

# DYCE ACADEMY



## **S3 Curriculum Options** 2019 - 2020

## INTRODUCTION

*For Parents/Carers*

This curriculum selection process is designed to ensure a broad and general education and to provide opportunities for students to develop skills for learning, life and work. The curriculum has flexibility and choice to meet the diverse needs of all our learners. There is a wide range of subjects available in S3, some of which will be new. Details of all subjects offered are provided within this curriculum option booklet. It is important that students have a good understanding about all the subjects offered before making their choices. Students can get further information from their subject and Guidance teachers.

### S1-S3

From S1 to S3, our students experience a broad, general education and follow courses in all 7 curricular areas: Maths, Languages\* (English and Modern languages) Social Subjects, Science and Technologies, Expressive Arts, Health and Well-being and Religious and Moral Education.

\*It will important to recognize that all pupils will be expected to choose two subjects from Languages – English **AND** a Modern Language, either French or Spanish

In S3, greater personalisation and choice is introduced into the curriculum, while breadth of learning is retained. Students are encouraged to choose subjects in which they show personal interest or strengths, or which are necessary for a particular career-path. Students make considered choices within each of the curricular areas and choose **six** subjects in addition to Maths, English, Modern Language, Physical Education, Personal and Social Education and Religious and Moral Education. Pupils at Aberdeen City Music School should make choices in **four** subject areas.

By the end of S3, students are in a better position to refine their subject choices and begin to specialise. At this stage they select four subjects to continue to certification level in addition to Maths and English, a total of six subjects.

ACMS Students in S3 will be expected to undertake a National 5 course in Music. They will be directed to choose ACMS Music under Expressive Arts and to select 3 options from the remaining columns plus 1 other free choice option (must not choose additional Music).

## Curriculum Selection Timeline

In February students will make a provisional course choice of seven subjects. It is important that this choice is made after discussion with parents and carers, and reflects the realistic choices of learners. The school plans its staffing around the demand for subjects and therefore we need to make this process as accurate as possible at an early stage. Over a period of time pupils will be prepared for this choice process through PSE and through individual interviews with their Guidance Teacher. We realise that some students will change their mind over the next few months and therefore subject choices should not be finalised until after the S2 reports are issued in early February when parents have had an opportunity to read the S2 reports and take account of teachers' comments on progress

<b>Friday 25 January 2019</b>	S2 Reports issued to parents
<b>Monday 4 February 2019</b>	Choice Process pack including choice sheet issued to parents
<b>Thursday 14 February 2019</b>	S2 Parents Information Evening
<b>Friday 15 February 2019</b>	S2 course choices submitted by pupils to school

## New Qualifications

SQA qualifications have changed. The table below summarises the changes to qualifications which came into effect from 2013-14. National 4 and 5 qualifications replace Standard Grade and Intermediate 1 & 2 qualifications.

### What is different?

National 4 courses are assessed by teachers and externally moderated. There is no external assessment. National 5 courses have internal unit assessments and external course assessments. One of the arguments for this change in qualifications is to create more time for learning and teaching with less time taken up with assessments. This allows for progression from National 4 to National 5 courses, and from National 5 to Higher courses.

<b>Advanced Higher (revised session 2015-16)</b>	
<b>Higher (revised session 2014 – 2015)</b>	
<b>National 5</b>	<b>Replaces Intermediate 2 and SG Credit</b>
<b>National 4</b>	<b>Replaces Intermediate 1 and SG General</b>
<b>Access</b>	<b>Replaces SG Foundation</b>

In the following pages you will find some general information on the range of S3 courses available, along with a brief description of the content of the courses and the progression routes.

I hope that you find this booklet informative. If you have further questions please don't hesitate to get in touch.

## **The S3 Curriculum**

All pupils in S3 will follow a course in each of the following curriculum areas

### **Expressive Arts**

(Art & Design, Drama, Music)

### **Health & Wellbeing**

(Personal and Social Education, PE)

### **Languages**

(English and a Modern Language)

### **Mathematics**

### **Religious & Moral Education**

### **Sciences & Technologies**

(Biology, Chemistry, Physics)

Design Manufacture

### **Social Studies**

(Geography, History, Modern Studies)

### **Technologies**

### **Core Curriculum and period allocation.**

## **S3 Curriculum Structure**

The S3 curriculum can be summarised as follows:

	Periods per week
English	5
Mathematics	5
Modern Foreign Language	2
Expressive Arts subject	2
Health and Wellbeing subject	2
Sciences & Technologies subject	2
Social Studies subject	2
Free choice subject	2
Core PE	2
RMPS	1
PSE	1
Skills for Work	1
Total	27

The school working week is 27 periods.

## Information for Students

### Making your choices

You are about to make your S3 course choice. It is important that you think very hard about the subjects you like, or are good at, or that you find interesting. Choosing these subjects will help ensure that you are motivated and enthusiastic about your learning. It will help ensure that you are happy with your personal curriculum - and this leads to successful learning!

### What subjects can I take?

Everyone will study English, a Modern Language and Maths. Everyone will also study PSE, PE and RMPS. These are **core** subjects. In addition you will choose 5 subjects. This means you will continue to have a broad curriculum.

- **Choose 4 subjects – one from each of the curriculum areas**
- **Choose a further 1 subject from any curricular area.**

ACMS Students in S3 will be expected to undertake a National 5 course in Music. They will be directed to choose ACMS Music under Expressive Arts and to select 3 options from the remaining columns plus 1 other free choice option (must not choose additional Music).

Find as much information as possible before making any decisions about your subjects e.g. will the subject change in S4? Can I study this subject at National 4 or 5 in S4?

When looking at your subjects, ask yourself some searching questions about what you are good at and not so good at, about what you like and dislike, about your ability to push yourself if the work becomes difficult.

It is important that you make choices in which **you** are interested. For example, if you are good at Music or Art you may wish to select subjects which allow you to develop these skills in S3.

