

## CONTENTS

### Page No

Letter from the Head Teacher	2
Course Choice Programme	3
Art & Design	4
Biology	5
Business Education	6
Chemistry	7
Computing Science	8
English	9
Geography	10
History	11
Home Economics	12
Mathematics	13
Modern Languages	14
Modern Studies	15
Music	16
Physical Education	17
Physics	20
RMPS	21
Support for Learning	22
Technical Education	26
Course Choice Sheet (Sample)	31

BM/PB

January 2016

Dear Parent

### **S3 Progression Routes Within Broad General Education**

Over the past two years your child's education has been structured within a broad and general curriculum which has developed the learning experiences and outcomes of his/her primary school experience.

As your child moves into S3 he/she will continue to follow a broad and general curriculum but with the opportunity to begin to personalise his/her course of study through choosing to specialise in a smaller number of subjects chosen from those studied in S1/2.

We will continue to recognise the importance of planning a course as well as the potential difficulty in choosing between subjects. It is our aim to provide you with the best advice to ensure that you can support your child making well considered decisions about which subjects to study.

This booklet is one part of a package of advice which will be made available to you and your child by the school. It explains the procedure for choosing courses and provides basic information about the subjects which can be studied in Third Year.

The course choice sheet with which your child has been issued enables him/her to choose subjects which he/she will study in more depth than in S1/2 and provide a progressive route towards the more detailed and demanding Nationally Certificated courses in S4 – 6.

I would encourage you to use the information in this booklet as a starting point for a discussion with your child and the school about the options for Third and Fourth Year.

As always, should you wish to discuss any aspect of your child's education, please do not hesitate to get in touch with me at the school.

Yours sincerely

Mr B Millar  
Head Teacher

## **COURSE CHOICE PROGRAMME**

We realise this is an important stage in your son/daughter's school career and we have arranged the following programme to help you in your choice:-

- 1. S2 REPORTS – WEEK BEGINNING MONDAY 25<sup>th</sup> JANUARY 2016**  
You will receive a detailed report from each subject on your son/daughter's progress.
- 2. OPTIONS EVENING – THURSDAY 28<sup>th</sup> JANUARY 2016**  
The object of this evening is to explain in more detail the choices on offer in S3.
- 3. PARENT CONTACT EVENING – TUESDAY 2<sup>nd</sup> FEBRUARY 2016**  
An opportunity to meet your child's teachers.
- 4. RETURN COURSE CHOICE FORM – WEDNESDAY 10<sup>th</sup> FEBRUARY 2016 – at the latest**  
Completed forms should be returned to the register teacher in the first instance.
- 5. COURSE CHOICE CONFIRMED – MAY 2016**  
Each S2 pupil will discuss the completed choice of course form with his/her guidance teacher. Provision will be made for parents to attend if they wish.

## DEPARTMENT - Art & Design

### Courses Offered:

Art & Design

### Course Content:

The course builds upon the CfE Broad General Education and Expressive Arts Experiences and Outcomes across S1 and S2. Pupils are encouraged to develop individual work in both Expressive and Design areas as well as undertake a study of the work of artists and designers. In S3, pupils continue with the CfE Broad General Education and will continue to experiment with a wide range of media and technologies, learning how to handle these with greater control and assurance in order to create images and objects. Focussing on the visual elements and visual concepts, pupils developing skills and creativity lead them to produce original ideas in both Expressive and Design work. The development of pupils' ability to record and observe is also an important part of the course and skills learnt here have many applications in other areas of the curriculum. Pupils' critical skills will also be developed giving pupils the ability to analyse art and design techniques, processes and concepts allowing them to make informed judgements about their own and others' work. In addition to this pupils will be introduced to Art & Design ICT skills, including Photoshop. All pupils would find the Art & Design BGE course rigorous, relevant and enjoyable.

### Assessment:

All learners will be given verbal and written feedback on their artwork, critical work and homework on a regular basis and in this subject pupils are heavily assessed through the process of formative assessment. In S3 evidence of pupils' progress is gathered through the assessment of Expressive & Design coursework produced over a period of time as well as evidence produced during specific assessments. The main focus of assessment is pupils developing practical skills, awareness and importance of deadlines and to develop visual awareness in all pupils. Skills in communicating, creative problem solving and justifying opinions of their own and others work are also assessed in the form of peer and self-assessment.

### Additional Information:

The S3 course provides the basis for National 4 and beyond that, National 5. The National 4 course is made up of three units: Expressive unit with Critical Studies, Design Unit with Critical Studies and an "Added Value" Unit, which is sufficiently open and flexible to allow for personalisation of choice. Further details are available on the SQA website.

