

# Breadalbane Academy



## Course Options S3

Session  
2024 - 2025

# Contents

|  |  |  |
|--|--|--|
| <b>Introduction</b>                        | Page 2<br>Page 3<br>Page 4<br>Page 5   | Helping our young people make appropriate choices<br>The S3 Curriculum<br>Career Pathways and My World of Work<br>The S3 Option Choice Form  |
| <b>Core Course Information</b>             |  |  |
| <b>CORE English</b>                        | Page 6   | English  |
| <b>CORE Maths</b>                          | Page 7   | Mathematics  |
| <b>CORE Science</b>                        | Page 8<br>Page 9<br>Page 10  | Biology<br>Physics<br>Chemistry  |
| <b>CORE Social Subjects</b>                | Page 11<br>Page 12<br>Page 13<br>Page 14<br>Page 15<br>Page 16   | Business<br>History<br>Geography<br>Modern Studies<br>Religious, Moral and Philosophical Studies<br>Rural Skills   |
| <b>CORE Expressive Arts</b>                | Page 17<br>Page 18<br>Page 19<br>Page 20<br>Page 21<br>Page 22   | Art & Design<br>Drama performance<br>Music Performance<br>Music Technology<br>Photography<br>Physical Education - Performance Enhancement  |
| <b>CORE Technologies</b>                   | Page 23<br>Page 24<br>Page 25<br>Page 26<br>Page 27<br>Page 28<br>Page 29<br>Page 30                       | Administration & IT<br>Computing Science<br>Creative Thinking<br>Engineering Science<br>Home Economics; Fashion & Textiles<br>Home Economics: Food<br>Graphic Communication<br>Practical Woodwork                  |
| <b>CORE Languages</b>                      | Page 31<br>Page 32<br>Page 33<br>Page 34   | French<br>Gaelic Learners<br>German<br>Spanish   |
| <b>Achievement Masterclass Information</b> |  |  |
| <b>Non-Core Achievement Masterclasses</b>  | Page 35<br>Page 36<br>Page 37<br>Page 38<br>Page 39<br>Page 40<br>Page 41<br>Page 42<br>Page 43<br>Page 44 | Bakery Skills<br>Ceramics<br>Creative Print Making<br>Creative Writing<br>Forensic Science<br>Hairdressing<br>Musical Theatre & Performance Skills<br>Practical Electronics<br>Scottish Studies<br>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, e.g. 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. 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 guidance teacher to discuss any aspect of the course choice process.

Our guidance teachers **Mr Davidson and Mrs Glover** will be overseeing the process and can be contacted at any time by emailing [breadalbane@pkc.gov.uk](mailto:breadalbane@pkc.gov.uk).

## 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 **three additional ‘free choices’** where they may choose another three subjects from the curricular areas listed above. These are the subjects which pupils could continue with into S4 if they choose to progress that subject to **National Qualifications**.

In addition to their ten subjects, all pupils study a “**core curriculum**” which includes Social Education, Religious & Moral Education and Physical Education. To broaden our curriculum and to further develop skills for learning, life and work, pupils are asked to select two **Achievement Masterclasses**. Each masterclass will run for 1 period per week. An outline of course content, aims, objectives and levels of study are contained in this booklet.

Throughout January, 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

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

The school will endeavour to ensure that all courses offered will run. However, this cannot be guaranteed; 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 guidance teachers to choose an alternative course. This is more likely to occur with the **Achievement Masterclasses**. The optional masterclasses selected to run will be based on pupil uptake.

## CAREER PATHWAYS AND MY WORLD OF WORK ([My World of Work |](#))

We encourage all pupils to understand the link between what they study in the classroom and the world of work. The career posters below are there to help you be more aware of potential career pathways through subject study (click on the subject name to find about more about potential careers).

|   |  |   |                                       |   |
|---|--|---|---------------------------------------|---|
| <a href="#"><u>Administration &amp; IT</u></a>  | <a href="#"><u>Art &amp; Design</u></a>    | <a href="#"><u>Biology</u></a>                                      | <a href="#"><u>Chemistry</u></a>      | <a href="#"><u>Computing Science</u></a>      |
| <a href="#"><u>Design &amp; Manufacture</u></a> | <a href="#"><u>Engineering Science</u></a> | <a href="#"><u>Fashion &amp; Textiles</u></a>                       | <a href="#"><u>Geography</u></a>      | <a href="#"><u>Graphic Communications</u></a> |
| <a href="#"><u>History</u></a>                  | <a href="#"><u>Mathematics</u></a>         | <a href="#"><u>Modern Languages</u></a>                             | <a href="#"><u>Modern Studies</u></a> | <a href="#"><u>Music</u></a>                  |
| <a href="#"><u>Physical Education</u></a>       | <a href="#"><u>Physics</u></a>             | <a href="#"><u>Religious, Moral &amp; Philosophical Studies</u></a> |                                       | <a href="#"><u>Science</u></a>                |

**How to make your school option choices - the key things you need to think about when making your option choices:**

### How do you like to learn?

Everybody learns in their own way. Knowing how you learn best can help you figure out what subjects to choose. For example, if you enjoy learning through listening and speaking, you may be suited to learning languages.

### Where can certain subjects take you?

Your option choices can affect the jobs open to you in the future. You need to have studied certain subjects to apply for some courses or jobs. You can find out more about where your subjects can take you with the MWOW [Option Choices tool](#). Use the tool to explore job profiles, industries and Modern Apprenticeships.

### What subjects do you enjoy?

Doing what you love can make you more likely to do well. If you are interested in something, learning more about it can be fun.

### What subjects are you good at?

You are more likely to enjoy subjects that you do well in. But you don't only have to pick subjects you are good at — you should also think about subjects you have never done before.

### What do other people think?

Talk to people you trust, such as family members or friends, about where they think your strengths lie. Your choices have to be the right ones for you.

