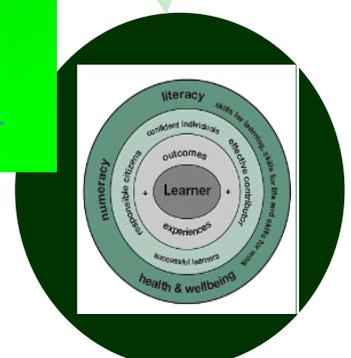
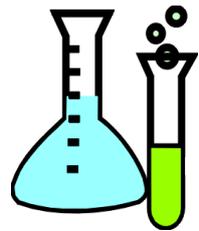
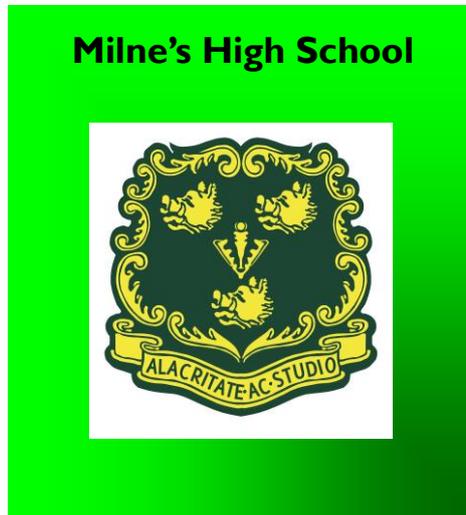


8 Curricular areas

# S3 Courses



- Expressive Arts
- Health & Wellbeing
- Languages
- Mathematics
- Religious & Moral Education
- Sciences
- Social Studies
- Technologies



## 2019/20





## S3 COURSE CONTENTS

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## **Personalisation and Choice in the Curriculum**

As your child prepares to enter S3, the final year of their Broad General Education, there is an opportunity to personalise the curriculum studied. All will continue to study English, Maths and French, together with core subjects PE, PSE and RME. In addition, one choice will be made from each of the curricular areas: Sciences, Social Subjects, Technologies and Expressive Arts. A 'free' choice will then be made to complete the curriculum.

In September an 'Indication of Choice' event takes place to enable us to establish uptake of subjects and then create 'columns' for final subject choice in December. Samples of the forms issued can be found on pages 3 and 4 and these detail the curricular areas and the school process. The 'columns' vary from year to year depending on pupil uptake.

This booklet also contains information on all available courses and we would encourage you to discuss these with your child prior to both choice events. Pupils will also have the opportunity to discuss personalisation and choice with their guidance and subject teachers but please do not hesitate to get in touch should you have any further queries.

**Please note that some courses require a fee to be paid.**

# MILNE'S HIGH SCHOOL

## Indication of Choice

### Personalisation and Choice in the S3 Broad General Education Session 2017-2018

Name:

Tutor:

Pupils follow a core curriculum in the following subjects:

English (4 periods), Maths (4 periods), French (3 periods) RME (1 period), PE (2 periods), PSE (1 period)

The remainder of the curriculum is chosen from the courses below.

#### Instructions for Completion:

Please select **one** subject from each of the boxes 1/2/3/4. Your selection in **box 5** can be **one other subject** from any of the boxes in 1/2/3/4

**Note:** Whilst every effort will be made to give pupils their first choices, this will not always be possible due to constraints of staffing and accommodation. Some courses may not run.

#### Sciences

1 Biology Chemistry Environmental Science Physics	Your choice from box 1 is
--	---------------------------

#### Social Subjects

2 Geography History Modern Studies Business	Your choice from box 2 is
--	---------------------------

#### Technologies

3 Administration & IT Graphics and Modelling HE-Bakery Skills HE-Hospitality	Physical Practical Electronics Practical Engineering Skills	Your choice from box 3 is
---	--	---------------------------

#### Expressive Arts

4 Art & Design Dance Music Physical Education	Your choice from box 4 is
--	---------------------------

#### Free Choice

5 Please choose a new subject from boxes 1,2,3 or 4	Your choice from box 5 is
---	---------------------------

Please list a further 2 'free choices' as 'back-up'

### S3 Columns 2018 – 19

Name:- .....

Tutor Group:- .....

You **must** choose **French** in one column

Please ensure you have chosen a subject from each curricular area:-

**Sciences:-** Biology, Chemistry, Physics

**Social Subjects:-** Geography, History, Modern Studies

**Technologies:-** Administration and Hospitality, Practical Engineering Skills

**Expressive Arts:-** Art & Design, Music, PE

Please select one subject from each column and write it in the space below

A Sciences	B Social Subjects	C Technologies	D Expressive Arts	E	F
<b>Periods each</b>					
Biology Chemistry Physics  <b>French</b>	Geography History  <b>French</b>	Admin & Hospitality Pract Engineering Skills	Art & Design Music PE Physics	Biology Physics PE Music	Modern Studies Chemistry  <b>French</b>
<b>My choices</b>					
A	B	C	D	E	F

# ADMINISTRATION AND IT

## Context for Learning

This is a course which allows pupils to understand how ICT is used to help organise and support activities in a work place.

Pupils will be given opportunities to use a range of ICT and work through the process of organising small-scale events e.g. a business trip.