## DEPARTMENT - Biology

### Courses Offered:

Biology

### Course Content:

The course follows the Curriculum for Excellence Biology Level 4 Outcomes. However, pupils will have the opportunity to consolidate at Level 3 and work will be differentiated as appropriate.

During this course pupils will study:

**Biodiversity and Interdependence** (growth, reproduction, respiration)

**Energy Sources and Sustainability** (risks and benefits of different energy sources, conservation, protecting the environment)

**Body Systems and Cells** (homeostasis, behaviour, cell division)

**Biotechnology** (brewing, making bread and yoghurt, gene therapy)

**Inheritance** (DNA, genes, DNA profiling, genetic counselling, mutations)

**Biochemistry** (including Carbohydrates, Lipids, and Proteins)

### Assessment:

Formative assessments will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will also sit a series of summative assessments, including a Level 4 exam. This will allow pupils to make an informed choice about whether to pursue National 4 or 5 Biology

### Additional Information:

The course will allow pupils to acquire a good basic knowledge of Biology with reference to topical issues

The approach and content to this course is influenced by the need to articulate with National 4 and National 5 Biology courses which will be offered in S4.

# DEPARTMENT - Business Education

## Courses Offered:

BUSINESS & IT

## Course Content:

The course is divided into 2 units and covers Level 3 and 4 of the Experiences and Outcomes.

**Unit 1: Open for business** (*How to set up a business*)

This unit demonstrates how to get started in business and provides opportunities to find out what it would be like working in a business. There are lots of different businesses looking to offer jobs to the right people so it is important for pupils to be business aware. Each task contains real life activities and requires lots of IT (computer work) which builds upon skills developed in S2 on the Business Enterprise and IT course (BE & IT).

**Unit 2: Lions' Lair** (*based on Dragons' Den: introducing new products to the market*)

Pupils will experience what it is like to be an entrepreneur; having a business idea for a product and then trying to persuade people to invest in the business so that the product can be sold to customers in order to make a profit. 'Enterprise' and 'entrepreneurship' describe this unit.

## Assessment:

Pupils will complete a series of activities which will be held as evidence in a folio. Each activity is designed to meet a range of different outcomes within Curriculum for Excellence and successful completion of a number of activities will determine each pupil's overall level.

## Additional Information:

*Here is a list of some of the activities covered in each of the units:*

<b>Unit 1</b>	<b>Unit 2</b>
Open for business	Winners and Losers
Does anyone have cash?	Life is about making choices
Location, Location, Location	Why knowledge and skills matter
Is that ladder safe?	Skateboard anyone?
Looking after number one	Even meerkats can help sell something

## DEPARTMENT - Chemistry

### Courses Offered:

Chemistry

### Course Content:

This course follows the Curriculum for Excellence Chemistry Level 4 outcomes.

During this course pupils will study

**Bonding, structure and properties** (of elements and compounds)

**Carbon chemistry** (including materials derived from crude oil)

**Metals and the reactivity series**

**Electrochemical cells**

**Energy changes** (during chemical reactions)

**Conservation of mass**

**The carbon cycle**

**Environmental chemistry**

**New materials**

### Assessment:

Formative assessment will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will also sit a series of summative assessments, including a Level 4 exam. This will allow pupils to make an informed choice about whether to pursue National 4 or National 5 Chemistry.

### Additional Information:

The course will allow pupils to acquire a good basic knowledge of chemistry with reference to topical issues.

## **DEPARTMENT – Computing Science**

### **Course Offered:**

Computing Science

### **Course Content:**

- Graphics and Animations - an in depth study of this important area in Computing Science - using industry standard software.
- Learn about computer systems and new technologies including cloud computing, cyber security and the Internet of Everything!
- The programmer lies at the heart of every computer game. Learn more and develop your skills in this part of the course.
- What is a RAT? (No it is not the furry creature.) Find out about this and the many other threats to the security of all computer systems.
- Create and use podcasts, web pages and video.
- Experiment with visualisers, graphics tablets and mobile phones.
- Learn about Computing technology and its importance to the economy and the environment.

### **Assessment:**

Pupils will build and maintain an electronic portfolio of files created including graphics, animation, research and programs. A combination of Formative and Summative assessment will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will be completing Level 3 and working within Level 4 of the Curriculum for Excellence Outcomes. This will include individual and group work, problems solving tasks and class discussion.

### **Additional Information:**

Computing Science is vital to everyday life and every occupation; it shapes the world in which we live and work 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, art, entertainment, education, medicine, business and industry. Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy. Computer scientists have skills which are always in short supply and jobs which are here to stay!