Choosing a course because your friends are doing it is not a good reason for a course choice! Neither is selecting a course because you like a teacher. This teacher may not be teaching that course next year. You will make lots of new friends in S3 in addition to keeping your old friends. This is an exciting part of starting S3.

At the end of S3 you will make an important selection of the 6 NQ courses which you will study in S4. These may be building on the options you have selected for S3 or may be completely new courses. It is important that you know what the subject entry requirements are if you are considering a specific career choice and/or university entrance.

The school library has information about all the Scottish universities and colleges, but you can also research online.

<http://myworldofwork.skillsdevelopmentscotland.co.uk/> (This is used in PSE by your Guidance Teacher)

<http://www.ucas.com/students/coursesearch/>

<http://www.educationscotland.gov.uk/parentzone>

<http://www.ucas.net/schoolzone>

<http://educationscotland.net/schoolzone>

## **Who can help?**

- Speak to as many people as you can – subject teachers, guidance teacher, your parents/carer and the careers advisor.
- You will already have started on your Careers Education Programme when various relevant topics are covered in the PSE class by your Guidance Teacher.
- You will see the Careers Advisor at other times in the next few years. This may be in a group session, but pupils in the fourth, fifth and sixth year can also request individual interviews.
- You can also find out more about jobs and courses in the Careers library in school and through the websites listed above.
- Choose your options with care, do your research and make good use of all the available information.

And finally, it is important to keep your options open and follow a broad and balanced course. Our curriculum structure is designed to support you to do this.

# **SUBJECT INFORMATION**

## **Core Curriculum: S3 Skills for Work**

### **What is S3 Skills for Work all about?**

S3 Skills for Work is all about you developing new practical skills and putting them into real situations.

It is about you doing a range of experiences over the year – they could include:

- First Aid
- Work experience
- Planning and running a community event
- Making an item or providing a service
- Out of school experience

### **What skills will I develop?**

You will develop skills that you need when you leave school to go into employment or college or university:

- **Communication Skills** – talking, writing, using telephones, doing interviews, emailing
- **Practical Skills** – working with basic art tools, business equipment, cooking, assembling
- **Problem Solving Skills** – learning how to come up with solutions to problems
- **Working With Others** – working on your own or as part of a team
- **Information & Communication Technology** – using ICT in many ways
- **Personal Management Skills** – how to be organised, prioritise and get the most out of your time.

### **What do I need to do to get the most out of this course?**

- **Get involved** – Don't leave all the work to someone else. You get more satisfaction from an achievement when you can say, "I helped do that".
- **Listen and discuss** – Your opinion is very important, but by listening to others and discussing things with them, the end result is more likely to be the best possible result, for everyone.
- **Think for yourself** – This course is about you, and preparing for your future, so you need to think, "What skills have I got that I can use to do this?"

## **Core Curriculum**

### ***Curriculum Area: Health and Well Being***

#### **Personal and Social Education**

As in S1 and S2, weekly contact with your Guidance Teacher comes through your PSE lessons. This allows relationships to be strengthened and allows effective personal, curricular and careers guidance.

#### **Course Outline**

The Personal and Social education programme throughout is designed to help you to develop all aspects of your life, including understanding qualities and skills essential to personal development and educational achievement. It includes experiences to help you to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

The course especially includes:

- The development of self- awareness, self-esteem and self-confidence.
- The development of the ability to assess your own strengths and weaknesses and to develop strategies for using your own strengths and dealing with your weaknesses.
- The development of the qualities and skills necessary to form effective relationships with others.
- The development of decision making skills and strategies, including vocational planning.
- The development of the ability to deal with change and with life transitions.

#### **Teaching and Learning Approaches**

In class you will work as a class, in groups and as an individual. Activities will include discussion, worksheets, personal research using the internet and the school library and input from outside speakers as well as active learning and presentations.

## **Core Curriculum**

### ***Curriculum Area: Health and Well Being***

#### **Religious Moral and Philosophical Studies**

This year you will develop further some of the skills that you have been working on in S1 and S2. Critical thinking is the main area of focus and the unit choices reflect this.

##### Unit One: National 4 or 5 Morality and Belief unit

In S4 you will be offered a national course in RMPS. This SQA unit will be good preparation for this course and the skills that you develop throughout will help in all subjects. With this in mind, you will be offered a choice of unit to vote on. Both units offer knowledge to reflect on about what is relevant in society today and the responses and implications of these issues.

##### **Morality and Relationships:**

Moral issues surrounding gender stereotyping and roles, marriage and divorce including arranged marriages, LGBT Issues including same-sex marriage and responses/viewpoints of these issues

##### **Morality and Conflict:**

Moral issues surrounding war case studies, reasons and consequences for going to war, the UN and NATO, Weapons of Mass Destruction (Including nuclear weapons) and responses/viewpoints of these issues

You will sit an SQA assessment during the course of the year in order to pass the unit.

##### Unit Two: An Introduction to Philosophy

How do we know what is real? What is art? Is there such a thing as nothing? What does it mean to be 'good'? These are just some of the questions that you will consider in this unit as you delve into philosophical ideas and critical thinking - Be prepared to think outside the box!

##### Unit Three: Science and Belief

Many people in society today don't believe what they can't prove. This is why there seems to be conflict between science and religion - or is there? In this unit, you will consider questions about origins and life through science, religion and philosophy.

##### **Assessment:**

Pupils will be assessed throughout the year using level 3 and 4 RME outcomes and benchmarks. SQA assessment outcomes will also be used to assess unit one. Approaches may involve self/peer marking, extended writing pieces, project-based assignments and end of unit questions. This will be done in class or as homework.

##### **Progression:**

In the senior phase, pupils will have the option to choose a **National 4 or 5** course in **RMPS** (S4) and/or **Higher Philosophy** in S5/6.

## **Subject: Art & Design**

### **Curriculum Area: Expressive Arts**

Pupils who choose Art and Design in S3 will be given the opportunity to experience a wide range of creative activities. Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.

