

# BANCHORY ACADEMY



**S2 → S3**  
**CURRICULUM**  
**OPTIONS GUIDE**

**SESSION 2018 - 2019**

# BANCHORY ACADEMY

The National 3-18 Curriculum for Excellence aims to ensure that all young people develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

Our aim at Banchory Academy is to provide all pupils with high quality learning experiences within a broad and balanced framework. This is supported by our commitment to provide an effective and appropriate curriculum for every pupil. The purpose of the curriculum is to help pupils develop their abilities in the four capacities as successful learners, confident individuals, responsible citizens and effective contributors. This is achieved through learning outcomes and experiences which are designed to enable pupils to progress in their knowledge and achievements, to be challenged and involved, to select a broad range of learning contexts and to be engaged in learning which is and will be relevant to their life and to achieve and attain to their full potential.

To ensure pupils experience the full range of opportunities, Curriculum for Excellence is organised around eight curricular areas which are key to ensuring that learning takes place across a broad range of contexts and to offering a way of grouping the experiences and outcomes under recognisable headings. The curriculum areas for the S1-S3 broad general experience are:

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

The S2 → S3 curriculum transition allows increased opportunities for personalisation and choice within the context of the eight curricular areas. This enhanced flexibility will help to meet the needs of individual pupils whilst promoting learning, providing pace and progression and enhancing motivation.

This Curriculum Options Guide has been compiled to assist you and your child in considering the options you wish to select for S3. Information about each option, learning and teaching approaches, assessment and homework is included to help you to make an informed choice. Also included is information about the new qualifications structure.

## **S2 → S3 TRANSITION - SUPPORT FOR PARENTS/GUARDIANS**

On **25<sup>th</sup> January**, the S2 Parents' Evening took place, at which you had the opportunity of meeting the subject teachers. This will be followed on **7<sup>th</sup> February** by a parents' information meeting, which will help to explain the process of S2→S3 transition.

This booklet guides you through the curricular structure for S3.

Should you have any queries or problems regarding your child's S3 curriculum subsequent to the issue of the options sheet, we would urge you to contact the Guidance Staff and make an appointment to discuss the matter.

Completed course choice option forms should be returned either at registration or to the school reception by **Wednesday 21<sup>st</sup> February**.

## **S2 → S3 TRANSITION – SUPPORT FOR PUPILS**

Prior to the completion of the S3 curricular options form, pupils will follow a programme in PSE, designed to assist them in making well-considered curricular options. Guidance staff will be available throughout the process to discuss options and support the choice process.

### **WHAT WILL THE S3 CURRICULUM CONSIST OF?**

All pupils will be required to undertake a programme in S3 which includes:

1. Core Courses in **ENGLISH and MATHEMATICS**
2. Courses in **Core PE** and **Personal, Social & Health Education** which promote Health and Wellbeing.
3. A course in **Religious, Moral and Philosophical Studies (Core RMPS)**.
4. **One course each** to be selected from the options listed in each of these five curriculum areas:
5. **LANGUAGE**  
**SCIENCE**  
**SOCIAL STUDIES**  
**EXPRESSIVE ARTS**  
**TECHNOLOGIES**
6. Personalisation and choice by opting for a **further 3 options** from the subjects below. **Spanish** could be studied as a second foreign language. **Religious, Moral and Philosophical Studies (RMPS)** can be studied as an option in addition to Core RMPS. **Physical Education (PE)** can be studied as an option in addition to Core PE.

#### **Social Studies**

Business Management  
Geography  
History  
Modern Studies

#### **Sciences**

Biology  
Chemistry  
Physics

#### **Modern Language**

Spanish (as additional  
if French taken as core)

#### **Technologies**

Administration and IT  
Computing Science  
Design & Manufacture  
Graphic Communication  
Hospitality

#### **Expressive Arts**

Art & Design  
Drama  
Music

#### **Health & Wellbeing**

Physical Education

#### **Religious and Moral Education**

RMPS

## SUMMARY OF S3 CURRICULUM STRUCTURE

Curriculum for All	Option 1	Option 2	Option 3
English (5) Mathematics (5) PE (2) RE (1) SE (1) Language Option (2) Science Option (2) Social Studies Option(2) Expressive Art Option (2) Technology Option (2)	2 periods	2 periods	2 periods

### Additional Notes

- While every attempt will be made to satisfy individual choice **not all subject combinations may be possible and, where there is insufficient uptake, a course may not run. In addition where there is a particularly high uptake of any subject we may not have the subject staff, or in some cases sufficient specialist rooms to create classes to accommodate every pupils choice.** All pupils will be seen by Guidance Staff to discuss curricular options and where necessary they will advise on alternative choices should any of the above circumstances arise.
- It should also be pointed out that there is a chance that a subject, which runs in S3, may not be able to subsequently run in S4.
- For some pupils a full curriculum may be too demanding and on an individual basis this may be modified as appropriate. This is important to ensure that we include all pupils' educational needs in accessing and benefiting from an appropriate curriculum.
- Further advice is always available from the school. Please do not hesitate to contact us. Information is also available on the following websites

[www.educationcotland.org.uk](http://www.educationcotland.org.uk)

[www.educationcotland.org.uk/parentzone](http://www.educationcotland.org.uk/parentzone)

[www.sqa.org.uk](http://www.sqa.org.uk)

[www.banchoryacademy.co.uk](http://www.banchoryacademy.co.uk) (Parent Section – Curriculum for Excellence Explained page)

## Qualifications Structure

The table below relates the new National qualifications to the former Standard Grade, Intermediate and Higher qualifications structure.