## **DEPARTMENT - English**

### **Courses Offered:**

English

### **Course Content:**

Pupils will continue to cover the Experiences and Outcomes related to Reading, Writing, Listening and Talking at Levels 3 and 4.

Topics covered will allow all pupils to develop their skills within the 4 elements of English detailed above. In addition, pupils will have the opportunity to use these skills by making connections with other curricular areas and will be able to develop as independent learners. They will gain more experience of their role in working effectively with others. Equally, they will be able to recognise the role they play within the wider community.

### **Assessment:**

Assessment will be on-going, using both formative and summative.

In Reading pupils will be assessed as they respond to a variety of 'Texts'. This will involve Close Reading comprehension and how well they understand the different 'Texts' studied.

In Writing pupils will have the opportunity to produce a variety of 'Texts'. They will be assessed on their ability to utilise the success criteria for each genre of Writing.

In Listening and Talking pupils will be assessed on their ability to work effectively in a group as well as being able to present their views in a range of situations.

### **Additional Information:**

Progression into S4 will be at National 3, National 4 or National 5.

## **DEPARTMENT - Geography**

### **Courses Offered:**

S3 Geography (as part of the Broad General Education syllabus)

### **Course Content:**

The S3 Geography course sets out to explore people and place, and to develop an awareness of the world around us. Pupils will be encouraged to become responsible citizens by developing a greater understanding of the processes which have an impact on their environment. They will also develop skills which are transferrable to other areas of study and which they will use in everyday life.

Topics studied will include the following:

- Climate Regions - Rainforests, Tundra and Hot Deserts
- Environmental Issues
- Development & Health
- Weather

Skills such as map reading, gathering, processing and interpreting information will also be developed throughout the course. Pupils will use a wide range of resources throughout the course, including DVDs, maps, textbooks and computers.

### **Assessment:**

The S3 course covers experiences and outcomes at levels 3 and 4 within the Curriculum for Excellence guidelines.

Assessment will therefore be ongoing throughout the year, using both formative and summative methods.

### **Additional Information:**

The main focus of the S3 course will be to help prepare pupils for the progression to the National 4 and National 5 qualifications in S4

## DEPARTMENT – History

### Courses Offered:

Curriculum for Excellence – Levels 3 and 4 – People, past events and societies

### Course Content:

- **Campaigning for Change - Social Change 1900-79**

This unit will examine social, economic and political change in the past and assess its impact on people's lives with a particular focus on women and the impact of World War One

- **Germany: the Nazi Regime**

This unit will examine the Nazis in power in Germany and will therefore include; the rise of Nazi power and the impact of this power on Germany and why this possibly led to the conflict of World War Two.

- **Mary Queen of Scots, and the Reformation, 1542–1587.**

This unit will examine change and conflict in sixteenth century Scotland and will therefore include Mary from the 'Rough Wooing' to becoming Queen of France, Mary's reign and her execution.

### Assessment:

Candidates will be assessed so that progress can be monitored through the Curriculum for Excellence levels on the ability to

- Demonstrate a good breadth of knowledge and understanding of the course.
- Demonstrate the ability to independently research, select and then present evidence.
- Demonstrate the ability to evaluate sources and consider different viewpoints.

A variety of assessment strategies will therefore be used to look at the progress of the learner either individually or when contributing within a group.

### Additional Information:

Homework is important to consolidate knowledge and understanding of historical themes and to further develop skills of explaining historical developments and events, the drawing of conclusions and evaluating of historical sources.

Pupils are expected to be responsible for keeping all their work up to date, neat and tidy.

## **DEPARTMENT - Home Economics**

### **Courses Offered:**

S3 Home Economics

### **Course Content:**

- Pupils will be studying Level 3 and Level 4 Experiences and Outcomes from the areas of both Health and Wellbeing and Technology.
- This course will give pupils an insight into the Health and Food Technology course as well as the Hospitality course.
- Pupils will develop knowledge of the relationship between health and nutrition.
- Pupils will develop practical skills to allow them to apply their knowledge.
- Pupils will develop an understanding of the importance of food safety and hygiene and learn to work safely and hygienically.
- Pupils will develop an understanding of food preparation techniques and cookery processes.
- Pupils will develop and understand current consumer issues.

### **Assessment:**

- Assessment will take place during and at the end of each unit of work.
- This will take place in the form of both written assessments and practical assessments.
- Pupils' hygiene knowledge will be assessed through the R.E.H.I.S. Examination. (Royal Environmental Health Institute for Scotland).
- Pupils' nutrition knowledge will be assessed through the R.E.H.I.S. Food and Health Examination.