# THE S3 OPTION CHOICE FORM

S2 into S3 Course Choice Form Session 2024/2025

Pupil Name: \_\_\_\_\_

House: \_\_\_\_\_



All pupils will continue to study English and Mathematics in S3. In addition, they should choose **one core class** from columns 1 – 5 and **three** other core free choice subjects, plus two reserves. Please return a copy this form to your Guidance Teacher by **Friday 2nd February 2024**.

| 1. Core<br><b>Science</b>       | 2. Core<br><b>Social Subjects</b>   | 3. Core<br><b>Expressive Arts</b>   | 4. Core<br><b>Technologies</b>   | 5. Core<br><b>Languages</b>  | Core<br><b>Free Choices</b>   | Non-Core Achievement<br>Masterclasses <b>Select 2<br/>plus 2 reserves</b>  |
|---------------------------------|---|---|--|------------------------------|---|--|
| Biology<br>Chemistry<br>Physics | Business<br>History<br>Geography<br>Modern Studies<br>Religious Moral<br>and Philosophical<br>Studies<br>Rural Skills | Art & Design<br>Drama<br>Performance<br>Music Performing<br>Music Technology<br>Photography<br>Physical Education<br>(Performance<br>Enhancement) | Administration & IT<br>Computing Science<br>Creative Thinking<br>Engineering Science<br>Home Economics:<br>Fashion & Textiles<br>Home Economics: Food<br>Graphic Communication<br>Practical Woodwork | French<br>Gaelic<br>Learners | Choose <b>three</b><br>other Core<br>Subjects from<br>columns 1 – 5<br><br><b>or</b><br>German<br>Spanish<br><br><b>plus two<br/>reserves</b> | Bakery Skills<br>Ceramics<br>Creative Printmaking<br>Creative Writing<br>Forensic Science<br>Hairdressing<br>Musical Theatre &<br>Performance Skills<br>Practical Electronics<br>Scottish Studies<br>Sport Education |
| 1.                              | 1.  | 1.  | 1.   | 1.                           | 1.<br>2.<br>3.  | 1.<br>2.   |
|                                 |   |   |  |                              | 4.<br>5.  | 3.<br>4  |

|  |
|--|
| <b>COURSE: English</b>   |
| <b>Introductory Statement</b><br>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.   |
| <b>Aims &amp; Objectives</b><br>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.  |
| <b>Course Content –</b><br>Our overarching theme for S3 is Finding Your Voice. We will look at a range of texts that focus on identity and build our skills of expression.   |
| <b>Writing</b><br>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  |
| <b>Reading</b><br>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.  |
| <b>Talk</b><br>Pupils will develop their presentation and discussion skills individually and in groups.  |
| <b>Listening/Watching</b><br>Pupils will develop their critical listening and watching skills  |
| <b>Skills Developed</b><br>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.   |
| <b>Assessment</b><br>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3.<br>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. |
| <b>Progression Routes</b><br>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.  |

|  |
|--|
| <b>COURSE: Mathematics</b>   |
| <b>Introductory Statement</b><br>All pupils will continue their study of mathematics in S3. Courses are based on the experiences and outcomes of Curriculum for Excellence at 3 <sup>rd</sup> and 4 <sup>th</sup> levels and lay the foundation for further study in S4.   |
| <b>Aims &amp; Objectives</b><br>The study of maths enables pupils to: <ul style="list-style-type: none"> <li>• develop an understanding of mathematical concepts in context</li> <li>• study more abstract concepts and develop new kinds of thinking</li> <li>• understand how mathematics is applied in the world around us</li> <li>• develop numeracy skills for life and work</li> <li>• develop financial awareness</li> <li>• interpret numerical information to enable informed decision making</li> <li>• develop problem solving skills.</li> </ul>  |
| <b>Course Content</b><br>Mathematics courses are divided into three broad areas of study:<br>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.<br>Shape, Position and Movement covers the properties of 2D and 3D shapes, Pythagoras and Trigonometry, co-ordinates, scale drawings and navigation.<br>Information Handling includes collecting, interpreting and displaying data, analysing data and drawing conclusions and understanding probability. |
| <b>Skills Developed</b><br>We aim to support pupils in their development of skills for life and work by: <ul style="list-style-type: none"> <li>• building confidence in numeracy</li> <li>• improving problem solving skills and levels of logical thought</li> <li>• supporting lifelong learning through encouraging the development of skills in independent study</li> <li>• developing personal responsibility by raising awareness of personal finance issues</li> <li>• developing skills in working together through collaborative tasks and social goals</li> <li>• encouraging the appropriate use of ICT</li> <li>• encouraging clear, correct verbal and written communication.</li> </ul>  |
| <b>Assessment</b><br>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3 and S4.<br>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.   |
| <b>Progression Routes</b><br>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  |



|   |
|---|
| <p><b>COURSE: BIOLOGY</b></p> <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></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><b>Course Content</b></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"> <li>• <b>Biodiversity and the distribution of life</b></li> <li>• <b>Energy in ecosystems</b></li> <li>• <b>Sampling techniques: measurement of abiotic and biotic factors</b></li> <li>• <b>Photosynthesis and food production (fertilisers, pesticides, GM crops)</b></li> <li>• <b>Adaptations: behavioural and physiological</b></li> <li>• <b>Mutation, natural selection and evolution of species</b></li> </ul> <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><b>Skills Developed</b></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><b>Assessment</b></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><b>Progression Routes</b></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>where they can complete their National 5 course or progress to Higher and Advanced Higher qualifications.</p>  |

|  |
|--|
| <b>COURSE: Chemistry</b>   |
| <b>Introductory Statement</b><br>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.   |
| <b>Aims &amp; Objectives</b><br>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.   |
| <b>Course Content</b><br>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: <ul style="list-style-type: none"> <li>• <b>Atomic structure and bonding,</b></li> <li>• <b>Chemical formulae and simple equations</b></li> <li>• <b>Physical properties of chemicals</b></li> <li>• <b>Rates of reactions</b></li> <li>• <b>Acids and alkalis</b></li> <li>• <b>Novel materials</b></li> </ul> <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> |
| <b>Skills Developed</b><br>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>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>  |
| <b>Assessment</b><br>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.  |
| <b>Progression Routes</b><br>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.   |

|  |
|--|
| <b>COURSE: Physics</b>   |
| <b>Introductory Statement</b><br>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.  |
| <b>Aims &amp; Objectives</b><br>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.  |
| <b>Course Content</b><br>The course covers a variety of contexts relevant to the role of Physics in scientific issues and relevant applications of Physics in society, namely: <ul style="list-style-type: none"> <li>• <b>Kinematics:</b> the physics of moving objects, including speed and acceleration.</li> <li>• <b>Dynamics:</b> the forces of motion, including Newton's Laws of motion with links to the physics of flight.</li> <li>• <b>Energy Conservation:</b> the concept of energy conservation applied to mechanical and heat energy systems with links to the dangers posed by space exploration.</li> <li>• <b>Dynamic Universe:</b> the Physics of the universe, with a key focus on our solar system, the formation of stars and the formation of planets.</li> <li>• <b>Space Exploration:</b> technologies required for space exploration including rockets and the telescope, with an additional focus on how space technologies have impacted our everyday life.</li> </ul> <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> |
| <b>Skills Developed</b><br>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>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>  |
| <b>Assessment</b><br>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.  |
| <b>Progression Routes</b><br>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.   |