Pupils will cover the following aspects:

- Use of Technology  
using word processing, spreadsheet, database and desk top publishing software
- Use of the Internet for Communication and Investigation  
using WWW, email, instant messaging
- Organise, Process And Communicate Information Using ICT  
Organisation and preparation of documents and presentations suitable for events

## Assessment and Progression

Pupils will be assessed by drawing on and applying the knowledge and skills they have learned during the course. Assessment will be ongoing and focus on the ability to remember and apply appropriate skills to the tasks/situations being faced with. Pupils must be able to justify the processes they have taken to solve any problem encountered.

Homework is integral part of the course and in S3 they will undertake reading and research tasks to allow them to progress with situations they are faced with.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that pupils will develop a broad range of skills throughout the course.

### Literacy

Listening  
Talking

### Numeracy

Number processes

### Employability, Enterprise and Citizenship

Employability and ICT

### Thinking Skills

Remembering, understanding and applying

# ART AND DESIGN

## **Context for Learning**

The purpose of this course is to build upon pupils' knowledge and understanding from first and second year. Pupils will learn various techniques and will explore and experiment with a range of media, using both, to convey personal thoughts, opinion and ideas. Pupils will develop a deeper understanding of the design process as they work through the different stages and will independently research the life and work of artists and designers, which will feed into and inform their practical work. Units include: Portraiture, Enterprise and Design.

## **Assessment and Progression**

We use various approaches to assessment. Pupils continuously and naturally assess their work based on the success criteria whilst working through a unit. As well as self-assessment pupils will receive quality feedback from their peers and throughout the lesson from the teacher when required. Assessment will also occur when chunks of work are complete and this is documented and fed into pupil profiles on Edict. At this stage pupils will have a one to one or small group learning conversation with teaching staff based on their learning and how they learn best. This information is also used as a self-evaluation tool to improve teaching and the learning experiences of pupils. Together we will begin to gauge levels in accordance to the Experiences and Outcomes as well as the National Benchmarks and will establish the pupil's next steps with regards to progression. The Tracking and Monitoring information collated will enable us to set pupils at the appropriate level when entering into the senior phase. All information collected through discussion and documentation will be fed into pupil's reports.

## **Skills for Learning, Skills for Life and Skills for Work**

- Exploring and experimenting with various methods and techniques, in order to convey ideas, communicate thoughts, feelings and personal opinion
- Participation in various discussion based lessons in order to challenge thoughts, perceptions, ideology, encouraging communication and high-order thinking
- Developing confidence in decision making based on the requirements of the expressive/design brief
- Generating problem solving skills by working through the design process
- Building upon leadership skills through managing group tasks and taking responsibility for allocated or chosen roles within the group, in order to make a positive and meaningful contribution

## **Literacy: Reading, Writing, Listening, Talking**

- Investigation, research and collation of the work of artists and designers
- Developing critical and analytical skills through evaluating the work of artists and designers
- Presentation activities to share information and knowledge with peers, developing leadership at all levels

## **Employability, Enterprise and Citizenship**

Pupils will develop a range of transferable skills which will assist them throughout their education, as well as in employment, such as; problem solving, decision making, creative thinking, good organisation as well as critical and reflective skills. In S3 pupils will be given the opportunity to work on an Enterprise unit to design Christmas cards. This will involve working in small design teams to generate a theme, devise a marketing strategy, design, make and sell.

## **Thinking Skills:**

- Analysing and evaluating
- Creating

Course Fees: Approximately £4.00 in the coming year

# BIOLOGY

## THE SCIENCE OF LIFE

### Context for Learning

Biology is the study of living organisms and their environment. In this course not only will pupils learn about Biology they will also gain important skills such as problem solving, practical skills, observing, making conclusions and research skills.

There are three units of study in S3:

- Interdependence and Biodiversity: Pupils will explore the diversity of living things and develop their understanding of how organisms are interrelated at local and global levels. They will also develop their understanding of how species depend upon each other and their environment for survival as well as investigating factors affecting plant growth and the impact of human population growth on the environment
- Cells and Body Systems: Pupils will develop their knowledge and understanding of the structure and function of organs of the body. Pupils will investigate the risk and impact of micro-organisms in relation to health and their uses in industrial processes. They will also have the opportunity to develop informed views on the moral and ethical implications of controversial biological procedures
- Reproduction and Inheritance: Pupils will develop their understanding of how organisms develop and pass on genetic information to the next generation. They will begin to develop their knowledge of DNA and examine ethical and moral questions arising from technological developments

### Assessment and Progression

Pupils will be assessed by drawing on, extending and applying the knowledge and skills they have gained during each unit. This will be assessed using end of topic tests, research projects and practical lessons.

Homework is an important part of the course and will be issued on a regular basis.

### Skills for Learning, Skills for Life and Skills for Work

Pupils will have the opportunity to develop a number of skills throughout the course

#### Literacy

Reading  
Writing  
Listening  
Talking

#### Employability, Enterprise and Citizenship

Problem solving skills  
Working together in a group

#### Thinking Skills

Applying knowledge  
Problem solving  
Practical skills  
Research skills

# BUSINESS

## Context for Learning

This is a course which allows students to look at the world of business from the eyes of an Entrepreneur.