### **Additional Information:**

- Each pupil is required to pay a fee before the course begins to contribute towards ingredients.
- After S3 pupils can progress on to either National 4 / 5 Health and Food Technology or National 4 / 5 Hospitality – Practical Cookery. National 4 / 5 Early Education and Childcare will also be a potential option for pupils.

## DEPARTMENT - Mathematics

### Courses Offered:

Maths

### Course Content:

The Mathematics courses at Levels 2, 3 and 4 are based on Experiences and Outcomes which cover Number, Money and Measurement, Shape, Position and Movement and Information Handling.

The Mathematics courses are designed to equip pupils with the skills needed to interpret and analyse information, simplify and solve problems and make informed decisions. The skills developed in these courses are key skills required for life, learning and work

A variety of teaching approaches will be used including:

Working independently, learning collaboratively, use of technology, developing mental agility, maintaining cross curricular links, opportunities for classroom discussion, developing problem solving skills.

### Assessment:

The department will use different forms of assessment including:-

- Calculator and non-calculator tests
- Individual and group problem solving tasks
- Homework
- Classroom discussion
- Project work
- Mental agility

### Additional Information:

At the end of S3 pupils will be allocated to New Qualifications Mathematics courses based on work covered during S1, S2 and S3.

Courses for S4 are:-

- National 3 Lifeskills Mathematics
- National 4 Lifeskills Mathematics
- National 4 Mathematics
- National 5 Lifeskills Mathematics
- National 5 Mathematics

## DEPARTMENT - Modern Languages

### Courses Offered:

French, German and Spanish

### Course Content:

Pupils will continue to cover the Experiences and Outcomes within the four skills of Listening and Talking, Reading and Writing at Levels 3 and 4.

Topics covered will provide pupils with the opportunity to improve their language skills and will cover the broad contexts of Citizenship, Society, Learning, Employability and Culture.

In addition pupils will study a film in the foreign language.

### Assessment:

Assessment will be on-going. Formative and Summative assessment will be used to monitor pupil progress.

Pupils will be tested in their Reading and Listening skills through class tasks and will do formal comprehension tests at various stages of the year.

### Additional Information:

Pupils will be able to continue their study of one language and can choose to pick up a second modern language in S3 as their free choice.

Progression into S4 would be at National 3, National 4 or National 5.

**It may be the case that for some pupils Languages for Life and Work is a more appropriate option for progression into S3.**

## **DEPARTMENT - Modern Studies**

### **Courses Offered:**

Political, Social and International Issues

### **Course Content:**

- Political - An introduction to the UK and Scottish parliaments; including the roles of our elected representatives.
- Social - Crime and Law in our society.
- International - International Relations. The changing role of alliances such as NATO and the UN; particularly since the events of 9/11, including responses to international conflict situations throughout the world.

### **Assessment:**

Meeting the Experiences & Outcomes of Levels 3 and 4 within the CfE guidelines through a mixture of formative and summative assessments, observing individual and group work presentations and building on the skills necessary to achieve a pass at National 4/5 levels; how to gather, synthesise and present information on a particular topic.

### **Additional Information:**

As a department we are working towards preparing pupils in S3 for the new National 4 and National 5 assessments. As always, Modern Studies will develop the conceptual skills linked to our subject, such as, ideology, rights and responsibilities, and power.

## DEPARTMENT - Music

### Courses Offered:

Music

### Course Content:

There are 4 elements to the S3 Music course.

#### Creating:

Pupils will develop their creative skills through composing music in different genres, including Scottish, Rock n Pop and Jazz music.

#### Understanding:

Pupils will develop their knowledge and understanding of music concepts and music literacy through listening to a wide range of styles/genres.

#### Performing:

Pupils will develop skills on two instruments through performing a wide variety of styles. Pupils will take part in performing platforms and participate in self and peer assessment.

#### Technology:

Pupils will develop their technology and ICT skills through recording performances and compositions. Pupils will also experience some basic Music Technology skills to prepare them for the National Music Technology courses.

### Assessment:

Both formative and summative assessment techniques will be used.

Pupils will be asked to reflect on their own work and discuss with the teacher ways in which they can improve.

Pupils will also receive regular homework in various forms.

### Additional Information:

The S3 course will offer a clear progression to SQA qualifications at National 3, National 4 and National 5 Music and Music Technology.



# DEPARTMENT - Physical Education

## Courses Offered:

Physical Education

## Course Content:

This course will cover Levels 3 and 4 of the Experiences and Outcomes and has been designed to introduce pupils to the work required for certificated PE. Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated course.

### Aims of the Course

- To improve physical performance in sport
- To further develop pupil interest in Physical Education
- To know and understand the principles and concepts impacting on performance
- 

### Activities

During the course pupils will participate in a variety of activities. These may include **badminton, basketball, swimming, table tennis, football, handball, volleyball, athletics** and **fitness**. There will be an element of flexibility for which activities will run depending upon pupil uptake/interest.