|  |
|--|
| <b>COURSE: Business</b>  |
| <p><b>Introductory Statement</b></p> <p>In today's expanding global society, it has never been more important to have a good understanding of business. Without business activities, there wouldn't be the jobs that allow people to earn a living, advance their careers and grow as individuals, managers and leaders. As the world relies more and more on digital technology, business practices evolve, and every industry relies on those business principles to survive and grow. There has never been a more exciting time to learn about businesses and how they operate.</p> |
| <p><b>Aims &amp; Objectives</b></p> <p>This course aims to develop knowledge and skills in business in a range of contexts, while developing learners' curiosity and enthusiasm for the subject. The relevance of evolving business principles and practices is highlighted by looking at local and global business brands. The course will increase pupil's understanding of the business world and how they operate at local, national and international levels. A specific aim is to achieve a National 3 during the year.</p>  |
| <p><b>Course Content</b></p> <p>Business organisations do a lot more than just sell products/services. This course will explore how business organisations operate, how they manage their staff and finances, and how they then market their products/services. The main business principles and practices covered in S3 include:</p> <ul style="list-style-type: none"> <li>• Entrepreneurs</li> <li>• Sectors of the economy</li> <li>• Stakeholders</li> <li>• Marketing</li> <li>• Accounting (Finance)</li> <li>• Business ethics</li> <li>• Influences on business</li> </ul>    |
| <p><b>Skills Developed</b></p> <p>Business teaches knowledge and skills that prepare pupils for working life, whether they want to start their own business, or work for someone else and progress up the career ladder. The course develops a versatile and adaptable skillset which is valued in business &amp; industry and forms the basis for progress onto other Business courses.</p>   |
| <p><b>Assessment</b></p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3. The aim is to complete a National 3 as part of the course, which will be completed at various stages throughout the year. 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.</p>         |
| <p><b>Progression Routes</b></p> <p>Pupils will progress from fourth Level and National 3 outcomes into National 4 or National 5 depending upon progress made throughout S3. They will have the option to progress to Business, Accounting or both. 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>  |

|   |
|---|
| <b>COURSE: HISTORY</b>  |
| <b>Introductory Statement</b><br><br><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>  |
| <b>Aims &amp; Objectives</b><br><br><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>  |
| <b>Course Content: Changing Britain, 1760-1900</b><br><br><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"> <li>• Health and housing conditions, poor sanitation, cholera epidemics and how public health improved.</li> <li>• The impact of technology – working conditions in the textile mills and coal mines.</li> <li>• Improvements in transport – building the canals and railways and their economic and social impact.</li> <li>• How Great Britain started to become a more democratic country – campaigns to win the vote.</li> </ul> <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> |
| <b>Skills Developed</b><br><br><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>  |
| <b>Assessment</b><br><p>Continuous assessment of class work and homework. Pupils will practice a unit assessment to prepare them for National examination in S4.</p>  |
| <b>Progression Routes</b><br><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>  |

|   |
|---|
| <b>COURSE: Geography</b>  |
| <b>Introductory Statement</b><br>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.   |
| <b>Aims &amp; Objectives</b><br>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.  |
| <b>Course Content</b><br>The three main themes which run through the syllabus are– the <b><u>physical environment</u></b> , the <b><u>human environment</u></b> and <b><u>global Issues</u></b> . <ul style="list-style-type: none"> <li>(i) <b><u>The physical environment</u></b> 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.</li> <li>(ii) <b><u>The human environment</u></b> 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.</li> <li>(iii) <b><u>Global Issues</u></b> will deal with topics such as population distribution on a world scale, living standards, international trade, international aid and global warming.</li> </ul> |
| <b>Skills Developed</b><br><b>Enquiry Skills</b> – seeking out evidence both from first-hand experience in the form of fieldwork and secondary sources such as maps, articles, reports and the internet<br><b>Analytical Skills</b> – the systematic study of the evidence gathered using appropriate techniques of analysis, identifying patterns and comparison to a 'model'.<br><b>Communication Skills</b> – 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<br><b>Evaluative Skills</b> – the ability to weigh up evidence and recognise inter-relationships, conflict and bias in formulating views.   |
| <b>Assessment</b><br>Pupil work will be continually assessed in a variety of ways with feedback on progress being shared throughout S3 and S4.<br>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.   |
| <b>Progression Routes</b><br>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><b>COURSE: Modern Studies</b></p>  |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></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><b>Course Content</b></p> <p>In Modern Studies in third and fourth year the three main themes which run through the syllabus are – <b><u>Democracy in Scotland and the UK</u></b>, the <b><u>UK social issues</u></b> and <b><u>Global Issues</u></b></p> <ul style="list-style-type: none"> <li>(i) <b><u>Democracy in the UK</u></b> 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.</li> <li>(ii) <b><u>UK Social issues</u></b> We will examine the causes, impacts and solutions to Poverty in the UK.</li> <li>(iii) <b><u>Global Issues</u></b> 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.</li> </ul> |
| <p><b>Skills Developed</b></p> <p><b>Enquiry Skills</b> – seeking out evidence both from first-hand experience and secondary sources</p> <p><b>Analytical Skills</b> – the systematic study of evidence using appropriate techniques of analysis</p> <p><b>Communication Skills</b> – 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><b>Evaluative Skills</b> – the ability to weigh up evidence and recognise inter-relationships, conflict and bias in formulating views.</p>   |
| <p><b>Assessment</b></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><b>Progression Routes</b></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>   |

|  |  |
|--|--|
| <b>COURSE: RMPS</b>  |  |
| <b>Introductory Statement</b><br><br>Welcome to Religious, Moral, and Philosophical Studies S3.<br><br>This is your opportunity to lead your learning and study anything within our subject that piques your interest. Debate current moral issues, delve into the whys and how's of religion, and get lost in the ultimate questions we struggle to answer. |  |
| <b>Aims &amp; Objectives</b><br><br>Explore moral issues relevant in society today.<br>Investigate religious viewpoints.<br>Develop own opinions and beliefs.<br>Debate and discuss effectively.   |  |
| <b>Course Content –</b><br><br>Organ Donation<br>Animal Testing<br>Investigating Religion<br>Myths and Legends<br>Evil and Suffering   |  |
| <b>Skills Developed</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Group work</li> <li>• Problem solving</li> <li>• Literacy</li> <li>• Health and Wellbeing</li> <li>• Debate</li> <li>• Evaluation</li> <li>• Resilience</li> <li>• Leadership</li> <li>• Self-awareness</li> <li>• Study skills</li> </ul>                         | Critical thinking<br>Independent thought<br>Respect<br>Numeracy<br>Acceptance<br>Analysis<br>Research<br>Creativity<br>Decision making<br>Organisation |
| <b>Assessment</b><br>Assessment is both formative and summative. There are many opportunities to consolidate your learning through a variety of methods. Debates, posters, Q&A, videos, vlogs, and essays. For example:<br><br>Organ donation adverts<br>Animal testing debate<br>Skills mini essay.   |  |
| <b>Progression Routes</b><br><br>National 4/5 in S4  |  |