<b>Current National Qualification</b>	<b>Replaced in</b>	<b>Previous National Qualification</b>
National 3	2014	Access 3 + Standard Grade Foundation level
National 4	2014	Standard Grade General level/Intermediate 1
National 5	2014	Standard Grade Credit level/Intermediate 2
Higher (revised) National 6	2015	Higher
Advanced Higher (revised) National 7	2016	Advanced Higher

There will be a degree of specialism as pupils progress to the Senior Phase (S4-S6). In S4 there will be a continued emphasis on providing pupils with opportunities to develop skills for learning, skills for work and skills for life. Pupils returning to S5 and S6 will be able to choose from a range of courses leading to National Qualifications at National 5 and Higher as well as Advanced Higher in S6.

**Should you require any further details about any aspect of subject choice or examinations, please contact your child's Guidance Teacher, in the first instance.**

# LANGUAGES

# ENGLISH

## **AIMS OF THE COURSE**

Pupils in S3 will be working on a course which provides learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language.

## **COURSE CONTENT**

Building on literacy skills, the course develops understanding of the complexities of language, including the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language. The course is structured around three thematic contexts which encourage cross-curricular links and allow for personalisation and choice.

## **LEARNING AND TEACHING**

Learners develop these skills at different rates and will thus be divided into classes according to their ability and learning needs. A variety of teaching styles will be used: whole class teaching, paired, group work and individual tasks.

## **ASSESSMENT PATTERN**

Learners will be assessed through 3 thematic contexts for learning which will focus on the key skills:

Writing and Talking

Reading and Listening

## **HOMEWORK REQUIREMENTS**

Homework is set every week. It may take the form of reading or watching the class text; planning or completing a written task started in class; preparing for an individual talk, presentation or assignment; researching a context for learning. On a weekly basis, pupils are also expected to go over work completed in class and broaden their personal reading to a range of texts including quality journalism

## **MODERN LANGUAGES**

- **FRENCH**
- **SPANISH**
- **SPANISH AS A SECOND MODERN LANGUAGE**
- **Languages for Life and Work**

### **AIMS OF THE COURSE**

Curriculum for Excellence recognises that the ability to use language lies at the centre of thinking and learning as learners reflect, communicate and develop ideas through language. Through their foreign language learning experiences at Banchory Academy, pupils will have the opportunity to deepen their understanding of their own language whilst appreciating the differences between languages at the same time.

Our courses also aim to raise awareness of other cultures and encourage pupils to widen their horizons by reflecting on their own culture and by thinking about other perspectives, understanding their important role as global citizens in an international, multi-lingual world.

Through a variety of learning experiences, pupils will have the opportunity to build on their prior language learning to develop the high level of skills in listening and talking, reading and writing, which are essential for learning, work and life. In addition, we aim to enhance pupils' understanding of how language works.

### **COURSE CONTENT**

Our courses enable pupils to develop the skills necessary to use language successfully in order to express their ideas and opinions on issues of interest to them. We continue to equip pupils with the language and skills to cope in practical situations as confident individuals in the foreign country. They will be encouraged to reflect on how their foreign language learning links to their own first language and develop their skills in understanding and using a modern language. Pupils will study a variety of topics relating, for example, to the society they live in, other cultures and citizenship. Their experiences will allow them to deepen their understanding of grammar and vocabulary on a range of topics. Building on the four capacities of Curriculum for Excellence, the courses enable learners to be critical thinkers, develop cultural awareness and be creative.

As an alternative to the individual language courses we are offering a Modern Languages for Life and Work course. This enables learners to experience everyday language at a practical level in a selection of languages, such as French, Spanish, Italian or German and to communicate with confidence in areas such as ordering food and drink, getting around, shopping and looking for work. This course will also link to broader project topics, such as foreign language film and a project with an employer to develop our young workforce.



## **LEARNING AND TEACHING**

The courses are delivered using a variety of learning and teaching approaches in order to maximise progress in all four skills by engaging our pupils to be active participants in enjoyable, motivating learning environments. They will encounter a wide range of different types of texts in different media including reading authentic texts, newspaper articles, magazines and various websites and software. Pupils will prepare and deliver presentations, practise speaking and listening using digital audio, work together in groups and be encouraged to take responsibility for their own learning. Formative assessment and active learning continue to be integral to classroom teaching.

## **ASSESSMENT PATTERN**

The skills of reading, listening, talking and writing are assessed through a variety of activities.

## **HOMEWORK REQUIREMENTS**

Regular homework will be set including the learning and revising of new vocabulary and phrases as well as a variety of tasks to practise pupils' language skills to consolidate classroom learning. Pupils may be required to undertake research tasks, create posters/leaflets and should be encouraged to use recommended websites to practise their language skills further at home.

# **MATHEMATICS**

# MATHEMATICS

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions.