**Charges:** £12 to cover materials including art pack.

### **Course Outline**

Expressive projects that develop traditional drawing skills, using a variety of materials such as pencils, pastels and paints can lead to finished work in Portraiture, Still life, Landscape or the Built Environment. Printmaking and 3D construction techniques enable pupils to express their creativity and visual ideas in a variety of media, surfaces and textures.

Design projects will encourage problem-solving skills and emphasise the importance of research and development of ideas so that any solution in 2D Graphic Design or 3D Jewellery or Ceramics will show that the function and fitness for purpose meets the requirements of the Design brief.

Pupils' ability to describe and analyse their own work and the work of artists and designers, past and present, using an expanded written and verbal vocabulary will also be developed. Computers and Digital Photography are used throughout.

The Art and Design course in S3 develops the practical skills and subject based knowledge required for further study at **National 4/5** and **Higher** in S4-S6.

### **Assessment Approaches**

1. Ongoing review of progress in relation to the quantity and quality of visual and written work through teacher-pupil communication and feedback.
2. Regular pupil questioning and discussion to track the understanding of process and the use of art and design terminology.
3. Summative: The overall quality of final folio presentation, including the development and communication of own ideas – unit and self-evaluations with a focus on pupil's reflective thoughts and opinions.

### **Homework**

Critical activity that involves researching, analysing and discussing the work of artists and designers is required to develop knowledge and understanding in preparation for critical activity unit work and written exams in S4.

As part of the Art and Design department "recoveries" process S3 pupils are encouraged to purchase a materials pack that contains a folder, sketchbook, pencils and other materials. The sketchbook includes a list of drawing projects to be completed over the course of the year. These materials also enable the pupils to develop their own interests and work on class projects at home.



## Subject: Drama

### Curriculum Area: Expressive Arts

Welcome to the Drama Department and a chance to really expand your performance and life skills through a number of different activities, productions and presentations. We place a huge focus on transferable skills and lifelong learning. In 2010 three of the top five jobs coveted by university leavers did not exist in 2005. We live in rapidly changing times; although every generation expresses this belief it has never been truer than now. Drama helps to build flexible, adaptable, and forward thinking young people who are able to rapidly respond to a changing world.

### Course Outline

Throughout the academic year learners will be involved in five units which will play a key focus on Drama Skills and Drama Production Skills. **Unit One: Devising** will enable the young person to look at how to create a play, the importance of creativity and thinking of engaging their audience. **Unit Two: Production** will enable the young person to start looking at script work, how to create detailed characterisation and use production skills work towards a finished production. **Unit Three: Physical Theatre** asks the young person to think of creating a piece of non-verbal communication, the importance of body language and begin to look production roles in the theatre. **Unit Four: Re-Told** asks the young person to take a well-known story and retell it for an audience today. They will be challenged to think outside the box and apply skills previously learnt. **Unit Five: Small Scale Production** will enable the young person to select a production role to be assessed on and work as part of a team to bring a production to an outside audience – placing previous skills learnt at the heart of creating something engaging.

### Homework

Homework will only be handed out officially at the end of each unit in the style of a 'Learning Poster' which will support the learners journey throughout the unit. Learners will have two weeks to complete tasks. Three investigations will also be given out throughout the year to enable the learner to use and apply research skills to the subject area. Other 'homework' may include learning lines, extra rehearsal or visiting the theatre.

### Progression

The S3 Drama course will not only be a stand-alone course, but the foundation for Drama courses at National 4 and 5 in the senior phase (S4-6).

### Assessment Approaches

Learners will not be assessed formally till the final two units, enabling them to focus and develop throughout Units one to three. Units One to Three will be called '**Developing Skills**' and will enable the learner to develop, make mistakes, think outside the box, learn with pace and challenge and feel confident in their skills before being assessed. The final two units (Units Four and Five) will be called '**Applying Skills**' and the learners will be asked to apply their knowledge of what they have learnt throughout the year in the final assessments. Learners are assessed through teacher observation.



## **Subject: Music (Performance)**

### **Curriculum Area: Expressive Arts**

Why study music? It's a good question! Believe it or not but some of the most talented and successful musicians in history couldn't even read a single note of music! Of course, if you want to be a concert pianist, play in an orchestra, or even be a conductor - it's a very different ball game. You'll need some training and qualifications. Studying music can give you a great mix of social, technical and business skills, which can all help in acquiring the seven skills that define employability. In the words of Albert Einstein: "The greatest scientists are artists as well". Music is kind of like part art, part science! All of which means it will help you build your problem solving, research, planning, analytical and critical thinking skills, as well as develop your creativity.

It will also help you develop self-discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. You might also learn technical skills through using computers, equipment and software to create and record music.

However, not everyone who studies music ends up as a musician or a performer; there are lots of other career choices to explore...This will be a year to develop the skills you learned in S1/2 and take these skills forward.

### **Course Outline**

The focus of this year will be performing – not only on your 2 solo instruments but also as a class and in small groups. The music will be mainly popular – some arrangements and pieces chosen by your class teacher, some chosen and arranged by you. You will learn to be a confident performer and be able to organise musical events either by preparing for a live performance or producing works for others.

Most of these skills will help you to prepare for further musical study in S4, particularly learning to work independently and in groups to create, understand and perform music in a variety of contexts. In the last term you will be able to focus on one of these activities – performing, arranging, or composition.

### **Homework**

Every 4 weeks you will research songs/performances/ arrangements and weekly solo practice.

### **Assessment Approaches**

Assessments will predominantly be formative in nature; pupils will discuss their learning intentions and achievements with both staff and peers in order to plan further progression. Weekly entries to record progress, will be in pupil diaries.

### **Progression**

Based on musical aptitude and work ethic, pupils can progress to National 4 or National 5 in S4.

What will you become? The songwriter, the composer, or the performer. However, not everyone who studies music ends up as a musician or a performer; there are lots of other career choices to explore...The choice is yours!



