engine. They will be able to identify the main components and state the functions of them. The 4 stroke cycle of operations will be introduced and different types and configurations of engines will be discussed. In addition the pupils will be introduced to the cooling and lubrication required for the engine to function. The final areas investigated are the transmission and then the air supply and exhaust systems. This course will provide a good basic knowledge and will be covered in class through worksheets, working model, computer programmes and videos. Pupils will also gain hands –on experiences in the garage.

Outcomes of Masterclass (including assessment):

The pupils will have a good knowledge of a 4 stroke car engine and be able to discuss the function of the components. The testing will be completed through multiple choice questions, written answers and observed practical activities.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

NA

S3 Achievement Masterclasses

NAME OF SUBJECT: English	TITLE OF MASTERCLASS: Journalism
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Learners` experiences:

Throughout this unit, learners will:

- gain skills that focus on the foundation of writing a good publishable news story. Exercises centre on clear and tight writing; interviewing techniques; ethical issues; and other critical skills for journalists.
- learn elements of TV journalism, concentrating on news gathering and how to cover an on-the-spot news story . Topics include interviewing techniques; effective news gathering methods; practice on how to write in clear broadcast style to connect the details of a story with the pictures--especially under deadline pressures; and the mechanics, timing, and flow of current TV broadcast style.
- be able to analyse and create media content.
- develop media literacy skills and appreciate the opportunities and challenges of the media industry.
- Link in with the school's WordUp! Weekly YouTube broadcast, with pupils acting as 'roving reporters'.

Outcomes of Masterclass (including assessment):

Talking and Listening: Pupils will work in groups to produce a news broadcast or advert.

Writing: Each pupil will research and gather information to produce a newspaper report.

Reading: Pupils will research various forms of news as well as popular advertising campaigns. Pupils will analyse newspapers, T.V./radio shows and advertising campaigns, complete an analysis table and take detailed notes.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

This course allows pupils to organise and direct their own studies and time, work independently and as part of a team, liaise with the wider community, roll their studies out with the boundaries of the curriculum area of English and assume roles of responsibility within their project. It also helps pupils to develop an expert knowledge of journalism, advertising and the media and understand how the media influences us in everyday lives.

S3 Achievement Masterclasses

NAME OF SUBJECT: Art, Design & Photography	TITLE OF MASTERCLASS: Photography
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Learners` experiences:

Pupils will receive an introduction to Digital photography and photography processes through hands on experience and practical led briefs. They will develop their understanding of camera settings and the physical functions of the camera. This will be used to identify key visual characteristics and develop their visual control of an image. Pupils will develop their understanding of composition and visual language and present their work in contact sheets, prints and digital files. They will also work in sketchbooks with an emphasis on creativity, annotation and image making that is important to their personal and skills development in art and design. Presentation skills and creative thinking will be developed throughout the course.

Outcomes of Masterclass (including assessment):

Learners will produce a body of individual and group photographic and print work. They will present and exhibit their work for the school community. Work will be entered into regional and national competitions, and will explore the opportunities to use their work in an enterprising way. Assessment will be conducted at all stages of the process. Critiques of work will incorporate tutor and peer assessment, and pupils themselves will engage in a process of self-evaluation and assessment throughout the masterclass.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

The challenge will entail working with others, developing new skills and possible enterprise opportunities.

Social Anthropology: Understanding Our Place in the World

What are the aims of the course?

The purpose of this Unit is to offer a first introduction to the subject of social anthropology. It aims to demonstrate the basis of the subject by asking learners to think about their place in the world in the context of different ways in which human beings like themselves might have been brought up. Common influences include family, neighbours and friends, but the names and roles of such people can vary, as can the extent to which they affect daily practices such as diet and dress. Discussing attitudes to difference can also help learners to identify how basic notions such as dirt and cleanliness, danger and safety, may vary. This would help illustrate the chief aim of this Unit, namely to gain an understanding of the influence of cultural background on views of the world.

What are the recommended entry levels for this course?

No pre-existing knowledge or skills are required for entry to this Unit.

What content is included in this course?

Outcome 1 - Compare their own close relationships with examples of different cases.

Outcome 2 - Discuss the value and meaning of special occasions in their life.

Outcome 3 - Explain how people's attitudes to places contribute to a sense of belonging.

What skills will I develop?

Candidates develop a range of skills including the ability to give accurate accounts of factual information relating to aspects of cultural and social anthropology. They will also develop skills in order to analyse beliefs and practices related to anthropology and evaluate beliefs and practices related to questions of culture and our sense of belonging.

What learning and teaching approaches will I experience?

You will experience the usual pedagogy of the RMPS classroom (direct teaching; group work; whole class discussion and independent learning.)

How will I be assessed?

There is no single examination but a series of formal and informal assessments which have been verified by the SQA as meeting national standards. Each assessment may be tailored to the candidate to meet their individual needs. The evidence for each unit will be collected gradually as the candidate progresses through the subject. The evidence of their work may be sent to the SQA for verification.

What are the homework requirements?

There will be an expectation of revision on a weekly basis. There will be also formal homework issued on a weekly basis.

What are the possible progression routes?

SCQF Level 6

Certification anticipated in:

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

S3 Achievement Masterclasses

NAME OF SUBJECT: P.E.	TITLE OF MASTERCLASS: Sport Education
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Learners` experiences:

Learners will experience 3 activities over the year 1 period a week. Within each activity pupils will take on a number of roles which contribute to Sport as a whole e.g. Team captain, coach, News Reporter, Statistician or equipment manager.

The 3 activities will be used to enhance overall practical performance levels by developing practical skills as well as tactical awareness.

Outcomes of Masterclass (including assessment):

- Pupils will be assessed based on practical performance as well as the roles which they adopt throughout the year.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

- Youth Achievement Award – One Challenge towards overall award.

S3 NON-CORE Achievement Masterclass 2019/20

NAME OF SUBJECT: Rural Skills	TITLE OF MASTERCLASS: Introduction to Rural industries
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Learners` Experiences:

In this single period class the Pupils will be introduced to the Rural industries sector in Scotland. We will look at Agriculture, Horticulture, Conservation, Forestry and Game estates over the course of the year,

This will be a mixture of practical experiences with partner providers in the local area. We will also undertake some research activities in school as pupils broaden and deepen their understanding of the opportunities that exist in the Rural sector in Scotland.

Pupils taking this course will be interested in the outdoors, working with their hands and keen to find out more about the local area and opportunities that exist here.

Outcomes of Masterclass (including assessment):

Pupils will produce a number of mini projects, working individually and as part of a team. These will be presented in the form of posters, presentations and written work. They will produce diary entries for the practical activities they undertake and will be asked to evaluate their own performance and assess the potential risks associated to the tasks they undertake.

This forms a good base for moving on to the N4 'skills for work' Rural skills course or , potentially, the NPA Rural skills. It would complement the work pupils undertake in Geography and /or Environmental science.

If this Masterclass allows pupils to achieve an additional awards, please give details below:

N/A