## AIMS OF THE COURSE

The courses are designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

Operational skills in algebra, geometry, trigonometry and statistics

Reasoning skills of investigation, problem solving, analysis and modelling

Numeracy skills in number processes and information handling

## COURSE CONTENT

Course outlines are available on the school website

### **Mathematics: Expressions and Formulae**

This covers simplification of expressions and evaluation of formulae covering aspects of algebra and geometry.

### **Mathematics: Relationships**

This covers straightforward relationships in algebra, geometry, trigonometry and statistics. Pupils will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions.

### **Numeracy**

This will allow learners to develop numerical skills in number processes and information handling in order to solve problems and to make informed decisions.

## LEARNING AND TEACHING

Pupils develop these skills at different rates and will thus be divided into classes according to their ability and learning needs. A variety of approaches will be used including direct teaching and investigation. Pupils will have the opportunity to work individually as well as in pairs or groups. The main resource will be textbooks; pupils will also use worksheets and ICT resources.

## ASSESSMENT PATTERN

Formal assessments will take place roughly once each term. These tests will assess breadth, depth and challenge as well as core skills. Pupils' classwork and homework will be used to assess and review progress.

## HOMEWORK REQUIREMENTS

Pupils will be expected to spend at least 1 hour each week on homework. Homework will take a variety of forms. Pupils may be asked to finish off an exercise that they were working on in class in order to get sufficient practice. Homework might be set at the start of a piece of work to help the teacher establish the best starting point for a class. Pupils might be set revision or asked to research a topic.

**SCIENCES**

## **Science Courses at Banchory Academy**

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required by society. It is also important that everyone has an informed view of science.

Science courses offer learners opportunities to develop and extend a range of skills. Skills pertaining to different areas, common to all science subjects, are required. The skills specific to this curricular area are also skills for learning, life and work. The science skills areas are:

- Knowledge and understanding skills
- Problem solving skills
- Inquiry and investigative skills
- Analytical thinking skills

The courses will build upon the skills and knowledge and provide seamless progression from the science experiences and outcomes covered in S1 and S2. In addition, cross-curricular skills will be delivered through Science courses alongside skills which are more specific to sciences. These skills are developed in specific contexts; at the same time learners will develop a growing scientific knowledge, understanding and awareness. The courses enable pupils to acquire skills and develop confidence to embrace and understand and use science now and in the future, at home and in the wider community.

### **Science Courses**

- Biology
- Chemistry
- Physics
- Science

The S3 Science courses allow pupils to specialise in any or all of the three discrete subjects. Pupils will have the opportunity to deepen their scientific knowledge within the broad general phase in preparation for the Senior Phase.

# **BIOLOGY**

Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

## **AIMS OF THE COURSE**

The course develops scientific understanding of biological issues and aims to generate enthusiasm for biology by developing learners' interests with an emphasis on practical activities.

## **COURSE CONTENT**

- **Cell Biology**

This unit will explore cells – the basic units of all living things – finding out more about their structure, processes that take place within them and how cells can be used. The main areas include cell division, therapeutic uses of cells, cancer, DNA, genes and chromosomes, enzymes and microorganisms.

- **Multicellular Organisms**

This unit includes the study of plants and animals through areas such as reproduction, growth and development and inheritance. This topic also looks at some of the mechanisms by which the human body regulates itself. Pupils will be able to propagate plants and appreciate their importance and commercial uses.

- **Life on Earth**

This unit examines the environment by studying topics on world ecosystems, food chains, food webs and sampling techniques through fieldwork. Other areas covered in this unit include biodiversity and the effects of increasing population on our environment. The last section looks at aspects of learned behaviour in relation to species survival.

## **LEARNING AND TEACHING**

A variety of methods is used, including class teaching, project work, various practical activities, problem-solving exercises, tutorials in small groups, videos and discussion.

## **ASSESSMENT PATTERN**

Each topic will be assessed through an end of topic test.

## **HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

# CHEMISTRY

## AIMS OF THE COURSE

We aim to show how Chemistry contributes to the quality of everyday life. Food, clothes and the environment are the results of Chemistry in action. Chemists search for better fuels, fight corrosion and develop and improve substances to help crops grow, produce plastics and other useful materials. Chemistry is about what things are made of and how we can change them.

Why do some changes result in new substances? Where do these materials come from? When you study Chemistry you will find out the answers to these questions.

## COURSE CONTENT

- **Rates of Reaction**

In this topic pupils will develop their understanding of chemical reactions, carrying out a range of practical activities to be able to calculate average rates of reactions.

- **Atomic, Structure and the Periodic Table**

Pupils will learn the basics of atomic theory looking at protons, neutrons and electrons. Pupils will see how the periodic table is constructed and how trends and patterns can be observed. Finally pupils will learn how to write formula for simple and complex substances.

- **Energy from Fuels**

Pupils will develop their understanding of the chemistry of fuels, from how fossil fuels are formed in the earth's crust to what materials can be made from the products of fractional distillation. Alternatives to fossil fuels are explored through a group research project.

- **Acids and Bases**

Pupils will develop on their understanding from S2, learning how to identify acids and bases using indicators. Pupils will look at the four fundamental reactions of acids through practical work before applying their formula writing skills to these reactions.