## **Subject: Music (Technology)**

### **Curriculum Area: Expressive Arts**

The music industry is now one of the UK's largest employers and students of music technology are highly valued not only because of their technical skill but also they have proved that they are highly committed individuals. Music technology complements many other subjects including Media Studies, Business Studies, Theatre Studies, Physics as well as Music. Music technology is not just for those students with formal musical training but can be taken by students with varying degrees of experience and everyone has the potential to be successful.

### **Course Outline**

**Performing:** Developing skills and techniques on one instrument. Performing as a soloist and as part of a larger group. Developing musicianship through continual performance in and out with the classroom and be able to reflect effectively on your own and other performances.

**Music Literacy:** Reading and writing music notation and applying this knowledge to composition. You will learn to read music articulation and dynamics and apply this knowledge to your performance/composition.

**Music Technology:** Introduction to the common equipment found in a studio and its function and operation. Learn how to record a live performance effectively and discover the importance of acoustic properties of a room and how to control them. Gain knowledge of music equipment, repairs etc and how to problem solve and use alternative equipment during performances. Further use of music computer programmes in relation to composition/editing and recording.

### **Homework**

Every 4 weeks you will research songs/performances/ arrangements and weekly solo practice.

### **Assessment Approaches**

Assessments will predominantly be formative in nature; pupils will discuss their learning intentions and achievements with both staff and peers in order to plan further progression. Weekly entries to record progress, will be in pupil diaries.

### **Progression**

Based on musical aptitude and work ethic, pupils can progress to National 4 or National 5 in S4 in either Music or Music Technology.

Students taking Music Technology may be looking to continue with an Arts, Creative or Technological course after school and there are a large number of universities which offer courses that would enable the student to continue his or her studies at degree level such as Ba Music Technology, BSc Audio engineering, BA Contemporary Music and Production, BA Music Production and the list goes on and on. The job prospects are endless. You can also branch out into the modern day side of music technology and work as sound engineers for live bands or even institutions like the BBC, ITV and many more.



**Subject: Photography**  
**Curriculum Area: Expressive Arts**

This course offers the opportunity for pupils to develop a range of photographic skills, while gaining experience in both digital and traditional film methods including darkroom and computer image manipulation. It is open to pupils who have a genuine interest in photographs and may be keen to undertake further study at NPA level in S4 and higher in S5-6.

**Charges:** There will a charge of £12 to cover printing and darkroom costs.

**Equipment:**

A **DSLR** or **Bridge** camera would be desirable, as the course is structured around a basic knowledge and effective use of camera controls. Pupils may undertake the course using a mobile device, **where regular access to an authentic phone cable and memory stick is essential. The Art and Design Department is unable to provide cameras.**

**Course Outline**

The course begins with *The Essentials*, which looks at the origins and development of Photography, as well as basic camera skills, composition, and various computer and darkroom techniques. The practical elements of the course will follow closely the unit guidelines set out in the **NPA level 4 Award** (*National Progression Award in Photography*) which covers a range of photographic areas such as: *Photographing people and places, camera techniques, styles and genres, image manipulation, storing and displaying.* Pupils will also have the opportunity to compete in various online photographic competitions throughout the year. The course will focus on the development of practical, thinking and literacy skills with evidence of relevant research and planning, as well as, supported and informed analysis and opinion on their own and others' work.

**Assessment and Homework**

Each pupil will produce and present a portfolio at the end of each unit with a minimum of 6 final developed images and relevant coursework. **Each pupil will be required to take photos in their own time, and this will form the majority of homework tasks.**

**Progression**

There may be an opportunity in S4 to undertake the NPA level 4/5 (National Progression Award in Photography) the level of study may depend on what the pupil has achieved in S3. Suitability for the Higher course will be based on this assessment (where relevant), previous experience and enthusiasm, as well as, the minimum level of English required to undertake the course:

**S4 NPA – Level 4/5**  
**S5/6 – Higher**

**Assessment Approaches:**

1. Ongoing review of progress in relation to the quantity and quality of visual and written work through teacher-pupil communication and feedback.
2. Regular pupil questioning and discussion to track the understanding of process and the use of photographic terminology.
3. Summative: The overall quality of final folio presentations, including the development and communication of own ideas – unit and self-evaluations with a focus on pupil's reflective thoughts and opinions.



**Subject: Creative Industries (Design and Manufacturing)**  
**Curriculum Area: Expressive Arts and Technologies**

**Charges**

A levy of £12 is charged to assist with the provision of resources and materials.

The UK is a global leader in the Creative Industries with manufacturing and Creative Industries being a winning combination. This is an exciting hands on course that will allow you to examine aspects of the Creative Industries that feature design and develop skills and techniques to help you present your ideas clearly and effectively. Through developing your ideas you will also be working on how to bring these ideas to life through manufacturing skills. Design is used strategically in commercially focused businesses throughout the UK to create everything from consumer electronics to corporate identities, interiors to interactive interfaces, and furniture to classic album covers, jewellery to fashion.

Working from a given brief by your teacher you will explore Design within the Creative Industries and will develop a finished product using skills you have learnt throughout the year.

**Course outline**

During this course you will take part in lots of different activities including:

- Learning how to work safely in a workshop environment
- Preparing Design folio sheets, including sketches, research, ideas and evaluations.
- Practical manufacturing skills.
- The use of specialised tools and equipment.

**Homework**

Homework for this subject may come in the form of researching different ideas, concepts and materials. You will be required to complete folio sheets and sketches at home, as well as questions on processes and tools.

**Progression:**

The course will provide progression to SQA qualification at National 4 or 5 in either Art and Design, Design and Manufacture or Creative Industries.



## **Subject: Business Enterprise**

### **Curriculum Area: Social Studies**

The economy and business affects every aspect of society; understanding how it works can turn today's young entrepreneurs into tomorrow's business successes. Business Enterprise will help develop the skills, knowledge and enterprising attributes to allow all pupils to make a practical and positive contribution to any organisation regardless future career aspirations. A large number of College and University courses include business modules, and of course every pupil will work for a business organisation. You will also have the opportunity to develop your own business ideas throughout the course.