Pupils will be asked to investigate different aspects of business and make decisions based on the knowledge they have learned. The end result will be the creation of a Business Plan for their business based on the activities they have undertaken.

Units studied will be:

- Which Type of Business?  
including business ownership, business sectors and pressures affecting business
- Branding of a Product  
including promotion, stakeholders and brands
- How to Produce  
including methods of production and changes in technology
- Business Success  
including business costs and finance, basic financial documents and the completion of the business plan

## Assessment and Progression

Pupils will be assessed by drawing on, extending and applying the knowledge and skills they have learned during the course. This will be assessed using end of unit tests, reports and presentations and an overall Business Plan evaluation.

Homework is integral part of the course and in S3 one piece of written work will be issued each fortnight. Pupils will also need to undertake reading and research tasks as well as reviewing and revising from their course notes.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that pupils will develop a broad range of skills throughout the course

### Literacy

Reading  
Writing  
Listening  
Talking

### Numeracy

Money

### Employability, Enterprise and Citizenship

Enterprise, employability and ICT

### Thinking Skills

Applying  
Analysing  
Evaluating

# CHEMISTRY

## **Context for Learning - Our Chemical Environment**

This is a course designed to give all pupils an awareness of the chemicals around them in their homes or that they may come across in life. Pupils will be able to establish the foundation for more advanced learning and future careers in chemistry, the sciences and the technologies. They will be able to recognise the impact chemistry makes on their lives, the lives of others, the environment and society; whilst developing a curiosity and understanding of their place in the material world.

After an introduction to the skills needed to be successful in chemistry; pupils cover three main units of Plants; Structure and Bonding; Fuels, their impact and their products. Within these units there will be a number of sub-topics. These incorporate core chemistry knowledge while developing their practical, application, research and presentation skills for use in S4. This allows pupils to apply their knowledge in the different contexts of natural dyes, the whisky industry and alternative fuels; while still having elements of breadth, challenge and personalisation of choice.

## **Assessment and Progression**

Pupils will be assessed on their knowledge, application and their skills. This will be by end of topic tests, practical investigations, research and presentations.

Homework is an integral part of the course and in S3 at least one piece of work will be issued each fortnight. Students should actively review and revise their folders every week.

## **Skills for Learning, Skills for Life and Skills for Work**

It is expected that pupils will develop a broad range of skills through the course; key skills for chemistry are: predicting, selecting, processing, analysing, and evaluating. As well as broader skills being: effective teamwork, organising work, managing time and persevering.

### **Literacy**

Reading/researching  
Presenting/listening and talking  
Report writing

### **Employability, Enterprise and Citizenship**

Citizenship

### **Thinking Skills**

Analysis and application of problems  
Application of knowledge to different situations  
Evaluation of practical work

# DANCE

## Context for Learning

S3 Dance consists of 3 units; Contemporary, Jazz and Choreography. Within these units you will be asked to develop technique in Hip Hop, Contemporary and Jazz dance before applying research skills to develop your knowledge about these genres and how they have come to be the way they are today and the choreographers involved. Within these units you will also be asked to perform a teacher choreographed piece demonstrating your ability in the genre and will be filmed throughout the year showing specific techniques to allow assessment to be done. Within the choreography unit dancers will develop their ability to create unique choreography in line with a theme of your choice. They will go through workshops to help with this process which will also be assessed. This unit will culminate in the creation of a piece of choreography by each dancer.

Written work and presentation also plays a huge part in this course with dancers analysing the work of different choreographers and reflect on their own performance throughout the course – this may be done through presentation or in essay format.

## Requirements

You will be expected to:

- Be on time and prepared for every class
- Complete all homework to the best of your ability on time
- Risk making mistakes and learn from them
- Work hard to make yourself a more confident and skilful dancer
- Manage your time appropriately
- Work on your own to complete personal work tasks
- Work in pairs or in small groups to complete tasks
- Give and receive feedback

## Skills for Learning, Skills for Life and Skills for Work

Dancers are expected to develop broad generic skills as an integral part of the learning experience. The following skills are developed in this course:

### Literacy

Listening and Talking

### Health and Wellbeing

Emotional Wellbeing

Physical Wellbeing

### Employability, Enterprise and Citizenship

Working with others

### Thinking Skills

Applying

Analysing

## Progression

Pupils who are successful in S3 will achieve a National Progression Award level 5 in Dance and may progress onto National 5 Dance in the senior phase.

# Design and Manufacture

## Context for Learning

This course has been designed to develop the essential skills required in Design and Manufacture whilst also allowing development of skills in Graphic Communication and Engineering Science. The course is designed to help learners develop and convey ideas and present information in various forms whilst the practical element allows learners to follow the complete design process through to manufacture.

The course will consist of 2 units of work:

- Unit 1: 2D Design + Practical (2 x projects) - This unit will involve pupils interpreting and producing simple 2D drawings and sketches. Learners will develop skills in design and the design process. They will develop plans for manufacture where they will acquire knowledge and understanding of manufacturing properties and processes. Following the design stage, learners will then use these designs to support them in manufacturing their project. There will be opportunity for learners to demonstrate creativity whilst also developing the key practical skills.
- Unit 2: 3D Design + Practical (2 x projects) - This unit will develop skills in 3D graphic modelling, sketching, drawing and illustration. Learners will produce simple 3D colour and pictorial designs to suit a design brief. Learners will also produce 3D promotional and pictorial displays to effectively communicate their design ideas. As with Unit 1, learners will then use their designs to support them in manufacturing their project. There will be opportunity for pupils to demonstrate creativity whilst also developing the key practical skills.