## LEARNING AND TEACHING

A variety of methods is used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion.

Pupils work in pairs when doing practical activities. A range of skills are developed in the Chemistry course, with particular emphasis on practical work.

## ASSESSMENT PATTERN

Each topic will be assessed through an end of topic test.

## HOMEWORK REQUIREMENTS

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

# PHYSICS

## AIMS OF THE COURSE

Physics provides pupils with an insight into the underlying nature of our world and its place in the universe. From the study of the electrical and heat energy used in our society, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

Advances in physics mean that our view of what is possible is continually being updated. This course enables learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

## COURSE CONTENT

- **On the Move**  
Pupils will learn about the motion of objects, how this is measured and represented. The concepts of average and instantaneous speed will be introduced.
- **Introduction to Waves**  
In this topic pupils will learn about wave characteristics with particular emphasis sound waves.
- **Introduction to Electricity**  
Pupils will learn about measurement of current, voltage and resistance. They will study the relationship between current and voltage in a resistor, focussing on series circuits.
- **Introduction to Radiation**  
Pupils will be introduced to the 3 types of nuclear radiation. They will learn about the many uses of nuclear radiation in the modern world, from medicine to industry. They will also consider aspects of Radiation safety.
- **Kinetic Theory**  
An empirical introduction to the relationship between pressure, force and area builds into concepts of liquid pressure and gas pressure. A descriptive model of the Kinetic Theory lays the groundwork for understanding the Gas Laws.
- **Newton's Laws**  
Earlier work on speed is developed into a description of acceleration. This leads to a study of forces (balanced and unbalanced) and Newton's 1<sup>st</sup> and 2<sup>nd</sup> Laws.
- **Space Exploration and Satellites**  
Satellite technology and space exploration is studied, with applications in communication and research.

## LEARNING AND TEACHING

A variety of methods will be used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion.

Pupils work in pairs and groups when doing practical activities. A range of skills is developed in the Physics course, with particular emphasis on practical work.



**ASSESSMENT PATTERN**

Each topic will be assessed through a variety of assessment tools, including reports, tests, posters and information leaflets.

**HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or research tasks.

# SCIENCE

## **AIMS OF THE COURSE**

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, it is important that everyone has an informed view of science and that more trained scientists will be required.

This excellent course offers a broad general approach to science developing skills and knowledge learnt in S1 and S2.

## **COURSE CONTENT**

The whole course is built around the theme of Energy and the following topics will be covered

- How can Energy be described
- How can Energy be converted from one form to another
- How can Energy be harnessed
- How do plants undergo Photosynthesis
- How energy can be passed along food chains from producers to consumers.
- How fossil fuels are formed
- How petrol and diesel are extracted from crude oil

## **LEARNING AND TEACHING**

A variety of methods is used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion.

Pupils work in pairs when doing practical activities. A range of skills are developed in the science course, with particular emphasis on practical work.

## **ASSESSMENT PATTERN**

Each topic will be assessed in a variety of ways to ensure progress is being made.

**SOCIAL  
STUDIES**

# **BUSINESS MANAGEMENT**

## **AIMS OF THE COURSE**

Business plays a vital role in society and this course will allow learners to gain an introduction to the world of business. It aims to highlight the way in which organisations operate and how they achieve their goals. Learners will understand the way society relies on business to satisfy our needs and gain an insight into the business systems used to meet customer needs. The course also allows learners to develop enterprising skills and attitudes as well as financial awareness using realistic business situations.

## **COURSE CONTENT**

The course consists of a range of topics from 3 units of study:

### **Understanding Business**

Topics include what businesses do and why, customer satisfaction, business objectives, wealth creation and the economy, internal and external factors influencing business, stakeholders and their impact on business.

### **Management of People and Finance**

Topics include, recruitment and selection, training, staff motivation, employment legislation, sources of business finance, cash flow issues, break-even, profit and loss.

### **Management of Marketing and Operations**

Topics include market research, product life cycle, pricing and promotion, selecting suppliers, stock issues, ethical production, quality in production.

## **LEARNING AND TEACHING**

A range of learning and teaching approaches will be used to allow pupils to develop a wide variety of skills in a business context. This will include whole class teaching, individual study and group work. Opportunities for active learning will help learners to develop an understanding of the role of business in contemporary society.

## **ASSESSMENT PATTERN**

Assessment will be evidenced from pupil work and topic tests.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to complete regular homework to enhance their study skills and prepare for assessment. Homework could consist of completing course work, revision of class work or research tasks.

# **GEOGRAPHY**

## **AIMS OF THE COURSE**

The Geography Course will encourage learners to develop an increased understanding of the environment, sustainability and the impact of global issues. Through such studies, a learner's horizons are extended and they are challenged to look at the world in new ways. Geography opens up for learners the physical environment around them and highlights the ways in which people interact with this environment.