### **Course outline**

Business Enterprise will give you the opportunity plan and develop business ideas, and by doing so will help you understand:

- What businesses are and how they affect us.
- How to successfully market a product and deliver a successful presentation.
- How to finance a business, financial management skills and accounting.
- The impact of modern technologies and ICT on how businesses operate.
- What the economy is and what factors influence the success of businesses.

### **Learning and Teaching Approaches**

- Teacher led demonstrations
- Group and individual work
- Individual research and project work

The collaborative content means that you will find yourself at times working in random groups, with any other member of the class, simulating a real-life work scenarios.

You will frequently be asked to undertake individual research, make presentations, to the class and complete detailed written reports

### **Homework**

You will receive homework on a regular basis. In addition to written exercises and analysing case studies, you could be asked to undertake research/investigation work in preparation for class work or a project. You may also be required to finish off class work or revise for assessments.

### **Assessment Approaches**

- Teacher and peer observation
- Teacher and peer marking
- Project based assignment

As well as informal assessment throughout the course, more formal assessment, in form of specific pieces of written or project work and a summative exam will inform the curricular level that each pupil attains.

## **Progression**

Business Enterprise will provide a platform of knowledge and skills that will allow you to progress towards **National 4 Business** and **National 5 Business Management** as well as **National 5 Accounting**. Thereafter you would be able to progress to Higher and Advanced Higher in S5 or S6.

## **Subject: Business Information Technology**

### **Curriculum Area: Technologies**

Most jobs today require workers to use technology in a variety of ways from requiring competent and advanced ICT skills for managing and presenting information to working with computer networks, programming and software engineering. Business Information Technology will develop real-life skills that are essential in every workplace and invaluable to all pupils regardless of ability and future career.

### **Course Outline**

Following on from S1/S2 Business & Computing, if you choose Business Information Technology you will:

- Further develop your ICT skills to complete business tasks, present information and which you can transfer across your schoolwork and into real work situations.
- Develop practical, interpersonal and management
- Learn how modern technologies have changed working practices and how businesses gain from integrating Information Technology.
- Identify how computer systems and networks support the modern business environment.
- Learn how to ensure the safety of your own devices from viruses, malware, hackers as well as looking at your own personal safety online.
- Using programming languages to solve problems.
- Create web Pages using HTML
- Understand the ethical and social issues associated to new technologies and information handling.

### **Learning and Teaching Approaches**

- Teacher led demonstrations
- Group and Individual work
- Research

### **Homework**

You will receive homework on a regular basis. In addition to written exercises, you could be asked to undertake research/investigation work in preparation for class work or a project. You may also be required to finish off class work or revise for assessments.

### **Assessment Approaches**

- Teacher and peer observation
- Teacher and peer marking
- Project based assignment

As well as informal assessment throughout the course, more formal assessment, in form of specific pieces of written or project work and a summative exam will inform the curricular level that each pupil attains.

## **Progression**

Business Information Technology will provide a solid platform of knowledge and skills that will allow you to progress towards **Administration and IT** and **Computing Science** at National 4 and 5 levels in S4. Thereafter you would be able to progress to Higher and Advanced Higher in S5 or S6.

Some of the skills and knowledge developed in this course would also prepare you for the National Qualifications in **Business, Business Management** and **Accounting**.

**Subject: Child Development****Curriculum Area: Health and Well Being****Charges**

£20 towards the cost of ingredients.

This course will help develop an understanding of the physical, intellectual social and emotional development of young children. How children learn through play and how we can encourage them to develop to their full potential.

**Course Outline**

The course will provide opportunities for you to:

- Investigate the needs of babies and young children through various activities.
- Observe children in different situations where available.
- Take part in practical food activities where you will prepare healthy meals and snacks for children.
- Look at factors which contribute to the health and safety of babies and young children.
- Look at the responsibilities of parenting.
- Recognise the importance of play.

You will be encouraged to relate what you are learning in class to the wider world and may be given opportunities for direct contact with young children through visits to playgroup/nursery. You will also be encouraged to observe and report on the development of an individual child.

**Homework**

Homework for this subject will come in the form of research and reports.

This subject may be of particular value to you if you are considering a career in childcare such as nursery nursing or primary teaching.

**Assessment Approaches**

There will be informal assessment/feedback throughout the course to support progress. Formal assessment takes the form of end of unit tests.

## **Subject: Hospitality**

### **Curriculum Area: Health and Well Being**

#### **Charges**

£40 per session is made towards the cost of ingredients which may be paid in installments.

This course is suitable for students who are interested in food and cooking and who enjoy being creative with food. Pupils will acquire knowledge and skills to prepare and create a wide variety of dishes.

This subject may be for you if you are thinking about a career in the food or hospitality industries. For others this will be an opportunity to develop an appreciation for food and an understanding that practical food preparation is a valuable life skill that will establish life long practices.

#### **Course Outline**

The course will provide opportunities for you to:

- Develop your skills in food preparation techniques and cookery processes.
- Use your flair and imagination when presenting dishes.
- Learn how to organise your activities within time allocations.
- Show your creativity in a cake decoration unit.
- Make informed decisions about food for health.
- Develop an understanding of hygienic food handling.

This course will also develop the thinking skills of understanding, applying, analysing and evaluating, aspects of numeracy and skills supporting physical wellbeing.

#### **Homework**

Homework for this subject will come in the form of research and preparation for practical lessons.

#### **Progression**

The course will provide progression to SQA qualifications in Hospitality or Practical Cake Craft at National 4 or 5.

#### **Assessment Approaches**

There will be informal assessment/feedback throughout the course to support progress. Formal assessment takes the form of end of unit tests and practical assessments. Tasks can be self/peer or teacher assessed.