## Skill Development

- the use of graphics materials and software (Inventor, DTP) to produce high quality graphics
- design creativity in the production of design ideas to meet a given brief
- evaluate the effectiveness of designs in meeting their purpose
- develop skills when working with wood, metal and plastic
- using a range of tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- creativity in the practical tasks with some complex features
- knowledge and understanding of the properties and uses of a range of materials

## Assessment

Assessment will be in the form of homework, class tests, observation and end of session exams. The assessments will be carried out by teachers, peers and pupils themselves.

There are opportunities throughout the course for learners to gain evidence at N4 level that can be used to support progression into the Senior Phase.

## Progression

This course offers progression into National 4/5 in Design and Manufacture and Engineering Science.

# Engineering Science

## Context for Learning

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 which include climate change, medicine, IT and transport. In this course learners will be given a broad introduction to engineering, developing knowledge and problem solving skills. Learners will apply this to their own practical projects where they will use a range of materials to demonstrate working engineering concepts.

The course will consist of 4 units of work:

- Unit 1: Electronics + Practical
- Unit 2: Mechanisms + Practical
- Unit 3: Control +Practical
- Unit 4: Final Project

Unit 1 – In this unit, learners will learn the basic fundamentals of analogue and digital electronics and their application in the world around us. The focus will be on developing ability to use electronics to solve real life problems.

Unit 2 –This unit will increase awareness of the use of mechanisms and how they impact on our lives. Learners will construct a practical project that will demonstrate their knowledge of mechanisms and structures.

Unit 3 –As embedded control continues to find its way into many everyday items, this unit builds on the learners' ability to program and control items using a PIC microcontroller.

Unit 4 – Integrating engineering disciplines is a key skill and during this final project, learners will use the knowledge and skills developed during the course to create a final practical project.

## Skill Development

- understanding the relationships between engineering, maths and science
- understanding of mechanical, structural, pneumatic and electronic systems
- the ability to apply analytical, design and construction skills to solve problems
- the ability and knowledge to communicate engineering concepts
- the relevance of energy, sustainability and efficiency for engineering problems
- planning, organising and researching in a technological context
- develop skills when working with wood, metal and plastic
- using a range of tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- creativity in the practical tasks with some complex features
- knowledge and understanding of the properties and uses of a range of materials

## Assessment

Assessment will be in the form of homework, class tests, observation and end of session exams. The assessments will be carried out by teachers, peers and learners themselves.

There are opportunities throughout the course for learners to gain evidence at N4 level that can be used to support progression into the Senior Phase.

## Progression

This course offers progression into National 4/5 in Engineering Science and Design and Manufacture.

# ENGLISH

## **Context for Learning**

The course in S3 is structured to provide variety and interest, building on the skills gained in S1 and S2.

Students will:

- Continue to develop their expression in order to effectively convey strong emotions, clear opinions, vivid imagination and individual personal identity. The themes and topics that are covered include human emotions, as well as issues related to today's society
- Develop their appreciation of the richness and breadth of literary heritage and culture both within Scotland and within other cultures. This is done through a wide range of appropriately challenging multi modal texts such as novels, drama, poetry, film, websites and various media texts. Both classic and modern texts will be studied
- Examine the use of language in all its forms and apply these skills to their own work. A wide variety of activities will allow pupils to demonstrate their knowledge, creativity and critical abilities in analysis and evaluation

The course will culminate in students planning, researching and presenting a topic of their own choice which they feel has particular relevance to them and allows them to demonstrate their skills.

## **Assessment and Progression**

Assessment will take various forms: pupils will be involved in self and peer assessment as well as receiving written and oral feedback from their teacher. All forms of assessment will focus on next steps in learning and tracking of pupil progress.

Pupils will be continually building on skills that they have developed throughout S1 and S2. This is in preparation for the skills required throughout S4 and beyond.

## **Skills for Learning, Skills for Life and Skills for Work**

Literacy and English  
Health and Wellbeing  
Expressive Arts

## **Employability, Enterprise and Citizenship**

The course provides a vital means of developing language skills that will equip pupils to work effectively in a team as well as the ability to think independently and develop leadership skills.

## **Thinking Skills**

Higher Order Thinking Skills  
Analysing  
Evaluating  
Creating

# ENVIRONMENTAL SCIENCE

## Context for Learning - The science behind Environmental Issues

This is a course designed for pupils who have not yet achieved level 3 in the science experiences and outcomes. The course aims to be practical and hands-on, based around developing an understanding of Environmental Issues.

Pupils will be able to consider the impact environmental science makes on their lives, on the lives of others, on the environment, and on society, while including ethical and topical issues. This will enable pupils to become scientifically literate citizens, able to cast a critical eye over the science-based claims, which they will see in the media.