## **COURSE CONTENT**

This Course has three Units; Physical Environments, Human Environments and Global Issues. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, individual research as well as investigative and critical thinking activities. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

## **ASSESSMENT PATTERN**

Assessments will be taken on a Unit-by-Unit basis or through combined assessment.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

# HISTORY

## **AIMS OF THE COURSE**

History uniquely provides opportunities for learners to study past societies. Through such studies, learners gain a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries. Through studying History it is hoped that learners will develop skills to debate issues and, on the basis of evidence, form views and respect those of others. The course also aims to foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society.

## **COURSE CONTENT**

This Course has three Units; Scottish History, British History and European and World History. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. Learning experiences including document work, active learning, historical research and debates will encourage learners to understand past societies.

## **ASSESSMENT PATTERN**

All Units will be assessed on a Unit-by-Unit basis or through combined assessment.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

## **MODERN STUDIES**

### **AIMS OF THE COURSE**

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Through such studies learners will form an appreciation of the changing nature of modern society, rights and responsibilities, while developing the skills to interpret and participate in the social and political processes they will encounter now and in the future.

### **COURSE CONTENT**

This Course has three Units; Democracy in Scotland and the United Kingdom, Social Issues in the United Kingdom and International Issues. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

### **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. Opportunities for active learning will encourage the process of developing an understanding of contemporary society.

### **ASSESSMENT PATTERN**

All Units will be assessed on a Unit-by-Unit basis or through combined assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

## **SOCIAL STUDIES**

### **AIMS OF THE COURSE**

This course is designed to offer pupils a bespoke and tailored curriculum in their third year of the Broad General Education stage in the Academy. It is ideally suited for pupils that wish to experience a broader range of Social Subjects. It will involve the teaching of Geography, History and Modern Studies topics as part of a combined social subject's course. This will allow pupils to engage in Social Subjects experiences and to progress into discrete subjects in their fourth year.

### **COURSE CONTENT**

The course will be taught at two periods per week (as with other subjects in S3) with pupils spending approximately 24 periods in each subject. Subjects will then divide the course into topic areas that will allow pupils to enjoy a fast-paced and engaging curriculum. This Course covers elements from the three social subjects; Geography - "Sun, Sand and Scotland?"; History – "Soldiering On"; Modern Studies – "How do you solve a problem like Syria?"

### **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. The pupils will develop skills such as:

- Presentation skills
- Handling both historical and current sources of information to identify bias, exaggeration and selectivity
- Improved literacy and numeracy
- Abilities to work with others through active learning activities

### **ASSESSMENT PATTERN**

All Units will be assessed on a Unit-by-Unit basis or through combined assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.



# **TECHNOLOGIES**

# ADMINISTRATION AND IT

## **AIMS OF THE COURSE**

Administration is a growing sector which cuts across the economy and offers wide-ranging employment opportunities. This course aims to develop learners' administrative and IT skills which will enhance their skills for learning, their life skills and enable them to contribute more effectively in the world of work. Successful learners will understand the role of administration and develop IT skills appropriate in business, including organising and supporting events.

## **COURSE CONTENT**

The course consists of a range of topics from 2 units of study:

### **IT Solutions for Administrations**

Learners develop skills in IT, problem solving and organising and managing information in a variety of administrative contexts.

### **Communication in Administration**

Learners develop skills to use IT for gathering and sharing information. They develop an understanding of what constitutes a reliable source of information and also be able to communicate information in ways appropriate to its context, audience and purpose.

## **LEARNING AND TEACHING**

This is a practical course which involves experiential learning and uses real-life contexts. Learning and teaching of the 2 units of the course will be integrated to emphasise the links and relationships between them. A range of teaching approaches will be used including resource-based learning, problem solving and research. The course content will remain focused on current business practices and emerging technologies.

## **ASSESSMENT PATTERN**

Assessment will be evidenced from pupil work and topic/unit tests.

# COMPUTING SCIENCE

## AIMS OF THE COURSE

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 Computing industry and its contribution to the economy.

## COURSE CONTENT

Pupils will learn how to apply aspects of computational thinking and problem analysis across a range of contexts. The course has three main areas of study:

### Software Design and Development

- Learning to design, implement and test programming solutions to simple problems.
- Use Scratch to create playable games, incorporating their own graphics
- An introduction to Python, a powerful, contemporary programming language

### Information Systems

- Develop simple, structured information systems
- Create multimedia web-pages incorporating video, graphics and audio

### Computer Applications

- Use contemporary software applications to produce original video, graphics, animation and video
- Learn about contemporary issues facing computing and discuss future trends in the industry
- Study the internal processes and hardware of a computer system

## LEARNING AND TEACHING

Much of the course content is investigative in nature: using whole class teaching activities to explore a topic before completing research or practical tasks either as a group or individually. Pupils will have opportunities to develop their knowledge, skills and understanding by investigating a range of real-life problems and solutions. The focus on problem based learning will help pupils to demonstrate their understanding of a topic in new and less familiar contexts.

## ASSESSMENT PATTERN

The course will be assessed through class discussion, set practical activities and end of topic tests.

## **HOMEWORK REQUIREMENTS**

Homework exercises will be issued regularly and play an important part in supporting and consolidating understanding of the course.

## **Possible Progression Routes**

Computational Thinking is an important skill for any future employment. Completing the S3 Computer Science course provides access to the National 4/5 Computer Science course.