## **Subject: English**

### **Curriculum Area: Languages**

Language and literacy are of personal, social and economic importance. Learners' ability to use language lies at the centre of the development and expression of their emotions, thinking, learning, and sense of personal identity.

### **Course Outline**

The main purpose of the course is to provide learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose, audience and context
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language

### **Homework**

The English course at all levels will include homework on a weekly basis. The types of homework may include:

- Personal reading of books from library to develop language. Library visits are fortnightly and pupils are encouraged to read widely and regularly.
- Preparation of assessments such as critical essays, creative and personal essays and talks.
- Reading and close reading questions based on class texts.
- Research of topics, including the use of internet, television, newspapers and other forms of media.
- Grammar and knowledge of language work.

### **Assessment Approaches**

Teacher and peer observation and marking and self-assessment.

There will be regular Formal Assessments of all elements covered in the Curriculum. Pupils will be given relevant dates each term in order to support their revision, study and preparation.

### **Progression**

Learners in S3 will follow a course designed to prepare them for the demands of National 3, National 4 or National 5, depending on their current progress.

- Pupils who achieve Level 3 CfE in S3 would move on to National 4 in S4, and could then move on to National 5 in S5 and potentially Higher in S6.
- Pupils who achieve Level 4 CfE in S3 would move on to National 5 in S4, and then potentially Higher in S5, and Advanced Higher in S6.
- In very exceptional circumstances pupils may sit Higher in S4.
- Literacy is a core unit at National 4, but may be taken as a stand-alone unit at National 5.

## **Subject: History**

### **Curriculum Area: Social Studies**

#### **Course Outline**

In the History course in S3 you will study:

**Titanic:** Learners will explore the Titanic disaster, including facts, opinions and myths surrounding this relevant and well known story.

**World War One:** Learners will look at the long and short causes of WWI. They will also look at the recruitment of men into the army which will then lead onto an examination of trench warfare on the Western Front. Learners will complete a project on one of the major battles of WWI.

**Revolutions:** Learners will look at the causes of the French Revolution and the Russian Revolution. They will look at three specific areas which arguably brought about both events: Political factors; Social Factors and Economic factors. They will then complete an investigation on a revolution of their choosing: medical, agricultural, industrial or American.

**Free at Last? Civil Rights in the USA 1918-1968:** Pupils will study the development of race relations in the USA during the years 1918-1968, illustrating themes of ideas, identity and power.

#### **Learning and teaching approaches**

Learners will experience a range of teaching methods including class, group and individual activities. They will have access to range of resources including, ICT, Visual media, textbooks and all other course material through Google classrooms.

#### **Assessment Approaches**

Assessment will be used to track the progress of all pupils and to tailor the course to incorporate a range of learning styles within the class. This will be done through variety of AIFL strategies as well as:

- Presentations
- Knowledge and recall assessments
- Jotter work
- Independent Investigation

#### **Homework**

Homework will be used to reinforce key skills and knowledge developed through the course. This will be issued through Google classrooms. Some homework items will take the form of individual research.

#### **Progression**

At the end of S3 learners will be ideally placed to progress into National 4/5 History. The skills they have developed will also be transferable to National 4/5 Geography or Modern Studies.

**Subject: Geography**

**Curriculum Area: Social Studies**

### **Course Outline**

The Geography course in S3 will allow pupils to develop numeracy, literacy and map skills. This will be achieved through the study of topical aspects of human and physical Geography. We will also study key Global Issues, looking at the interactions between people and the environment.

### **Human Geography**

We will look at how towns and cities develop and change, including local fieldwork around Dyce.

### **Physical Geography:**

The power of ice and water

How does water shape the planet we live on? We will look at:

- Glaciated landscapes
- Coastal and River features
- Extreme weather

### **Global Issues:**

**World Climates:** We will look at the current challenges facing our planet to provide clean sustainable energy.

### **Learning and teaching approaches**

Learners will experience a range of teaching methods including class, group and individual activities. They will have access to range of resources including, ICT, Visual media, textbooks and all other course material through Google classrooms.

### **Assessment Approaches**

Assessment will be used to track the progress of all pupils and to tailor the course to incorporate a range of learning styles within the class. This will be done through variety of AIFL strategies as well as:

- Presentations
- Knowledge and recall assessments
- Jotter work
- Independent Investigation

### **Homework**

Homework will be used to reinforce key skills and knowledge developed through the course. This will be issued through Google classrooms. Some homework items will take the form of individual research.

### **Progression**

At the end of S3 learners will be ideally placed to progress into National 4/5 Geography. The skills they have developed will also be transferable to National 4/5 History or Modern Studies.

## **Subject: Modern Studies**

### **Curriculum Area: Social Studies**

#### **Course Outline**

In the Modern Studies course in S3 you will study:

**World Power: Brazil:** Learners will study the political and social problems and inequalities in Brazil. They will learn about the indigenous people of Brazil; crime, law and order in Brazil and social inequalities in Brazil.

**The UK Media:** Learners will learn about the different types of media in the UK and how the media influences us politically.

**Contemporary Issues in Society:** Learners will explore current issues that are present in today's society such as Brexit, the sugar tax and immigration.

**Personal Investigation:** There will be the opportunity for pupils to conduct an independent project based on their own Modern Studies related interests.

#### **Learning and teaching approaches**

Learners will experience a range of teaching methods including class, group and individual activities. They will have access to range of resources including, ICT, Visual media, textbooks and all other course material through Google classrooms.

#### **Assessment Approaches**

Assessment will be used to track the progress of all learners and to tailor the course to incorporate a range of learning styles within the class. This will be done through variety of AIFL strategies as well as:

- Presentations
- Knowledge and recall assessments
- Jotter work
- Independent Investigation

#### **Homework**

Homework will be used to reinforce key skills and knowledge developed through the course. This will be issued through Google classrooms. Some homework items will take the form of individual research.