## Assessment:

**All units will be internally assessed and are on a pass/fail basis. Each unit will have equal weighting.**

Skills for Learning, Life and Work		Progression
1 – Literacy	Listening and Talking	<ul style="list-style-type: none"> <li>• National 4 Physical Education</li> <li>• National 5 Physical Education</li> <li>• Higher Physical Education</li> <li>• College or University for PE or sport related courses</li> </ul>
3 – Health and Wellbeing	Emotional Wellbeing	
	Physical Wellbeing	
4 – Employability, Enterprise	Working with others	
5 – Thinking Skills	Understanding	
	Applying	

### Course Units

**Performance Skills:** - Pupils will have the opportunity to develop a range of simple and complex performance skills and apply these within game situations.

**Factors Impacting on Performance:** -Pupils will explore and raise their awareness of factors which impact on participation and performance in physical activities. There will be opportunity to reflect on analyse and monitor their own performance.

## Additional Information:

- Pupils selecting this course will also still follow core PE in addition.
- You must complete all components of this course and aim to be 'secure' in all outcomes and experiences
- Ensure you like all the activities listed before choosing this course
- PHYSICAL EDUCATION IS ONLY SUITABLE FOR ENTHUSIASTIC PUPILS WHO HAVE AN EXCELLENT PARTICIPATION, KIT AND EFFORT RECORD IN PE

## DEPARTMENT - Physics

### Courses Offered:

Physics

### Course Content:

The course will incorporate the Physics Outcomes from the Level 4 Science Experiences & Outcomes within Curriculum for Excellence. However, pupils will have the opportunity to consolidate at Level 3 and work will be differentiated as appropriate.

During this course pupils will study:

**Energy generation** – fossil fuels, renewable energy

**Space** – astronomy and our knowledge of the universe

**Electrical circuits** – series & parallel circuits, current, voltage, domestic circuits

**Electronics** – input and output devices, LEDs, thermistors, solenoids...

**Sound waves** – decibels, speed of sound, frequency, wavelength

**Waves** – interference, ultrasound

**Motion** – speed, distance, time, acceleration, force, Newton's Laws

**Forces** – magnetism & magnetic fields, electromagnets, gravitation

**Electromagnetic Spectrum** – visible light, infrared, ultraviolet, radar, X-rays, gamma rays

### Assessment:

Formative assessments will be used throughout the course to provide feedback on progress and identify next steps.

Pupils will also sit a series of summative assessments (tests). This will allow pupils to make an informed choice about whether to pursue National 4 or 5 Physics in 4<sup>th</sup> year.

### Additional Information:

The course will allow pupils to acquire a good basic knowledge of Physics, with reference to topical issues.

The approach and content to this course is influenced by the need to articulate with National 4 and National 5 Physics courses which will be offered in S4.

# DEPARTMENT - RMPS

## Courses Offered:

RMPS

## Course Content:

**BUDDHISM** – World Religion - We will learn about the religion of Buddhism, exploring key beliefs such as **karma**, **reincarnation** and **meditation**. As part of exploring Buddhism in Scotland today, we will visit the ‘Kagya Samye Ling’ Buddhist monastery in the Scottish borders.

**WHAT HAPPENS WHEN WE DIE?** - Religious & Philosophical Questions – What happens when we die? Do we go to heaven? Are we born again? Do we become ghosts or spirits? In this unit we will explore the many different beliefs about the afterlife.

**PHILOSOPHY** - Epistemology – How do you know that you’re not dreaming right now as you read this? **In fact...can you even be sure that you exist?!** Together we will explore what we know, how we know it, and if we can ever *really* be sure that we’re not surrounded by robots pretending to be people...

**CAPITAL PUNISHMENT** – Morality & Belief – Should we be allowed to punish people by killing them? Should Scotland bring back the death penalty? What do the pupils and teachers of Harris Academy think? Activities include: conducting a whole-school survey, media presentation, script writing a short drama, mock interview and campaign brochure/poster.