# DESIGN AND MANUFACTURE

## AIMS OF THE COURSE

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for pupils to gain skills in both designing and in communicating design proposals. It allows pupils to explore the properties and uses of materials and to make models and prototypes of products.

## COURSE CONTENT

Pupils will design, manufacture and evaluate products, working in wood and plastic. In designing, they will work through a process including brief, specification, idea generation and resolved design proposals. This will involve pupils in sketching and writing to communicate their ideas.

In manufacturing they will gain an appreciation of the properties and use of materials and build their solution to a design brief.

The course has two priorities.

### Designing

- Identify factors that influence design and apply these in a design task,
- Develop and communicate design concepts for a design task and evaluate a product.

### Manufacturing

- Investigate materials for manufacturing tasks in a workshop context,
- Prepare for manufacturing tasks in a workshop context,
- Plan and implement a manufacturing sequence for a product,
- Review the manufacturing processes and finished product.

## LEARNING AND TEACHING

Much of the course will be experiential in nature. Design lessons will be taught to the whole class followed by individual help as pupils require it. For each new practical process, demonstrations are used to explain how to carry out the process safely and accurately. These may be to the whole class, small groups or with individual pupils.

## ASSESSMENT PATTERN

For each project, the design folio and practical work will be assessed by the class teacher. There will also be a short written end of topic assessment.

## HOMEWORK REQUIREMENTS

Homework exercises will be issued (as appropriate) to support understanding of designing, materials and manufacturing.

# GRAPHIC COMMUNICATION

## **AIMS OF THE COURSE**

In recent years, society has become more dependent on rapid clear transfer of information, a trend that has placed more emphasis on graphics. This course provides opportunity for learners to develop their skills in reading, interpreting and creating graphics to enhance communication.

## **COURSE CONTENT**

Pupils will develop their skills through practical activities involving drawing, using colour and computer aided drawing. They will develop skills in 2D and 3D graphics. They will apply these skills in order to produce graphics that require visual impact and graphics that transmit information.

The course has three areas of study

**Technical Drawing** – Orthographics and Pictorials

**Rendering** - Using coloured pencil for curved objects

**3D Modelling** – The model, generated drawings, computer rendering

## **LEARNING AND TEACHING**

Much of the course will be experiential in nature. Many lessons will be taught to the whole class followed by individual help as pupils require it.

For each new graphic technique, demonstrations are used to explain how to carry out the technique on paper, drawing board or computer. These may be to the whole class, small groups or with individual pupils.

## **ASSESSMENT PATTERN**

Pupils will develop a portfolio of their best graphic work which will be assessed by the class teacher. There will also be short, end of topic, written or drawing assessments.

## **HOMEWORK REQUIREMENTS**

Homework exercises will be issued (as appropriate) to support understanding of a range of graphic techniques.

# HOSPITALITY – PRACTICAL COOKERY

## **AIMS OF THE COURSE**

This course aims to prepare pupils with practical cookery skills, processes and techniques as well as knowledge & understanding of a wide range.

## **COURSE CONTENT**

The course focuses on development of:-

- organisational skills and time management
- range of new skills and techniques in practical cooking
- garnishing and decoration techniques
- understanding of foodstuffs and their characteristics

## **LEARNING AND TEACHING**

The course is practical in nature, with a high level of experiential learning supported by related theory. Learning and teaching are linked to hospitality contexts where possible and has an emphasis on organisational skills. The coursework also supports pupil experiences in literacy, numeracy and health and well being.

## **ASSESSMENT PATTERN**

All assessment focuses on developing pupil learning. A variety of assessment techniques are used including practical assessments: peer assessment, practical skills and hygiene & safety. Written assessments include recipe development, time planning and ingredient research.

## **HOMEWORK**

There are a variety of written homework tasks designed to support class teaching. Pupils are also expected to come to class with the correct ingredients and dishes for each practical lesson.

Informal homework is always encouraged - practising skills at home, research of recipes and ingredients, watching relevant cookery programmes etc.

# **EXPRESSIVE ARTS**



# ART & DESIGN

## AIMS OF THE COURSE

- To provide opportunities to explore thoughts, feelings and ideas visually
- To develop an appreciation of Art and Design Work
- To create original Expressive and Design ideas
- To develop an understanding of the social and cultural influences on artists and designers and their work.

This Course is suitable for all pupils with an interest in art and design. It is suitable for pupils with a general interest in the subject, and for those wanting to progress onto higher levels of study. This qualification will allow pupils to consolidate and further extend their art and design skills developed through the experiences and outcomes.

## COURSE CONTENT

Using a variety of media pupils will have the opportunity to create art work in 2D and 3D. There may be opportunity to use new technologies. There are two units;

### **Expressive with Critical Activity**

Develop thoughts and ideas in visual form

Experiment with media handling skills

Explore how technologies can be used if appropriate

Develop understanding of artists work practices

### **Design with Critical Activity**

Plan research and design creative design proposals

Experiment 2D and 3D media handling skills

May explore use of technology to research and develop ideas

## LEARNING AND TEACHING

A variety of methods is used, including class teaching, teacher demonstration, project work, various practical activities, videos and discussion.