#### **Progression**

At the end of S3 learners will be ideally placed to progress into National 4/5 Modern Studies. The skills they have developed will also be transferable to National 4/5 History or Geography

## **Subject: Mathematics**

### ***Curriculum Area: Mathematics***

The course will build on the experiences and outcomes that pupils have encountered in the first two years, ensuring that all level 3 Es & Os are covered as well as level 4 outcomes in the case of more able pupils.

### **Course Outline**

The course aims to enable pupils to:-

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work and further specialist learning
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems within a variety of contexts

Pupils cover work across three main areas of study: - Number, Money and Measurement, Shape, Position and Movement and Information Handling.

They will, over the course of S1-3, work on a range of topics including:- Estimation and Rounding, Number and Number Processes, Factors, Multiples & Primes, Powers & Roots, Fractions, Percentages & Decimals, Ratio & Proportion, Money, Time, Measurement & Scale, Patterns & Relationships, Algebra & Equations, Properties of Shape, Angles, Symmetry, Data and Analysis, and Probability. Pupils will also learn about the history and importance of mathematics in society and about famous mathematicians. Problem solving and enquiry and working with others are integral parts of the course.

### **Resources**

The nature of the new curriculum is such that pupils use a variety of different resources such as textbooks, worksheets, websites and interactive software. As such, it is no longer the case that a pupil completes the vast majority of their course using a single textbook. We do however aim to ensure that most pupils are issued with a textbook to have available at home for homework and revision as well as to work from in class. All pupils are issued with jotters and a plastic wallet to protect any resources issued. All pupils have access to online resources though Google Classroom and teachers can provide resources, homework and assignments using this site.

### **Homework**

Homework issued will take a variety of forms including:

- questions or an exercise from an issued textbook or worksheet
- internet based exercise, normally through the Sumdog website or Google Classroom
- complete work started in class
- an investigative task or research geared toward any classwork project

Homework will normally be reviewed in the next maths lesson and most will be then either self or peer marked. Homework may also be collected in and formally marked by the teacher.

## **Progression**

In S3, pupils will follow a mathematics course as a continuation of the new curriculum (CfE) from S1 & 2, beginning and leading into the National 4 or National 5 courses certified at the end of S4. Pupils may complete some assessments at National 3, 4 or 5 before the end of S3.

## **Assessment Approaches**

The approaches to assessment for the course aim to support learning, plan next steps and inform pupils and parents of progress, these include:

- Self-assessment – marking of class-work tasks and homework
- Peer assessment – eg marking another pupil's lesson starter or a group's 'walk about talk about' poster
- Formative assessment – questioning, observation, discussion of learning activities and use of show me boards
- Formal assessment – Progress Checks and SQA assessments if appropriate, marked by the teacher with marks recorded

## **Subject: Modern Languages**

### **Curriculum Area: Languages**

A modern language is an essential tool to travel and work in today's global world. Regardless of the languages you study at school, it will give you the skills to start one at any time in your life and you will learn faster.

All pupils will continue with a modern language in S3.

### **Course Outline**

You will develop **Listening, Reading, Talking** and **Writing skills** in French or Spanish while studying a range of topics relevant to daily life and working situations in your own country or abroad.

### **Homework**

You will usually receive written **homework** to reinforce your Reading or Writing skills. You will be required to learn vocabulary on a regular basis. You will also revise and practise for Writing and Talking assessments when required.

It is a good idea to use the [www.linguascope.com](http://www.linguascope.com) and [www.languagesonline.org.uk](http://www.languagesonline.org.uk) websites to reinforce the knowledge you have acquired in class.

### **Progression**

In **French** you will continue to develop the skills acquired from P7 to S2 and you will study the language in more depth. You will have the possibility to achieve a qualification at National 4, National 5 or Higher level if continuing with the subject in S4, S5 and S6.

In **Spanish and French** you will continue from where you left in S2 and follow a new course – “Modern Languages for Life and Work” where you have the opportunity to study for a National 3 or 4 qualification. This course allows you to use your Language Skills for real purposes in the World of Work. After this, at the end of S3, you will have the option to choose National 4 or 5 or the Higher level course of continuing with the subject in the Senior School.

### **Assessment Approaches**

In S2 pupils are assessed in the four skills of listening, reading, talking and writing.

They are assessed informally, based on outcomes from classwork and homework.

They are assessed formally at the end of language units in the four skills. Talking may take the form of a class exercise. Records of pupils' writing are kept to assess progress.

## **Subject: PHYSICAL EDUCATION – Creative Elective**

### **Curriculum Area: Health & Well Being**

#### **Recommended Entry Levels:**

After agreement with Principal Teacher of HWB considering:

- Homework records (deadlines met and standard of response).
- Your participation record and level of effort (both in theory and practical elements).
- Your organisation skills in terms of coming appropriately prepared for lessons with the correct kit.
- Behavioural record within the PE Department has been positive from S1-2.

#### **Course Outline**

The Elective PE course will cover a variety of different activities and will be delivered through three main areas: The Body in Action, Skills & Techniques and Evaluating Performance.

- The Body in Action - Pupils will explore areas including: how to prepare the body for physical activity, the skeletal & muscle system and aspects of Fitness.
- Skills & Techniques - Pupils will have the opportunity to further their understanding of the theoretical knowledge behind the development of individual skills and techniques and application to various activities. This will include movement concepts such as transfer of weight and how forces, levers and friction impact on performance.
- Evaluating Performance - Pupils will consider how performance is analysed and evaluated in order to provide effective feedback. They will then use this information to inform performance development.

The course will also aim to develop pupil's skills for life, learning and work through a combination of both practical and classroom based lessons and assist in the preparation of the knowledge and understanding required in PE within the senior phase.

#### **Creative Activities**

This particular course will follow a more aesthetic nature of activities including, but not limited to: Dance, Fitness, Gymnastics, Invasion Games, Racquet Sports and Water Based Activities.