The course will cover three units:

- Living Environment: where pupils will investigate diversity by sampling different habitats; why plants are vital to sustaining life on Earth; the use of different types of chemicals in agriculture and their potential impact on the world's food production. All of this is achieved through experimental work and outdoor learning
- Earth's Resources: where pupils will investigate renewable energy sources including benefits and potential problems; formation, characteristics and uses of minerals, common rocks and soils; useful substances which can be extracted from natural resources. Again, much of this will be achieved through experimental work, such as producing, and using, natural dyes and scents
- Sustainability: where pupils will investigate the processes which may contribute to climate change; the possible impact of atmospheric change on the survival of living things; the causes and possible consequences of environmental issues, and ways to manage their impact

## Assessment and Progression

Pupils will be assessed on their knowledge and their skills. This will be by topic tests, practical investigations, research and presentations.

Homework is an integral part of the course and in S3 at least one piece of work will be issued each fortnight. Students should actively review and revise their folders every week.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that pupils will develop a broad range of skills through the course.

### Literacy

Reading/Researching  
Presenting/ Listening and Talking  
Report writing

### Employability, Enterprise and Citizenship

Citizenship

### Thinking Skills

Analysis and application of problems  
Application of knowledge to different situations  
Evaluation of practical work

# GEOGRAPHY

## Context of Learning

The aim of the course is to build upon the experiences of the S1/2 social studies course and provide pupils with the opportunity to investigate Geographical topics through fieldwork, research and classroom activities. Geography is concerned with investigating and understanding the physical and natural processes that shape and change our landscapes. Geography investigates and explains why humans can have positive and negative impacts on the planet at both a local and global scale.

The S3 course will be selected from the following units:

### Physical Environments:

- Coastal Landscapes: A study of how natural processes shape our coasts, how we use our coasts and the land use conflicts this creates.

### Human Environments:

- Our urban spaces: Investigating local urban issues and comparing them with Rio de Janeiro.
- Nigeria: A Case study of a newly industrialised country

### Global Issues:

- Forests under threat: The Amazon rainforest
- Global Health: Explore the causes and impact of disease on populations in the developing world and investigate the effectiveness of solutions.
- Extreme weather – Exploring the formation and impact of Typhoon Haiyan .

## Assessment and Progression

Pupils will be assessed by drawing on, extending and applying the knowledge and skills they have learned during the course. This will be assessed using a variety of methods such as end of topic tests, the production of fieldwork reports or ongoing assessments. Ongoing assessment will vary in its format but will always assess the ability of a pupil to “demonstrate an understanding” of what is being studied.

Pupils should actively review and revise their folders every week.

## Skills for Learning, Skills for Life and Skills for Work

Geography provides a context for the development of a wide range of learning and social skills. The interpretation and compilation of data and diagrams (including maps) as well as the use of statistical testing are integral components of subject. Geography provides stimulus to learning through practical activities, including fieldwork investigations. A joint Geography and Maths fieldwork study at Spey Bay facilitates the collection of real world data that can be used to support numeracy in both subjects. Such activities provide opportunities for the fostering of social skills through working with others.

**Literacy:** Reading, Listening, Writing and Talking

**Numeracy:** Data and Analysis, Measurement, Fractions, Decimals and Percentages

**Employability, Enterprise and Citizenship:** Citizenship

## Thinking Skills

Creating  
Evaluating  
Analysing  
Understanding  
Applying  
Knowledge

# HISTORY

## Context for Learning

*'Those who do not learn from history are doomed to repeat it' George Santayana*

History is not all about memorising facts and dates it is about learning different skills. Developing the ability to think, using sources and evidence and about giving explanations.

There are three units of study in S3:

- Historical Study - Scottish  
The Jacobites from the reign of King James until after the '45
- Historical Study - British  
The extension of the franchise, women and the vote
- Historical Study - Europe and the World  
The First World War, the causes, the impact at home and in the rest of the world and its resolution.

## Assessment and Progression

Pupils will be assessed by drawing on, extending and applying the knowledge and skills they have learned during the course. This will be assessed using end of unit tests, extended essays and evidence of source evaluation. History and Modern Studies use common answer frames to allow transition between the subjects.

Homework is an integral part of the course and in S3 at least one piece of written work will be issued each fortnight. All tasks and feedback will be issued on Show My Homework, to allow parents to access it.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that students will develop a broad range of skills through the course. This course will allow students to specialise in the skills required for National level History. The key skills we will look to build this year are:

- Describing
- Explaining
- Evaluating the importance of different factors
- Evaluating the usefulness of sources
- Comparing views from sources
- Analysing the limits of sources

### Literacy

Reading  
Writing  
Listening  
Talking

### Employability, Enterprise and Citizenship

Citizenship

### Thinking Skills

Applying  
Analysing  
Evaluating

# HOME ECONOMICS HOSPITALITY

## Context for Learning

The purpose of this one year course is to develop practical cookery skills and knowledge of food and ingredients. Pupils will have the opportunity to prepare and cook a range of dishes to improve their knowledge of food preparation techniques and cookery processes. Pupils will learn about the ingredients they use and will use this knowledge to make and adapt recipes.

Pupils will be asked to use their knowledge and skills to plan and prepare meals for specific individuals. They will also be required to work effectively as part of a team to plan and deliver events.