|  |
|--|
| <b>Course: CORE RURAL SKILLS</b>   |
| <b>Introductory Statement</b><br>In S3 Rural skills the learners will broaden and deepen their understanding of the rural industries sector in Scotland. Work undertaken by the pupils will also count towards units of the N4 course which will support them should they choose to advance in the subject in S4.  |
| <b>Aims &amp; Objectives</b><br>This course will be delivered over 2 periods each week. The key aim of the course is to offer pupils the chance to investigate, engage with and participate in a range of activities that introduce them to Rural Industries in the local area and across Scotland. The course will offer pupils the chance to find out more about Agriculture, Gamekeeping and Forestry, all major employers in the local area. Through working with our local partners, we aim to offer the pupils practical experiences in each of these 'fields' of industry and tie these in with class-based investigations and Presentations. This course will prepare pupils for possible progression into N4 Rural skills in S4 and/ or the NPA Rural skills, both of which are offered in the school. This course would suit pupils with an existing interest in the outdoors, but it is also open to pupils who have little or no experience in the Rural sector. |
| <b>Course Content:</b><br>The Year will be broken into three key topic headings <ul style="list-style-type: none"> <li>• Farming in Scotland</li> <li>• Gamekeeping in Scotland</li> <li>• Forestry in Scotland</li> </ul> <p>In each of these units there will be a requirement for pupils to undertake individual or group-based investigations based on questions they have generated about the specific area we are looking at</p> <p>In addition, we will aim to organise practical activities and visits that complement and support the work the pupils are undertaking in class.</p> <p>Strong emphasis will be placed on pupils' ability to work as part of a team and demonstrate safe working practices</p>   |
| <b>Skills Developed</b><br>The pupils will develop a wide range of skills over the course of the year, namely... <ul style="list-style-type: none"> <li>• Communications skills</li> <li>• Presentation skills</li> <li>• ICT skills</li> <li>• Teamwork</li> <li>• Resilience</li> <li>• Many more</li> </ul>   |
| <b>Assessment</b><br>In the form of Investigations, presentations, practical tasks, and the odd pop quiz.  |
| <b>Progression Routes</b><br>N4 Rural skills/ NPA Rural skills (depending on circumstances)  |

|  |
|--|
| <b>COURSE: Art &amp; Design</b>  |
| <b>Introductory Statement</b><br><p>The aim of the <b>S3 Art &amp; Design</b> 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>      |
| <b>Aims &amp; Objectives</b><br><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> |
| <b>Course Content</b><br><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>  |
| <b>Skills Developed</b><br><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>                   |
| <b>Assessment</b><br><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>  |
| <b>Progression Routes</b><br><p>Progression to Access, National 4 or 5 and Higher courses</p>  |

| <b>COURSE: DRAMA SKILLS AND PERFORMANCE (CORE)</b>   |
|--|
| <p><b>Introductory Statement</b></p> <p>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.</p>  |
| <p><b>Aims &amp; Objectives</b></p> <p>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.</p>  |
| <p><b>Course Content</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• analyse and discuss a range of stimuli for inspiration e.g. photographs, film-clips, diary-extracts, script-extracts, objects etc.</li> <li>• develop your general drama skills by exploring a range of drama conventions and dramatic techniques e.g. hot-seating, still-frame, thought-tracking &amp; flash-back etc</li> <li>• explore the different types of staging used in the theatre</li> <li>• 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.</li> <li>• use the skills you have developed to work in groups to devise and perform a short, original piece of drama.</li> <li>• Reflect on, and evaluate their own work and that of others.</li> </ul> |
| <p><b>Skills Developed</b></p> <p>We will explore a range of drama conventions and strategies e.g. thought-tracking, monologue &amp; 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.</p>  |
| <p><b>Assessment</b></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><b>Progression Routes</b></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>   |

|  |
|--|
| <b>COURSE: Music Performance</b>   |
| <p><b>Introductory Statement</b></p> <p>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><b>Aims &amp; Objectives</b></p> <p>Pupils will develop skills on two instruments (or 1 instrument + voice) while working towards short individual/group performances.</p>  |
| <p><b>Course Content</b></p> <p>The Course is based on practical musical making and provides scope for personalisation and choice.</p> <p>Throughout the course, pupils will have opportunities to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Perform a variety of music on their chosen instrument(s)/voice across a range of musical styles.</li> <li>• Pupils will be encouraged to form bands/groups and set clear targets for individual practice/group rehearsal.</li> </ul> <p>Reflect on, and evaluate their own work and that of others.</p> |
| <p><b>What are the homework requirements?</b></p> <ul style="list-style-type: none"> <li>• Regular instrumental practise at home</li> <li>• Participation in informal school concerts and participating in the musical life of the School</li> </ul>   |
| <p><b>Skills Developed</b></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><b>Assessment</b></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><b>Progression Routes</b></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>   |

|   |
|---|
| <b>COURSE: Music Technology</b>   |
| <b>Introductory Statement</b><br><br><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>   |
| <b>Aims &amp; Objectives</b><br><br><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>   |
| <b>Course Content</b><br><br><p><b>Music Technology Skills:</b></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><b>Understanding 20th and 21st Century Music:</b></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> |
| <b>What learning and teaching approaches will I experience?</b><br><br><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>  |
| <b>Assessment</b><br><br><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>   |
| <b>What are the homework requirements?</b><br><br><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>  |
| <b>Progression Routes</b><br><br><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>   |