## ASSESSMENT PATTERN

### **Expressive with Critical Activity**

Assessments will focus on the pupil's knowledge and understanding of expressive artists and art practice, evidence of creative investigative visual research and evidence of expressive development work in 2D and 3D work using an expressive theme.

### **Design with Critical Activity**

Assessments will focus on creative visual investigative research and ideas developed for a design brief. A pupil's knowledge and understanding of designers and design practices will also be assessed

## HOMEWORK REQUIREMENTS

Pupils will continue to study artists and art practices through research tasks.

# DRAMA

## **AIMS OF THE COURSE**

Pupils will develop skills in creating and performing drama. They will also develop theatre production skills by using theatre arts and technologies. Learning through drama helps pupils to develop an appreciation of aesthetic and cultural values, identities and ideas.

The aims of the course are to enable pupils to:

- develop creativity and skills in problem solving, critical thinking and reflective practice
- communicate thoughts, meaning and ideas when creating drama and using theatre arts, production skills and technologies
- develop knowledge, understanding and appreciation of drama practice
- understand social and cultural influences

## **COURSE CONTENT**

### **Drama Skills**

This Unit helps pupils explore and develop dramatic techniques and ways of communicating ideas to an audience. They will learn how to respond to text, stimulus and context. Pupils will also learn how to interpret role and character and as well as reflecting on their own performance and that of others. They will learn how to develop a basic understanding of structure, form, genre and style by creating a drama, and will consider the social and cultural influences on drama.

### **Theatre Production**

This Unit helps pupils to investigate theatre arts, production and technologies and learn how to apply problem solving skills in order to create and design production concepts. They will create and present drama using simple theatre arts, production skills and technologies to enhance drama. Pupils will learn how to appreciate stage and performance styles, approaches & conventions, and will consider the social and cultural influences on drama.

## **LEARNING AND TEACHING**

The Course has an integrated approach to learning, with a mix of practical learning and knowledge and understanding.

## **ASSESSMENT PATTERN**

Pupils will evaluate their own work and that of others in:

### **Drama Skills**

Pupils will be assessed on their ability to demonstrate skills and apply knowledge of simple dramatic techniques when creating and presenting drama.

### **Theatre Production**

Pupils will be assessed on their ability to demonstrate their skills and apply knowledge of simple theatre arts, production skills and technologies when creating and presenting drama. Pupils will also be assessed on their knowledge of the use of theatre arts, and production skills technologies.

## **HOMEWORK REQUIREMENT**

Completing a support log and revision booklet, learning lines, and preparing for production team responsibilities.

# MUSIC

## **AIMS OF THE COURSE**

The aims of the Course are to enable pupils to:

- develop skills in creating music, which includes composing, arranging and improvising, by applying a range of basic compositional techniques
- develop skills in musical analysis and to discriminate between a range of styles and genres of music
- develop their musical literacy through an understanding of a range of music concepts and ideas
- perform a variety of music on their chosen instrument(s) with accuracy
- have the opportunity to acquire skills in the use of music technology
- reflect on, and evaluate their own work and that of others

## **COURSE CONTENT**

The Course consists of three units.

### **Composing Skills**

Pupils develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music. Pupils also develop understanding of a range of musical styles/genres and an awareness of the social and cultural influences on music.

### **Understanding Music**

Pupils develop knowledge and understanding of music, a range of music concepts and basic musical literacy. Pupils explore music of a range of styles and genres and consider the social and cultural influences on music.

### **Performing Skills**

In this Unit, pupils will develop performing skills appropriate to their chosen instrument(s)/voice. They develop the ability to play accurately and maintain musical flow. Through regular practice and reflection, pupils will develop technical and musical skills while exploring a range of music.

## **LEARNING AND TEACHING**

The Course has an integrated approach to learning through practical activity. Through creating, performing and using music technology, pupils will develop and apply their understanding of music and will experience music in a variety of styles. Pupils will also have the opportunity to develop team building skills and enhance their ability to compete, co-operate and collaborate.

## **ASSESSMENT PATTERN**

### **Composing Skills**

Evidence will be gathered to show the pupil has developed a range of skills in composing or arranging or improvising, in order to create their own original music.

### **Understanding Music**

Evidence will be gathered to show the pupil can demonstrate knowledge and understanding of music, a range of music concepts and musical literacy.

### **Performing Skills**

Evidence will be gathered to show that pupils, through regular practice/rehearsal and reflection, have developed simple technical and musical performing skills on their chosen instrument(s)/voice while exploring a range of music.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to practise their instruments on a regular basis. There will be occasional requirements to work on composition outside class time. Musical concepts should be revised regularly.

**PERSONAL  
AND  
SOCIAL  
DEVELOPMENT  
COURSES**

## **PERSONAL AND SOCIAL DEVELOPMENT COURSES**

Essential to every pupil's development is a number of key elements, which are part of the climate in which learning takes place. They will appear in all subjects and activities in the school but in addition pupils will follow a distinct programme, which will continue and extend the work begun in the first two years. This programme will encompass Physical, Social and Religious, Moral and Philosophical Education **and will be taken by all pupils.**

## **PHYSICAL EDUCATION (CORE)**

### **AIMS OF THE COURSE AND COURSE CONTENT**

In S3 the range of activities practised in S1/2 is further developed and provision is made for the introduction of new topics such as lacrosse, volleyball, orienteering, lifesaving and tennis. Fitness and swimming are also in the programme. (The activities offered are subject to change).