Safe and hygienic practices in the kitchen will continue to be studied and pupils will have the opportunity to sit the workplace recognised Rehis certificate – ‘Elementary Food Hygiene’

## Assessment

Teacher, self and peer assessment will inform progress.

REHIS Elementary Food Hygiene certificate – multiple choice exam

## Health and Wellbeing

Knowledge of ingredients

Dietary Needs

Safe, hygienic practices

Balanced menus

Practical food activities

## Technology

Problem solving

Creativity

Use of IT

## Literacy

Listening

Reading

Writing

## Numeracy

Data analysis

Time management

Costing

## Skills for Learning, Skills for Life and Skills for Work

Numerous opportunities

## Employability, Enterprise and Citizenship

Event management, team work, roles of responsibility, school and community events

## Thinking Skills

Remembering

Applying

Creating

Understanding

Analysing

Evaluating

## Progression

Hospitality Courses are available at National 4 and National 5.

**Course Fees:** Approximately £30.00 in the coming year.

# MATHEMATICS

*“To face the challenges of the 21<sup>st</sup> century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.”*

*Building the Curriculum 1*

## Context for Learning

Mathematics is important in our everyday life and in S3 we will further develop the mathematical skills used in S1 and S2. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways.

The S3 course is differentiated according to ability and follows two course outlines:

<u>Outline A</u>	<u>Outline B</u>
<ul style="list-style-type: none"> <li>• <u>Expressions and Formulae</u> Pupils will work with simplification of expressions and evaluation of expressions and formulae covering aspects of algebra and geometry.</li> <li>• <u>Relationships</u> Pupils will work with straightforward relationships in algebra, geometry, trigonometry and statistics.</li> <li>• <u>Numeracy</u> Pupils will develop numerical skills in number processes and information handling in order to solve problems and make informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Shape, Space and Measure</u> Pupils will work with area and perimeter of various 2D shapes, volume and surface area of 3D shapes, compass points and direction, scale drawings, angles and SDT.</li> <li>• <u>Managing Money and Data</u> Pupils will work on different aspects of managing money (including currencies, budgeting, determining the best deal) and will develop an understating of statistics and its application.</li> <li>• <u>Numeracy</u> Pupils will develop numerical skills in number processes and information handling in order to solve problems and make informed decisions.</li> </ul>

## Assessment and Progression

The course content and skills developed will be assessed in a variety of ways throughout S3. There will be a mixture of formal assessments (with extension questions), projects and investigations, holistic assessments as well as ongoing formative assessment.

At the end of S3 pupils will progress into either National 3 Applications of Mathematics, National 4 Maths, National 4+ Maths or National 5 Maths. The appropriate progression will be recommended by the class teacher.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that pupils will develop a broad range of skills throughout the course including, operational, numeracy and reasoning skills.

### Literacy

Reading  
Writing  
Listening  
Talking

### Numeracy

Number processes  
Time  
Money  
Measure  
Data and analysis

### Thinking Skills

Applying  
Analysing  
Evaluating

## MODERN LANGUAGES

### **Context for Learning**

Learning a language encourages young people to broaden their horizons as they continue to develop both their language skills and their knowledge of other countries and their cultures. In S3, pupils will build on their knowledge of French and they will continue to develop their skills in reading, writing, talking and listening. As the year progresses, they will be introduced to longer, more detailed and more complicated written and spoken texts and they will be encouraged to develop their own spoken and written French with a wider variety of vocabulary and language structures. In S3 pupils will cover a range of topics including past holidays, relationships with family and friends, a comparison between town and country life and immigration. In addition, pupils will collaborate with Visit Scotland to create an advert in French promoting an aspect of Scottish life or culture of their choice. S3 pupils will also research a European city that interests them and look at some cultural aspects of life in a French speaking country, including films and songs. Throughout the year, pupils will engage in lots of different interactive activities in class to enable them to build up their language skills whilst having fun and enjoying their learning.

### **Assessment and Progression**

Assessment is ongoing throughout the year. Pupils are given regular opportunities to assess their own and their peers' work against 2 different levels of success criteria and identify the next steps they need to take to make progress. In French, each of the 4 skills (reading, writing, talking and listening) are formally assessed throughout the year. Progress is then discussed and next steps agreed during one-to-one learning conversations with the teacher. Pupils record their progress and next steps in their online profile. Pupils will be given the opportunity to achieve all, or parts of, a National 4 award in French during S3 and, if they are successful, they will be presented for this award at the end of S4.

### **Literacy**

Pupils develop their literacy skills through writing and talking in French and through their reading and listening comprehension work which is done in English.

### **Employability, Enterprise and Citizenship**

Knowledge of a foreign language is of immense benefit to pupils in terms of their future employability. Pupils also demonstrate enterprise whilst developing their skills for work through their collaboration with Visit Scotland and citizenship through the very topical unit on immigration.

# MODERN STUDIES

## Context for Learning

The aim of the course is to engage pupils as active and informed members of society; it will help pupils to develop a greater understanding of democratic, political, social and economic issues in Scotland, Britain and the wider world.