|  |
|--|
| <b>COURSE: Photography</b>   |
| <p><b>Introductory Statement</b></p> <p>The aim of the <b>S3 Core Photography</b> course is to provide opportunities for students to gain a deeper understanding of the creative and technical elements linked to digital photography. Through experimentation and creative photography skills, students will have the opportunity to explore different genres of photography as well as editing techniques using industry standard software such as photoshop.</p>  |
| <p><b>Aims &amp; Objectives</b></p> <p>The aim of the <b>S3 Core Photography</b> course is to introduce students 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.</p> |
| <p><b>Course Content</b></p> <ul style="list-style-type: none"> <li>- Exploring camera settings for creative effective</li> <li>- Introduction to a variety of genres of photography such as Macro, Still Life and Architectural</li> <li>- Exploring the compositional elements of photography through practical and theory tasks</li> <li>- An introduction to basic editing techniques using photoshop</li> <li>- Personal Project – exploring an element of photography through research, practical and evaluative tasks to support individual interests that allow for personalisation and choice</li> </ul>  |
| <p><b>Skills Developed</b></p> <p>Creativity as well as digital skills will be enhanced through a variety of experiences. Individual and group activities will allow for personalisation and choice to develop independent learners.</p>   |
| <p><b>Assessment</b></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 record of their comments.</p>   |
| <p><b>Progression Routes</b></p> <p>Pupils will progress from this course into NPA Level4, NPA Level 5, depending upon progress made throughout S3/4. 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>  |

|  |
|--|
| <b>COURSE: Performance Enhancement</b>   |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></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><b>Course Content</b></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><b>Assessment</b></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><b>Progression Routes</b></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>                                    |

|   |
|---|
| <b>COURSE: Administration &amp; IT</b>  |
| <p><b>Introductory Statement</b></p> <p>In today's hi-tech world, it is extremely important to have a good understanding of administration and computer technology and how it is used in industry &amp; business. What used to be an added extra is now a fundamental part of working life. As the world relies more and more on digital technology, how businesses use technology has evolved. There has never been a more critical time to understand how these tools are used in business.</p>   |
| <p><b>Aims &amp; Objectives</b></p> <p>This course aims to develop practical knowledge and skills in administration and I.T. while developing learners' enthusiasm for the subject. The course will increase pupils' skills and understanding of the sort of administrative tasks that businesses need to do, and how I.T. is used in the modern workplace. A specific aim is to seek to achieve a National 3 award during the year.</p>  |
| <p><b>Course Content</b></p> <p>Business organisations use administration and I.T. in a range of ways. This course will explore a range of administrative functions as well as how computer technology is used practically in business. The main administrative functions and practices covered in S3 include:</p> <ul style="list-style-type: none"> <li>• Writing business letters</li> <li>• Creating advertising materials</li> <li>• Planning meetings and trips</li> <li>• Using spreadsheets</li> <li>• Creating and managing databases</li> <li>• Creating presentations</li> </ul> |
| <p><b>Skills Developed</b></p> <p>Administration &amp; I.T. teaches knowledge and computer technology skills that prepare pupils for working life. Whether they want to start their own business or work for someone else, the course develops a versatile and adaptable skillset which is essential in the modern workplace and forms the basis for progress onto other Admin &amp; I.T. courses.</p>  |
| <p><b>Assessment</b></p> <p>Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout S3. The aim is to complete a National 3 as part of the course, which will be completed at various stages throughout the year. 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.</p>              |
| <p><b>Progression Routes</b></p> <p>Pupils will progress from fourth Level and National 3 outcomes into National 4 or National 5 Admin &amp; I.T. courses 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.

|  |
|--|
| <b>COURSE: Creative Thinking</b>   |
| <b>Introductory Statement</b> <p>The Creative Thinking course has been put together through collaborations between Scotland's creative collages and those in Industry at the forefront of innovation and creativity, to help students build their critical thinking and problem-solving skills.</p>  |
| <b>Aims &amp; Objectives</b> <p>The aim of the course is to help pupils develop skills vital for today's rapidly changing employment landscape. Critical thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. The course develops these meta-skills which will enable our learners to succeed in a rapidly changing employment landscape developing the skills needed in the future workforce.</p>  |
| <b>Course Content –</b> <p>Creative thinking is deliberately gaining new insights and different ideas through existing information and research. Using a wide variety of strategies, ideating, and testing you discover new solutions for issues in every area of life, including at school and work.</p> <p>Each year the course is presented a variety of challenges that are delivered throughout the year. They will cover all of the skills with evidence of learning being gathered in a variety of ways, e.g., sketchbooks, physical work (including sculptures, models, fashion pieces, posters, leaflets, photography, and collages), digital work etc.</p>                   |
| <b>Skills Developed</b> <ul style="list-style-type: none"> <li>• <b>Research</b> - Make effective use of a variety of research methods and draw conclusions from the outcomes.</li> <li>• <b>Conceptualise</b> - Propose creative ideas based upon the research conducted.</li> <li>• <b>Research</b> imaginative and challenging creative concepts informed by research outcomes.</li> <li>• <b>Fail &amp; Fix</b> - Test and improve ideas; compare, contrast, and develop solutions.</li> <li>• <b>Communicate</b> - Clearly and creatively communicate and evaluate ideas.</li> <li>• <b>Evaluate</b> - Demonstrate critical evaluation of independent work.</li> <li>•</li> </ul> |
| <b>Assessment</b> <p>Assessment will be based on evidence produce during lessons.</p>  |
| <b>Progression Routes</b> <p>Level 5 Creative Thinking</p>   |

|  |
|--|
| <p><b>COURSE: Engineering Science</b></p> <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of key engineering facts and ideas</li> <li>• Understand the relationships between engineering, mathematics and science</li> <li>• Apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems</li> <li>• Communicate engineering concepts clearly and concisely using appropriate terminology</li> <li>• Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.</li> </ul>   |
| <p><b>Course Content</b></p> <p><b>Engineering: Contexts and challenges</b></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><b>Electrical and Electronic Systems</b></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><b>Mechanical Systems</b></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><b>Assessment</b></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><b>Progression Routes</b></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: Home Economics: Fashion and Textiles**

### **Introductory Statement**

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

The Course uses fashion and textile contexts for developing related technological skills, knowledge, understanding and attributes through practical and work-related activities. It is a creative course which covers a wide range of fashion-related subjects:

### **Aims & Objectives**

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 and in the retail section of the industry.

### **Course Content**

- applying a straightforward range of textile construction techniques
- planning and making straightforward fashion/textile items
- applying specialist skills such as tie-dyeing and felting
- demonstrating appropriate selection, set up and safe use of tools and equipment.
- describing textile characteristics and properties
- describing factors that affect fashion/textile choices
- straightforward evaluation of fashion/textile items

### **Skills Developed**

The practical learning activities in this course encourage learners to develop problem solving techniques, make informed choices and take responsibility for the development of an idea through to the completed item.