#### **Assessment**

On completion of each activity block, a performance context will be facilitated to allow pupils to experience an environment that replicates what they will experience should they continue to pursue certificated PE. Homework tasks will be assessed in terms of the PE Benchmarks to track pupil progress and understanding, with views to making recommendations for the senior phase.

#### **Homework**

Homework will be issued on a monthly basis. These will mainly be written tasks but there will be occasions where other tasks will be issued. There are strict deadlines for homework; these are essential to consolidate their theoretical knowledge from class.

#### **Progression**

Pupils can progress onto National 4/5 PE, Higher PE, Advanced Higher PE and various Further Education courses.

## **Subject: PHYSICAL EDUCATION – Team Games Elective**

### **Curriculum Area: Health & Well Being**

#### **Recommended Entry Levels:**

After agreement with Principal Teacher of HWB considering:

- Homework records (deadlines met and standard of response).
- Your participation record and level of effort (both in theory and practical elements).
- Your organisation skills in terms of coming appropriately prepared for lessons with the correct kit.
- Behavioural record within the PE Department has been positive from S1-2.

#### **Course Description**

The Elective PE course will cover a variety of different activities and will be delivered through three main areas: The Body in Action, Skills & Techniques and Evaluating Performance.

- The Body in Action - Pupils will explore areas including: how to prepare the body for physical activity, the skeletal & muscle system and aspects of Fitness.
- Skills & Techniques - Pupils will have the opportunity to further their understanding of the theoretical knowledge behind the development of individual skills and techniques and application to various activities. This will include movement concepts such as transfer of weight and how forces, levers and friction impact on performance.
- Evaluating Performance - Pupils will consider how performance is analysed and evaluated in order to provide effective feedback. They will then use this information to inform performance development.

The course will also aim to develop pupil's skills for life, learning and work through a combination of both practical and classroom based lessons and assist in the preparation of the knowledge and understanding required in PE within the senior phase.

#### **Team Games Activities**

This particular course will follow more traditional activities including, but not limited to: Central Net Games, Fitness, Invasion Games and Water Based Activities (Water Polo, Water Volleyball).

#### **Assessment**

On completion of each activity block, a performance context will be facilitated to allow pupils to experience an environment that replicates what they will experience should they continue to pursue certificated PE. Homework tasks will be assessed in terms of the PE Benchmarks to track pupil progress and understanding, with views to making recommendations for the senior phase.

#### **Homework**

Homework will be issued on a monthly basis. These will mainly be written tasks but there will be occasions where other tasks will be issued. There are strict deadlines for homework; these are essential to consolidate their theoretical knowledge from class.

#### **Progression**

Pupils can progress onto National 4/5 PE, Higher PE, Advanced Higher PE and various Further Education courses.

**Subject: Science**

**Curriculum Area: Science & Technologies**

### **Course outlines**

The purpose of the S3 Science courses is to continue to develop learners' curiosity, interest and enthusiasm in a range of contexts within their chosen Science(s). The skills of scientific inquiry and investigation are integrated and developed throughout the course(s). The relevance of science is highlighted by the study of the applications of science in everyday contexts.

The learners will build upon their level 3 experiences and outcomes and progress through level 4 for preparation of National 4 or National 5.

### **Courses:**

#### **Biology**

Cells - The key areas covered are: Cell structure and microscopy; DNA; Stem cells and Moral Issues; Enzymes and their use in industry; Microorganisms and their uses in industry; Respiration; Photosynthesis.

Multicellular organisms - The key areas covered are: control and communication; reproduction; variation and inheritance; Pupil choice topic (e.g. bones, muscles and joints).

Biology investigative work – pupil led investigations and research projects to enhance and develop transferrable skills they can use across the curriculum.

#### **Chemistry**

Properties and Uses of Substances – The key areas covered are: signs of a chemical reaction; rates of reaction; atomic structure; formulae and acids and bases.

Earth's Materials – The key areas covered are: Fuels, Hydrocarbons and Products from Plants.

#### **Physics**

Dynamics and Space - The key areas covered are: vectors and scalars; velocity–time graphs; acceleration; Newton's laws; energy; projectile motion; space exploration and cosmology.

Generation of Electricity – non-renewable vs renewable energies, power, conservation of energy, a.c. and d.c. and induction.

Physics in concert – characteristics of waves, sound production, circuits and ohms law.

#### **Science**

Planet Earth –This unit will look at the following key areas: Biodiversity, ecosystems and adaptation; Growing plants; Fossil fuels & energy sources; Kinetic theory of gases; Space.

Biological Systems – This unit will look at the following key areas: All about cells; DNA; Cell organisation; Reproduction; The digestive system; Control of body temperature.

Waves/Electricity/Forces – This unit will look at the following key areas: electromagnetic spectrum; Sound and Light; Forces (frictional, gravitational, electrostatic etc); Electrical circuits and safety; speed, distance, time calculations.

Materials – This unit will look at the following key areas: Periodic table; Chemical reactions; Atoms; Novel materials.

Topical Science – Pupil led investigations on current issues in Science. This will involve experimentation and research based reporting. This will also be embedded throughout each unit.

## **Assessment Approaches**

Each unit within the chosen subject area(s) will have a formal assessment. In addition, learners will draw on, extend and apply the skills they have learned during the course in the form of: practical investigations, research based assignments, short essays and presentations. These will require demonstration of the breadth of skills, knowledge and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways. They will be assessed by a mixture of teacher and peer marking.

The Assessments will inform the extent to which each pupil is progressing in each of the Experiences and Outcomes covered by the course.

## **Homework**

Homework will be issued approximately fortnightly and tasks will range from practice problems or questions, research based assignments, practical activities and practical report writing.

## **Progression**

### **Science**

Progression will be to SQA National 3 or National 4 Science or in National 4 Biology, Chemistry or Physics as appropriate based on recommendations from range of evidence.

### **Biology, Chemistry and Physics**

Progression will be to SQA National 4 or National 5 in Biology, Chemistry or Physics as appropriate based on recommendations from the range of evidence.