The S3 Modern Studies course is built around looking at the same key features of 3 different world powers; the USA, China and the United Kingdom. The key themes are:

- Development of a modern state
- Political Ideology: The core beliefs of the USA, China and the UK
- Political Systems and Participation
- Human Rights Issues
- Social and Economic Inequalities
- Power and Influence on the Rest of the World

## Assessment and Progression

Pupils will be assessed through a mixture of formal assessment and class project work. Each assessment will be based on a particular skill required at National level, and will be reassessed in all three topics to allow progression and challenge for all pupils. History and Modern Studies use common answer frames to allow transition between the subjects.

Homework is an integral part of the course and in S3 at least one piece of written work will be issued each fortnight. All tasks and feedback will be issued on Show My Homework, to allow parents to access it.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that pupils will develop a broad range of skills through the course. It is expected that students will develop a broad range of skills through the course. This course will allow students to specialise in the skills required for National level MS. The key skills we will look to build this year are:

- Researching
- Remembering (revision technique)
- Describing
- Explaining
- Forming conclusions from sources
- Evaluating sources

### Literacy

Reading

Writing

Listening and Talking

### Numeracy

Statistics and data handling

### Employability, enterprise and citizenship

Citizenship

### Thinking Skills

Applying

Analysing and Evaluating

# MUSIC

## Context for Learning

The music course comprises of 3 elements – Presenting (performing on two instruments), Creating (composing) and Evaluating and Appreciating Music (listening, recording and evaluating progress of own and others work).

- Presenting: Pupils will develop their performing skills on two instruments of their own choice which includes voice. They will develop the ability to play confidently and accurately, maintain musical flow and use performance directions, simple music signs, symbols and concepts.
- Creating: Pupils will use knowledge of music styles and concepts when composing music and will explore, experiment with and apply compositional techniques in imaginative ways. Pupils will reflect on their own creative choices and decisions and those of others.
- Evaluating and Appreciating Music: Through listening to and playing a variety of musical styles, pupils will develop an understanding of the things that influence composers and their work. They will learn about the concepts and compositional techniques associated with particular genres of music.

Topics Covered:

- Jazz and Blues
- Scottish Music
- Instrumental Music
- Song Writing

## Assessment and Progression

Pupils will undertake continuous self and peer assessment with formal assessments at the end of each unit. Performances and compositions will be recorded for assessment and evaluation. There will be a listening assessment at the end of each unit to assess knowledge and understanding of different styles of music and concepts studied. The course will provide a natural progression to National 4 and 5.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that pupils will develop a broad range of skills through the course which will help to prepare them for the life of work including improved communication, creative thinking, organizational skills and confidence

# PERSONAL AND SOCIAL EDUCATION

## Context for Learning

- Pupils will explore relationships, substance misuse, mental, emotional and physical wellbeing through unfamiliar/different contexts
- An opportunity will exist to all pupils to attend a residential
- Pupils will produce an e-portfolio which gives a snapshot of the young person's skills, achievements and progress at the end of S3 as he/she moves from a broad general education into learning pathways within the senior phase

There are six units of study in S3

- Sexual Health and Relationships
- Mental Health – Troubled Minds
- Parenting – A Job for Life
- Target Setting
- Substance Misuse – Drugs in Society
- S3 Profiling

## Assessment and Progression

Pupils will be assessed by drawing on, extending and applying the knowledge and skills they have learned during the course. This will be assessed using various methods including research, presentations, group work, discussions and written tasks.

## Skills for Learning, Skills for Life and Skills for Work

It is expected that students will develop a broad range of skills through the course

### Literacy

Reading  
Writing  
Listening  
Talking

### Citizenship

### Thinking Skills

Applying  
Analysing  
Evaluating

# PHYSICAL EDUCATION IMPROVING PERFORMANCE

## Context for Learning

This course is mainly focused on practical work and improving personal performance in a range of different activities. The theory is based around the Cycle of Analysis when pupils will be involved in gathering information, analysing information, planning improvement and reviewing performance. Pupils will refine existing skills and develop new skills and tactics to apply in full performance situations. The course also involves consideration of aspects of fitness and training methods appropriate for improving performance. This course will be tailored around the strengths and interests of the class members.

## Assessment and Progression

- Practical performance will be assessed throughout the course by the class teacher
- Skills involved in the Cycle of Analysis will be assessed through completion of a project in an activity of their choice
- Evidence will be the practical demonstration of an improvement plan and completion of a log book
- Successful completion of this course should lead to a smooth progression to study PE in greater depth in National 4 and National 5 courses or the Level 4 Sports Leadership Course

## Literacy

Listening  
Talking  
Reading  
Writing

## Numeracy

Interpreting information, discussing the validity of information

## Health and Wellbeing

Satisfaction of personal improvement, team working, sportsmanship and etiquette lead to positive mental, emotional and social health discussions and awareness. Regular physical activity will assist in providing physical health benefits.

## Skills for Learning, Skills for Life and Skills for Work

The cycle of analysis involves skills which can be transferred to other areas of learning, many real life situations and the work place.

## Employability

The course promotes positive thinking skills for cooperative and independent working.