The Course will focus on planning, making and evaluating straightforward fashion/textile items. The Course allows learners to continue to acquire the attributes and capabilities of the four capacities, as well as enthusiasm and a willingness to learn; perseverance, resilience and independence; responsibility and reliability; and confidence and enterprise.

### **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 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 this course to National 4 or National 5 Fashion and Textile Technology 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.

|   |
|---|
| <b>COURSE: Home Economics: Food</b>   |
| <p><b>Introductory Statement</b></p> <p>The Course focuses on health, nutritional and functional properties of food as well as developing safe, hygienic, and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. Learners learn how to prepare and cook food for themselves and others. Learners will develop an awareness of the importance of sustainability when making food choices.</p>   |
| <p><b>Aims &amp; Objectives</b></p> <p>To complete the fourth level outcomes with a range of activities.<br/> To develop knowledge and skills which stimulate and sustain an interest in and the importance of food and its impact on our lives.<br/> This course aims to provide pupils with the knowledge and skills required to progress in to either Health and Food Technology, Practical Cookery or Hospitality Skills for Work courses in S4 and beyond.</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><b>Course Content</b></p> <ul style="list-style-type: none"> <li>• To understand the role of healthy eating and physical fitness in contributing to health and wellbeing.</li> <li>• To continue to understand the importance of safe and hygienic practices.</li> <li>• 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.</li> <li>• To improve specialist skills in the preparation of food required for school, home and the future world of work.</li> <li>• To explore the properties and functions of food.</li> <li>• To design and make increasingly difficult food items.</li> </ul> |
| <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>• To make healthy food choices</li> <li>• To be able to apply critical thinking skills when evaluating products.</li> <li>• To develop skills for entering the world of work.</li> </ul>  |
| <p><b>Assessment</b></p> <p>In S3 pupils will be assessed on the Organisational Skills for Cooking Unit at level 4 for Practical Cookery and can sit and gain a pass and certification in the REHIS Elementary Food and Health course.<br/> The results of these will be used by Teachers to ensure pupils are embarking upon the correct level as they enter the Senior Phase in S4.</p>   |
| <p><b>Progression Routes</b></p> <p>Pupils will progress from Fourth Level outcomes into National 4, or National 5 in either Health and Food Technology, Practical Cookery or the Skills for Work Hospitality courses, 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>  |

|  |
|--|
| <b>COURSE: Graphic Communication</b>   |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></p> <ul style="list-style-type: none"> <li>• To develop skills in graphic communication techniques, including the use of equipment, materials and software</li> <li>• Extend and apply knowledge and understanding of graphic communication standards and protocols</li> <li>• Develop an understanding of the impact of graphic communication technologies on our environment and society.</li> </ul>   |
| <p><b>Course Content</b></p> <p><b>2D Graphic Communication:</b> 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><b>3D and Pictorial Graphic Communication:</b> 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><b>Assessment</b></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><b>Progression Routes</b></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>   |

|  |
|--|
| <b>COURSE: Practical Woodwork</b>  |
| <b>Introductory Statement</b> <p>The Course is largely workshop-based, providing a broad introduction to practical woodworking. The Course allows learners to develop practical psychomotor skills (manual dexterity and control) in a popular practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly.</p>  |
| <b>Aims &amp; Objectives</b> <p>The aims of the Course are to enable learners to develop:</p> <ul style="list-style-type: none"> <li>◆ skills in woodworking techniques</li> <li>◆ skills in measuring and marking out timber sections and sheet materials</li> <li>◆ safe working practices in workshop environments</li> <li>◆ practical creativity and problem-solving skills</li> <li>◆ knowledge of sustainability issues in a practical woodworking context</li> </ul>   |
| <b>Course Content –</b> <p>Learners will develop skills in practical woodworking. They will gain skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment. Learners will develop an appreciation of safe working practices in a workshop environment. They will also gain knowledge and understanding of sustainability issues and good practice in recycling in a practical woodworking context.</p>   |
| <b>Skills Developed</b> <ul style="list-style-type: none"> <li>◆ use of a range of woodworking tools, equipment and materials safely and correctly</li> <li>◆ reading and interpreting drawings</li> <li>◆ measuring and marking out materials in preparation for tasks</li> <li>◆ following given stages of a practical problem-solving approach to woodworking tasks</li> <li>◆ applying knowledge and understanding of safe working practices in a workshop environment</li> <li>◆ knowledge of the basic properties and uses of common woodworking materials</li> <li>◆ knowledge of sustainability issues in a practical woodworking context</li> </ul> |
| <b>Assessment</b> <p>Assessment will be based on evidence produce during lessons and own personal study.</p> <p>Practical element of the course</p> <ul style="list-style-type: none"> <li>◆ the ability to manufacture a wooden or metal item from working drawings</li> <li>◆ knowledge of a variety of woodworking and/or metalworking finishing techniques</li> <li>◆ knowledge and understanding of good practice in sustainability and recycling in a practical craft context</li> <li>• the ability to work in accordance with recognised procedures and safe working practices</li> </ul>  |
| <b>Progression Routes</b> <p>Nat 4/5 Practical Woodwork</p>  |

|  |
|--|
| <b>COURSE: Modern Languages – French</b>   |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></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"> <li>• read, listen, talk and write in French</li> <li>• understand and use French</li> <li>• apply knowledge and understanding of French</li> <li>• develop literacy skills reflecting on how French relates to English</li> </ul>  |
| <p><b>Course Content</b></p> <p>The French course is divided into four main Contexts:</p> <ul style="list-style-type: none"> <li>• <b>Society</b></li> <li>• <b>Learning</b></li> <li>• <b>Employability</b></li> <li>• <b>Culture</b></li> </ul> <p>In S3, pupils will cover the topics of <b>Family &amp; Friends</b>, <b>Healthy Living</b> and <b>Media</b> (Music, TV, film, gaming and new technologies).</p>  |
| <p><b>Skills Developed</b></p> <p>We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> <li>• building confidence in literacy</li> <li>• improving the basic core skills of Reading, Talking, Writing &amp; Listening in French</li> <li>• supporting learners to understand detailed language required to understand and use a modern language</li> <li>• developing the ability to apply grammatical knowledge and understanding</li> <li>• developing skills in working together through collaborative tasks</li> <li>• encouraging the use of a wide range of IT available</li> </ul> |
| <p><b>Assessment</b></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><b>Progression Routes</b></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>   |