## Assessment:

Both Level 3 and Level 4 Outcomes and Experiences are assessed. The learning experiences and activities have been designed to allow pupils the opportunity to demonstrate their knowledge and understanding, skills, attributes and capabilities. Evidence will be gained from day-to-day learning as well as from specific assessment tasks, activities and tests. There are opportunities for pupils to choose their preferred assessment style: oral; written; audio visual. Peer assessment and self-assessment are also an important part of the assessment process. Evidence will be gathered via a range of assessment experiences other than questioning and written responses such as: group tasks, presentations, creative writing, debates, script writing, artwork, reports, film, projects, mock interviews, class discussion, poetry and drama performance. Assessment focuses on three key areas: Christianity, World Religions and the Development of Beliefs and Values. The experiences and outcomes assessed include:

I can apply philosophical enquiry to explore questions or ethical issues. **RME 4-09e**

I can explain a range of beliefs which followers of world religions hold about ‘ultimate questions’ and participate in debates about these. **RME 3-04c**

Through researching a range of traditions, practices and customs of world religions, I can consider the place of these in contemporary life. **RME 4-06a**

Through exploring a range of issues of morality, I can consider Christian responses to these issues and relate these to my own developing values. **RME 4-02a**

Through exploring a range of issues of morality, I can consider Christian responses to these issues and relate these to my own developing values. **RME 4-02a**

## Additional Information:

This course is not the same course as the Core RME course. Every pupil receives 1 period of Core RME as part of the national core requirements. The above course is a completely separate, challenging and exciting course which will be delivered in 3 periods per week.

## DEPARTMENT - Support for Learning

### Courses Offered:

SQA - Personal Achievement Awards – Bronze, Silver, Gold

### Course Content:

#### **\*Developing Independence:**

Having your say

Healthy Eating

Hobbies and Interests

Looking after Animals

Looking after your Home

Performing Arts

Personal Health

Personal Presentation

Personal Relationships

Safety and Security

#### **\*Taking Part in the Community:**

Community Activity

Eco-Awareness

Enterprise

Exploring a local Area

Financial Awareness

Fundraising

Promoting Health

Social Events

Travel in the Community

Pupils, after discussion with their teacher, will select ONE unit from each column\*.

### Assessment:

Learners progress through the Stages of Bronze, Silver and Gold, building on their achievements at each stage. Units are internally assessed.

### Additional Information:

The *Personal Achievement Award* reflects the philosophy, principles and aims of Senior Phase of Curriculum for Excellence, and is designed to enable learners to develop confidence, to develop their independence, and their ability to communicate and respond to others in their own way. Learners will also have the opportunity to participate in a range of new and familiar activities, and to experience and contribute to their community across a range of social contexts. Achievement of this qualification is nationally recognised.

# DEPARTMENT - Support for Learning

## Courses Offered:

Literacy

## Course Content:

### Literacy and Employment skills

- a) Basic technical skills in Literacy including basic grammar and formal writing.
- b) Developing literacy skills relevant to working life i.e. writing memos, emails, letters, reviews
- c) Developing ICT skills in a work related environment
- d) Interview preparation
- e) Promoting learner confidence in practical areas.
- f) Work related activities such as job applications; CV writing; recruitment, interview skills and college applications.
- g) Promoting confidence in public speaking

## Assessment:

**Assessment 1: Reading** – selecting information, explaining and commenting on the effectiveness

**Assessment 2: Listening** – selecting, explaining and commenting

**Assessment 3: Writing** – selecting and organising information, using basic literacy skills

**Assessment 4: Talking** – selecting and organising verbal communication appropriate to audience

## **DEPARTMENT - Support For Learning**

### **Courses Offered:**

SQA PERSONAL DEVELOPMENT AWARDS Level 2-6

### **Course Content:**

The following Units are available either as a complete award, in which case the 4 Units are mandatory or as free-standing units:

Self-Awareness  
Self in the Community  
Self and Work  
Practical Abilities

Examples of projects completed : volunteering at a Care Home and Maggie's Centre, Fundraising, Designing T-Shirts, Health and Wellbeing, Peer Support.

A Saltire Award is available for any volunteering completed.

### **Assessment:**

All candidates are required to complete a folio of evidence for each unit and this is internally assessed

### **Additional Information:**

These Awards are part of the Wider Achievement qualifications and are designed to recognise the skills needed to get ahead successfully in today's world. The PDAs aim to help learners become employable, contributing and independent members of society through the development of transferable life skills. They also meet the principles of Curriculum for Excellence.

## DEPARTMENT – Technical Education

### Courses Offered: Design and Manufacture

All pupils follow a common course in S3 covering Level 3 and 4 Experiences and Outcomes and aspects of National 4 units.

### Course Content:

During the first phase of this course a broad approach will be realised by drawing content from the level 3 and 4 outcomes within craft, design, engineering and graphics contexts for developing technological skills and knowledge.