## Thinking Skills

Remembering  
Understanding  
Applying  
Analysing  
Evaluating  
Creating

# PHYSICAL EDUCATION CORE

## **Context for Learning**

This course aims to continue the development of Physical Competencies, Physical Fitness, Personal Qualities and Cognitive Skills within the context of a variety of sports and activities. Practical skills can be refined and applied to full performance situations. The focus is on enjoyment of challenging tasks, recreational activity and the opportunity to compete. Through the process of creating a personal fitness plan, pupils will develop their awareness of the health benefits of regular exercise. Pupils will be given the opportunity to develop leadership and evaluating skills through set challenges and group work, as well as taking different roles such as officials, scorekeepers or team captains. To allow for personalisation, pupils will be offered a restricted choice within each block.

## **Assessment and Progression**

- There will be no formal or written assessment in this course
- Achievement and progress will be recorded by the class teacher
- Pupils will gather evidence of work through video analysis, self and peer evaluation. Evidence of achievements and targets will be recorded in a personal profile

Effective contribution and a positive work attitude in all activities would be a satisfactory base to lead on to studying PE in greater depth in National 4 and National 5 courses or the Level 4 Sports Leadership Course.

## **Literacy**

Listening and talking - giving and receiving feedback, officiating duties, leading groups and teams.

## **Health and Wellbeing**

Sports and fitness work are excellent contexts to develop understanding of a healthy balanced lifestyle and how participation in activities can have mental, social and emotional benefits as well as physical.

## **Skills for Learning, Skills for Life and Skills for Work**

Leadership skills and tasks allow pupils to develop decision – making, responsibility and communication skills that will be used frequently in other areas of life. Evaluation of performance transfers to effective practice in the work place.

## **Employability**

An understanding of leading a well-balanced life and recognition of mental, emotional and physical wellbeing is an important characteristic of a good employee, or employer, of the future.

## **Thinking Skills**

Applying  
Evaluating  
Creating  
Understanding

# PHYSICS

## Context for Learning

The course provides a broad practical introduction to Physics. It will be of value in providing an informed view of the impact of Physics to many pupils, and particularly beneficial to those considering a career or further study in Physics, Engineering and related disciplines.

Units:

- Forces and Space: Speed, acceleration, forces, transport safety, floating and sinking, the Kinetic Model of gases, the Universe its observation and exploration
- Waves and Technology: Sound engineering and its uses, how new applications impact on modern life
- Electricity and Energy Sources: Current, voltage and resistance in practical situations, electromagnets and their uses, energy sources their risks and benefits, critically analyse and develop an informed argument

## Assessment and Progression

Pupils will be assessed formatively in class and through homework assignments. Summative assessment of knowledge, understanding and problem solving skills will take the form of end of unit written tests. Practical skills will be assessed by planning, carrying out and reporting on practical investigations. This course will provide a solid base and even progression towards the courses in National 4 and 5 Physics.

## Skills for learning, Skills for Life and Skills for Work

As a result of following the course, pupils should acquire:

- knowledge and understanding of facts and ideas, techniques and the applications of physics in society;
- skill in applying their knowledge and understanding to problem solving
- scientific enquiry skills associated with investigations in physics;
- positive attitudes such as being open-minded and willing to recognise alternative points of view, prepared to show initiative and accept responsibility, interested in physics, in themselves and in their environment, and aware that they can take decisions which affect the well-being of themselves and others and the quality of their environment.

# RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

## Context for Learning

This course will continue to develop pupils' belief and values through their understanding of the diversity of religions in Scotland and the world. As pupils participate in class activities they will continue to develop skills such as reflection, evaluation and analysis, all of which can be transferred to other subjects.

There are three planned learning experiences:

- Morality and Conflict  
Pupils learn about and discuss many of the moral issues that arise within an area of modern society. Topics for investigation include the causes and consequences of war, and the use of weapons of mass destruction. They have the opportunity to share and develop their views on these issues in class discussions and group work. Pupils will study a range of religious and non-religious arguments raised regarding what military tactics should and should not be allowed in the world
- Islam  
In this unit, pupils will develop their knowledge of Islam as a world religion. Pupils begin by focusing on the person of Muhammad, looking at his life, teachings and importance within the Muslim faith. They investigate the origins of the faith and discuss different views on some of the miraculous events surrounding early Islam. Pupils also learn about Muslim symbols, festivals, and the various ways the religion is practiced today
- Investigation  
Pupils will have the opportunity to research and produce a report on one topic of their choice related to Religion, Morality or Philosophy. This will help prepare them for the assignment aspect of many National 4, 5 and Higher Courses

## Assessment and Progression

Pupils will do work towards a National 4 or 5 World Religion unit credit during S3. This will be completed at the start of S4. Assessment takes place throughout the year with work being submitted, marked and returned. Informal assessment and discussion of strengths and next steps takes place as a natural part of most lessons. Pupils can elect to enter the National 5 Religious, Moral and Philosophical Studies course or National 5 Philosophy in fourth year.

## Skills for learning, skills for life and skills for work

Pupils will develop skills such as communication skills, cooperating with others and respecting others' beliefs and opinions.

### Literacy

Reading  
Writing  
Listening  
Talking

### Employability, enterprise and citizenship

Citizenship

### Thinking Skills

Analysing  
Evaluating  
Reflecting  
Creating