|   |
|---|
| <b>COURSE: Gaelic Learners</b>  |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></p> <ul style="list-style-type: none"> <li>• Engage with and create a range of texts in different media, including the opportunities offered by IT</li> <li>• Develop an understanding of what is special and valuable about Gaelic as well as other cultures and languages.</li> </ul>   |
| <p><b>Course Content</b></p> <p>The Gaelic course is divided into four main Contexts:</p> <ul style="list-style-type: none"> <li>• <b>Society</b></li> <li>• <b>Learning</b></li> <li>• <b>Employability</b></li> <li>• <b>Culture</b></li> </ul> <p>In S3, pupils will cover the topics of <b>Family &amp; Friends</b>, <b>Healthy Living</b> and <b>Media</b> (Music, TV, film, gaming and new technologies).</p>   |
| <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>• Communicative skills: Listening, Talking, Reading, Writing</li> <li>• IT skills: Make use of Interactive slides, access Gaelic websites, create short videos.</li> <li>• Social skills: working together and building relationships.</li> <li>• Independent learning</li> </ul>   |
| <p><b>Assessment</b></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><b>Progression Routes</b></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>  |

|   |
|---|
| <b>COURSE: Modern Languages – German</b>  |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></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"> <li>• read, listen, talk and write in German</li> <li>• understand and use German</li> <li>• apply knowledge and understanding of German</li> <li>• develop literacy skills reflecting on how German relates to English</li> </ul>   |
| <p><b>Course Content</b></p> <p>The German course is divided into four main Contexts:</p> <ul style="list-style-type: none"> <li>• <b>Society</b></li> <li>• <b>Learning</b></li> <li>• <b>Employability</b></li> <li>• <b>Culture</b></li> </ul> <p>In S3, pupils will cover the topics of <b>Family &amp; Friends</b>, <b>Healthy Living</b> and <b>Media</b> (Music, TV, film, gaming and new technologies).</p>   |
| <p><b>Skills Developed</b></p> <p>We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> <li>• building confidence in literacy</li> <li>• improving the basic core skills of Reading, Talking, Writing and Listening in German</li> <li>• supporting learners to understand detailed language required to understand and use a modern language</li> <li>• developing the ability to apply grammatical knowledge and understanding</li> <li>• developing skills in working together through collaborative tasks</li> <li>• encouraging the use of a wide range of IT available</li> </ul>  |
| <p><b>Assessment</b></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><b>Progression Routes</b></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>   |

|  |
|--|
| <b>COURSE: Modern Languages – Spanish</b>  |
| <p><b>Introductory Statement</b></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><b>Aims &amp; Objectives</b></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"> <li>• read, listen, talk and write in Spanish</li> <li>• understand and use Spanish</li> <li>• apply knowledge and understanding of Spanish</li> <li>• develop literacy skills reflecting on how Spanish relates to English</li> </ul>  |
| <p><b>Course Content</b></p> <p>The Spanish course is divided into four main Contexts:</p> <ul style="list-style-type: none"> <li>• <b>Society</b></li> <li>• <b>Learning</b></li> <li>• <b>Employability</b></li> <li>• <b>Culture</b></li> </ul> <p>In S3, pupils will cover the topics of <b>Family &amp; Friends</b>, <b>Healthy Living</b> and <b>Media</b> (Music, TV, film, gaming and new technologies).</p>   |
| <p><b>Skills Developed</b></p> <p>We aim to support pupils in their development of skills for life and work by:</p> <ul style="list-style-type: none"> <li>• building confidence in literacy</li> <li>• improving the basic core skills of Reading, Talking, Writing and Listening in Spanish</li> <li>• supporting learners to understand detailed language required to understand and use a modern language</li> <li>• developing the ability to apply grammatical knowledge and understanding</li> <li>• developing skills in working together through collaborative tasks</li> <li>• encouraging the use of a wide range of IT available</li> </ul>  |
| <p><b>Assessment</b></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><b>Progression Routes</b></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:      | TITLE OF MASTERCLASS:             |
| <b>HOME ECONOMICS</b> | <b>NPA level 4 Bakery - units</b> |

#### **Learners' experiences:**

The craft bakery industry currently has a skills shortage, the public are requesting better quality and varieties of breads and flour confectionery made by traditional methods, and there is now a rise in the artisan baker and flour confectioner. Large supermarket chains have either their own in-house bakery training programme or they no longer scratch bake. It is therefore vitally important to improve sales and productivity by boosting the skills of this sector's workforce. Increasingly, to meet the growing demand of a more discerning clientele, hotels and restaurants are reverting to traditional methods of craft baking to produce their own in-house speciality breads and pastries.

#### **Outcomes of masterclass:**

The National Progression Award in Bakery aims to provide candidates with a range of bakery skills and understanding. We will aim to complete at least one of the units for this award as in 1 period per week we cannot complete the whole award.

### **S3 Achievement Masterclasses**

|  |   |
|--|---|
| NAME OF SUBJECT:<br><b><u>Art &amp; Design</u></b> | TITLE OF MASTERCLASS:<br><b><u>Exploring Ceramic Techniques</u></b> |
|--|---|

#### **Learners` experiences:**

Pupils will explore the medium of clay through a variety of introductory processes looking at ceramic hand-building techniques.

Pupils will develop confidence by applying ceramic techniques in an experimental way before producing finished 3D examples for presentation linked to a theme or stimuli.

#### **Outcomes of Masterclass (including assessment):**

Pupils will be able to use the ceramic techniques of pinch pots, coil pots and slab building to create 3D outcomes that explore texture and form using different sources of inspiration.

Decorative techniques will also be explored through application of colour and texture to add detail and interest to creative work.

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

#### **If this Masterclass allows pupils to achieve an additional award, please give details below:**

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

### **S3 Achievement Masterclasses**

|  |  |
|--|--|
| NAME OF SUBJECT:<br><br><b>Art, Design &amp; Photography</b> | TITLE OF MASTERCLASS:<br><br><b>Creative Printmaking</b> |
|--|--|

#### **Learners` experiences:**

Pupils will receive an introduction to Creative Printmaking and learn about a variety of printmaking methods that require a hands-on approach to using mixed media. Pupils will also be able to explore the materials, Media and effects of a variety of processes through experimentation. Pupils will develop confidence by applying printmaking techniques in an experimental way before producing finished prints for presentation linked to a theme or stimuli.