The second half of the course will be more specifically oriented towards elements of the above which are relevant to the Design and Manufacture course at National 4 and 5 level. Pupils will engage in activities that will provide effective progression in Design and Manufacture in S4. This will involve aspects of the following:

- Identify factors that influence design and apply these in a simple design task
- Develop and communicate design concepts for a simple design task
- Evaluate an existing product.
- 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 prototype
- Review manufacturing processes and a finished prototype

More information is available:

[http://www.sqa.org.uk/sqa/files\\_ccc/CfE\\_UnitSpec\\_Design\\_and\\_Manufacture\\_N4\\_Design\\_and\\_Manufacture\\_Design.pdf](http://www.sqa.org.uk/sqa/files_ccc/CfE_UnitSpec_Design_and_Manufacture_N4_Design_and_Manufacture_Design.pdf)

### Assessment:

Internally assessed evidence may be presented for Level 3 and 4 experiences and some evidence for outcomes of the individual National 4 Units may be secured.

### Additional Information:

#### General

There is no option to take the same selection from both columns. i.e. A pupil selecting Practical Woodworking/Metalworking cannot select the same option in another column. Also pupils opting for either D&M, ES and GC cannot make a choice from these subjects as the BgE element is the same in all three courses.

In S4 pupils can make a more specific choice in any of the above that will allow for progression to related Technologies National 4 and 5 Units and Course Awards.

#### Progression

This course is designed to enable progression in S4 to National 4 and 5 Design and Manufacture. However, progression to either Graphic Communication, Engineering Science or Practical wood / metalworking may be considered.

In S4 pupils can make a more specific choice in any of the above that will allow for progression to related Technologies National 4 and 5 Units and Course Awards.

# DEPARTMENT – Technical Education

## Course Offered: Engineering Science

All pupils follow a common course in S3 covering Level 3 and 4 Experiences and Outcomes and aspects of National 4 units.

### Course Content:

During the first phase of this course a broad approach will be realised by drawing content from the level 3 and 4 outcomes within craft, design, engineering and graphics contexts for developing technological skills and knowledge.

The second half of the course will be more specifically oriented towards elements of the above which are relevant to the Engineering Science course at National 4 and 5 level. Pupils will engage in activities that will provide effective progression in Engineering Science in S4. This will involve aspects of the following:

- Gaining an understanding and experience of the software used
- Use and understanding of Programmable Control
- Basic analogue Electronics theory
- Use understanding of Pneumatics
- Analysing problems and designing solutions
- Testing and evaluating solutions
- 

**More information is available:**

[http://www.sqa.org.uk/files/nq/CfE\\_CourseSpec\\_N4\\_Technologies\\_EngineeringScience.pdf](http://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_Technologies_EngineeringScience.pdf)

### Assessment:

Internally assessed evidence may be presented for Level 3 and 4 experiences and some evidence for outcomes of the individual National 4 Units may be secured.

### Additional Information:

#### General

There is no option to take the same selection from both columns. i.e. A pupil selecting Practical Woodworking/Metalworking cannot select the same option in another column. Also pupils opting for either D&M, ES and GC cannot make a choice from these subjects as the BgE element is the same in all three courses.

In S4 pupils can make a more specific choice in any of the above that will allow for progression to related Technologies National 4 and 5 Units and Course Awards.

This course is designed to enable progression in S4 to National 4 and 5 Engineering Science.

However, progression to either Graphic Communication, Design and Manufacture or Practical wood / metalworking may be considered.



# DEPARTMENT – Technical Education

## Course Offered: Graphic Communication

All pupils follow a common course in S3 covering Level 3 and 4 Experiences and Outcomes and aspects of National 4 units.

### Course Content:

During the first phase of this course a broad approach will be realised by drawing content from the level 3 and 4 outcomes within craft, design, engineering and graphics contexts for developing technological skills and knowledge.

The second half of the course will be more specifically oriented towards elements of the above which are relevant to the Graphic Communication course at National 4 and 5 level. Pupils will engage in activities that will provide effective progression in Graphic Communication in S4. This will involve aspects of the following:

Produce and interpret simple 2D pictorial sketches, pictorial drawings and 3D CAD models

Produce simple 2D and 3D pictorial and 3D illustrations

Create simple 2D pictorial and 3D promotional displays

#### More information is available:

[http://www.sqa.org.uk/sqa/files\\_ccc/CfE\\_UnitSpec\\_Graphic\\_Communication\\_N4\\_3D\\_and\\_Pictorial\\_Graphic\\_Communication.pdf](http://www.sqa.org.uk/sqa/files_ccc/CfE_UnitSpec_Graphic_Communication_N4_3D_and_Pictorial_Graphic_Communication.pdf)

### Assessment:

Internally assessed evidence may be presented for Level 3 and 4 experiences and some evidence for outcomes of the individual National 4 Units may be secured.