Throughout our programme we discuss the merits of regular exercise and the value of participation in various chosen sporting topics. Attention is also placed on developing the skills learned in earlier years so that each pupil can work towards and reach his or her full potential in each activity. The year will also continue to develop pupil's personal qualities.

# PHYSICAL EDUCATION

## AIMS OF THE COURSE

The Course aims to enable pupils to:

- develop and demonstrate understanding of the principles and factors underpinning and impacting on physical performance
- describe factors which impact positively and negatively on engagement and performance in physical activities
- build capacity to enhance effective performance
- reflect on and monitor performance to inform and influence personal improvement.

## COURSE CONTENT

**Performance** - Pupils will participate in a range of physical activities such as dance, swimming, frisbee, football and volleyball focusing on enhancing their engagement and performance.

**Factors Impacting on Performance** – Pupils will explore factors which impact positively or negatively on their engagement and performance in physical activities. Pupils will reflect on and monitor the development of personal performance.

## LEARNING AND TEACHING

Pupils will be taught in various different ways. In striving towards personal performance improvements pupils will often be taught in quite direct ways. At other times pupils will work individually and in small groups when analysing their performances in various forms. This form of teaching will be more geared towards pupils discovering, through guidance, the different requirements of various tasks.



## **RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (CORE)**

### **AIMS OF THE COURSE**

RMPS addresses religious, moral and philosophical issues and how these relate to life in the modern world. Learners will have opportunities to critically reflect on these issues and on their own experience and views. Religious and non-religious perspectives will be included. Through such studies learners will develop skills for investigation, analysis, evaluation, and the ability to express beliefs and views in a reasoned manner.

### **COURSE CONTENT**

Pupils will cover material from a variety of topics including the three disciplines of the subject; incorporating a study of a world religion, issues of morality and belief and contemporary religious debates. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

### **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, paired work, group presentation and individual study. Resources are also varied. Pupils have the opportunity to use textbooks, videos/DVDs, information sheets, library resources and internet provisions.

### **ASSESSMENT PATTERN**

Assessment will be taken on a unit by unit basis and will involve group, paired and individual assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their understanding and prepare for assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

# RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

## **AIMS OF THE COURSE**

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The course will explore the questions they raise and the solutions or approaches they offer. Pupils will have an opportunity to reflect on these and on their own experience and views.

## **COURSE CONTENT**

While the core course introduces to a breadth of religious, moral and philosophical topics, the option course allows pupils to explore topics in depth. Pupils will learn about different sources of morality and then apply them to the justice system in the UK and abroad. This will include a variety of topics like the nature of crime and aims of punishment, sentencing in the UK and its effectiveness, and approaches to capital punishment. The themes of revenge and forgiveness will permeate throughout these topics.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, paired work, group presentation and individual study. Resources are also varied. Pupils have booklets of support notes, the use of textbooks, DVDs, information sheets, library resources and internet provisions and guest speakers.

## **ASSESSMENT PATTERN**

Pupils will be assessed throughout the year. There will be opportunities for personalisation and choice in some of the assessment tasks. Also, contribution to discussions, presentations and written responses will be used to track and monitor progress.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given homework to enhance their study skills and prepare for assessments. Homework can take a number of different formats, for example finishing class tasks, doing extension work, research **tasks, watching documentaries, presentation preparation and revision.**

## **PERSONAL, SOCIAL & HEALTH EDUCATION**

### **AIMS OF THE COURSE**

The primary focus of the programme is to promote self-awareness, self-confidence and to further develop interpersonal skills through a restorative teaching environment, allowing the pupils to feel valued and supported.

### **COURSE CONTENT**

The S3 programme includes work related to HEALTH, and the Youth and Philanthropy Initiative (YPI) however, throughout the course we aim to encourage further development of decision making skills, creative and collaborative thinking, group and individual work.

A range of topics will be covered including:

- Decision making skills
- What is health?
- Emotional and Mental Health Wellbeing
- Sexual Health and Relationship Education
- Subject choice
- Input from Police Scotland on Drug Education
- Youth and Philanthropy Initiative

### **LEARNING AND TEACHING**

At each stage themes have been identified which are appropriate to the pupils' stage of development. The pupils are encouraged to take responsibility for their learning and to contribute to group/class discussion and debate. Where required the pupils will access ICT to support their work, whilst at other times they may be encouraged to convey their ideas through creative means.

From S3 pupils will have the opportunity for an individual interview the School Careers Adviser as well as receive whole class career information.

### **ASSESSMENT PATTERN**

There is no formal assessment of this course, however, through engagement with the Personal, Social and Health Education course, the guidance teachers can observe the pupils at work and support the pupils' personal development as a result.

### **HOMEWORK REQUIREMENTS**

Homework will very occasionally be given as part of the course. Most of it is to facilitate finishing off a piece of work or for the pupils to bring materials to class.

### **PARENTAL CONTACT**

Any parent wishing to discuss the more sensitive issues being discussed as part of the programme should contact their child's Guidance Teacher.