**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 printed products responding to different stimuli. Final prints will include a press print and a mono print. Work will include an embedded critical element discussing and analysing existing/historical designers/artist's 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 Masterclasses**

|                                    |  |
|------------------------------------|--|
| NAME OF SUBJECT:<br><b>English</b> | TITLE OF MASTERCLASS:<br><b>Creative Writing</b> |
|------------------------------------|--|

#### **Learners` experiences:**

- Learners will plan and create a range of writing types including Poetry, Short Fiction and Personal Reflective Writing.
- They will use a range of planning methods and writing from stimulus to develop ideas.
- They will consider and adapt writing for a range of audience and purposes.
- This will be a course that is designed to allow for individual creativity but also learn about developing the creative process.

#### **Outcomes of Masterclass (including assessment):**

On successful meeting of the following outcomes, students will be awarded a Unit award at SCQF Level 5 (National 5 Level):

##### **Outcome 1 Plan a piece of writing in response to a stimulus.**

###### **Performance criteria**

- (a) Plan writing linked to a stimulus.
- (b) Use an appropriate planning structure.
- (c) Use language appropriate to audience and purpose.

##### **Outcome 2 Produce a piece of personal writing.**

###### **Performance criteria**

- (a) Explore personal experiences and/or emotions in the piece of writing.
- (b) Use language and structure appropriate to genre and purpose.
- (c) Use sufficiently accurate sentence construction, spelling and punctuation.

##### **Outcome 3 Produce a piece of fictional/imaginative writing.**

###### **Performance Criteria**

- (a) Explore fictional/imaginative ideas in the piece of writing.
- (b) Use language and structure, appropriate to genre and purpose, to create impact.
- (c) Use sufficiently accurate sentence construction, spelling and punctuation.

Assessment is internally assessed through accumulation of evidence that meets the Performance Criteria. This is externally verified by SQA.

### **S3 Achievement Masterclasses**

|                  |                         |
|------------------|-------------------------|
| NAME OF SUBJECT: | TITLE OF MASTERCLASS:   |
| <b>Science</b>   | <b>Forensic Science</b> |

#### **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.



### **S3 Achievement Masterclasses**

|   |  |
|---|--|
| NAME OF SUBJECT:<br><b>Hairdressing</b> | TITLE OF MASTERCLASS:<br><b>Hairdressing</b> |
|---|--|

#### **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.

### **S3 Achievement Masterclasses**

|  |  |
|--|--|
| NAME OF SUBJECT:<br><b>Performing Arts</b> | TITLE OF MASTERCLASS:<br><b>Musical Theatre &amp; Performance skills</b> |
|--|--|

#### **Learners` experiences:**

##### **Musical Theatre Performance skills**

- ✓ Rehearsing, Staging, Performing & Recording
- ✓ Planning & Evaluating
- ✓ Working collaboratively
  
- Group Singing, Acting and Dance Performances.
- Develop characterisation skills through improvisation and role play
- Explore the importance and effectiveness of production skills in creating mood and atmosphere on stage.
- Learning Technical Theatre skills – Lighting, Live Sound, Back stage roles
- Develop knowledge of production skills e.g. costume, make-up, set and props and learn how to apply them practically
- Take responsibility for “real-life” production roles e.g. lighting, sound, costume make-up and so on.
- Actively participating in the life of the Performing Arts department

#### **Outcomes of Masterclass (including assessment):**

- ✓ Develop a Performing skills associated with the discipline of Musical Theatre
- ✓ Develop Technical skills associated with the discipline of Musical Theatre
- ✓ Develop a range of appropriate skills in voice, movement and acting
- ✓ Develop self-presentation skills
- ✓ Developing Sound Engineering Skills –Sound FXs, Live Sound capture e.g Radio mics, Recording Voice Actors, producing Audio Books/Plays. Making Movie Trailers
- ✓ Work in rehearsal and performance creatively and innovatively
- ✓ Develop self-evaluation skills, enabling professional development
- ✓ Develop the ability to work independently and in groups
- ✓ Participate in public performances

#### **How this Masterclass benefits pupils:**

Performing Arts 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. This S3 Masterclass also strives to help you to develop an appreciation of the many skills involved in the “Creative Industries”. There are many way pupils can contribute to a production, and this “hands on” training is an important part of any of our Performing Arts events. 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 Musical Theatre. This masterclass allows pupils to organise and direct their own studies and time, be effective contributors as they work as part of a group. Excellent preparation for a Core Drama or Music Performance National course in S4.

### **S3 Achievement Masterclasses**

|                         |                              |
|-------------------------|------------------------------|
| <b>NAME OF SUBJECT:</b> | <b>TITLE OF MASTERCLASS:</b> |
| Science                 | Practical Electronics        |

#### **Learners` experiences:**

Electronics, both digital and analogue, surround us in our everyday lives. From the complex circuits inside our mobile phones to the simpler circuits that control lights in our homes, we rely on electricity and electronics every day. Learners will gain the opportunity to experience the application of practical electronics to solve a variety of problems, including automatic headlights of a car and automatic temperature control. Learners will gain the opportunity to problem solve with electronic circuits, including fault finding and also develop the skill of soldering. Learners will also gain experience with digital electronics, including the use of logic gates to solve practical problems. The emphasis will be on learning skills using electronic components and building circuits. This will develop key skills that learners could apply moving forward in a variety of subject areas, including physics and engineering science.

#### **Outcomes of Masterclass (including assessment):**

- Electrical Systems: Input, Process, Output
- Electrical Components
- Series and Parallel Circuits
- Circuit Fault Finding
- Current, Voltage and Resistance
- The Transistor
- Automatic Control Circuits
- Digital Electronics

Assessment will be through the practical application of electronics knowledge to designing and building circuits to solve problems. There will be no written assessment for this masterclass.

### **S3 Achievement Masterclasses**

|  |                            |
|--|----------------------------|
| NAME OF SUBJECT:                               | TITLE OF MASTERCLASS:      |
| <b>Scottish Studies ( A range of subjects)</b> | <b>S3 Scottish Studies</b> |

#### **Learners` experiences:**

The pupils will get to experience a wide range of curricular subjects all tied into elements of scottish studies. The areas will include elements of Gaelic, Scottish Literature, history and and Scottish culture.

#### **Outcomes of Masterclass** (including assessment):

Pupils will be completing the N3 Scottish Studies. This will include a number of units that make up the N3 Scottish Studies.

#### **If this Masterclass allows pupils to achieve an additional award, please give details below:**

Besides the units that they complete, the N3 award will be the main focus of the award.

### **S3 Achievement Masterclass**

|                  |                        |
|------------------|------------------------|
| NAME OF SUBJECT: | TITLE OF MASTERCLASS:  |
| <b>P.E.</b>      | <b>Sport Education</b> |

#### **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.