### Additional Information:

#### General

There is no option to take the same selection from both columns. i.e. A pupil selecting Practical Woodworking/Metalworking cannot select the same option in another column. Also pupils opting for either D&M, ES and GC cannot make a choice from these subjects as the BgE element is the same in all three courses.

In S4 pupils can make a more specific choice in any of the above that will allow for progression to related Technologies National 4 and 5 Units and Course Awards.

This course is designed to enable progression in S4 to National 4 and 5 Graphic Communication. However, progression to either Engineering Science, Design and Manufacture or Practical wood / metalworking may be considered.

# DEPARTMENT – Technical Education

## Courses Offered: Practical Woodwork and Practical Metalwork

All pupils follow a common course in S3 covering Level 3 and 4 Experiences and Outcomes and aspects of National 4 units.

### Course Content:

During the first part of this course a broad, general approach will be taken by drawing content from the level 3 and 4 outcomes within craft, design, engineering and graphics contexts for developing technological skills and knowledge.

The second half of the course will be more focused towards elements of Practical Wood work or Practical Metal work which are relevant to the courses at National 4 and 5 level. Pupils will engage in activities that will provide effective progression in practical wood work or practical metal work in S4.

This will involve aspects of the following:

#### **Practical Woodworking**

The aims of the Course are to enable learners to develop:

- Skills in woodworking techniques
- Skills in measuring and marking out timber sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- Knowledge of sustainability issues in a practical woodworking context
- 

[http://www.sqa.org.uk/sqa/files\\_ccc/CfE\\_UnitSpec\\_Practical\\_Woodworking\\_N4\\_Practical\\_Woodworking\\_Flat-frame\\_Construction.pdf](http://www.sqa.org.uk/sqa/files_ccc/CfE_UnitSpec_Practical_Woodworking_N4_Practical_Woodworking_Flat-frame_Construction.pdf)

#### **Practical Metalwork**

The aims of the Course are to enable learners to develop:

- Skills in metalworking techniques
- Skills in measuring and marking out metal sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- Knowledge of sustainability issues in a practical metalworking context
- 

[http://www.sqa.org.uk/files/nq/CfE\\_CourseSpec\\_N4\\_Technologies\\_PracticalMetalworking.pdf](http://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_Technologies_PracticalMetalworking.pdf)

**Assessment:**

Internally assessed evidence may be presented for Level 3 and 4 experiences and outcomes or gathered for the individual National Units.

**Additional Information:****General**

There is no option to take the same selection from both columns. i.e. A pupil selecting Practical Woodworking/Metalworking cannot select the same option in another column. Also pupils opting for either D&M, ES and GC cannot make a choice from these subjects as the BgE element is the same in all three courses.

In S4 pupils can make a more specific choice in any of the above that will allow for progression to related Technologies National 4 and 5 Units and Course Awards.

By opting for either of these courses, pupils in S4 can make an informed choice, which will lead to progression into National 4 and National 5 Qualifications.

**S2 into S3 PERSONALISATION AND CHOICE SESSION 2016 / 2017**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

All pupils will follow – English , Maths and current Modern Language or *Literacy / LLW if advised*, Core subjects will be 2 periods of PE, 1 of SE and RMPS.

1. Pupils Must Write **ONE subject** in each box in the first 4 columns and Write **TWO subjects** in the free choice column.
2. Courses will only run if viable. Issues such as uptake of subjects will determine what can be finally offered and some choices may be in a different column.

<b><u>Expressive/Creative</u></b> Art & Design Dance & Aesthetic Music PE Esol	<b><u>Sciences</u></b> Biology Chemistry Physics Computing science <i>Personal Achievement Award (if advised)</i>	<b><u>Social Subjects</u></b> Geography History Modern Studies RMPS	<b><u>Technologies</u></b> Business & IT Computing Science Home Economics Design and Manufacture Engineering Science Graphic Communication Practical Metal/Wood Work	<b><u>Free Choice</u></b> Art & Design Dance & Aesthetic Music PE Biology Chemistry Physics Geography History Modern Studies French German Spanish Literacy Business & IT Computing Science Home Economics Design and Manufacture Engineering Science Graphic Communication Practical Metal/Wood Work RMPS Personal Development Award
Choice:	Choice:	Choice:	Choice:	Choice 1:                      Choice 2:

PLEASE ENSURE FORM IS RETURNED VIA REGISTRATION / TUTOR TEACHER BY: 10th Feb 2016. LATE RETURN MAY ADVERSELY AFFECT YOUR COURSE CHOICE

Pupil's Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

**For Office Use Only:**

Office Received: \_\_\_\_\_ Entered By: \_\_\_\_\_ Date: \_\_\_\_\_