

S2-S3 Course Choices

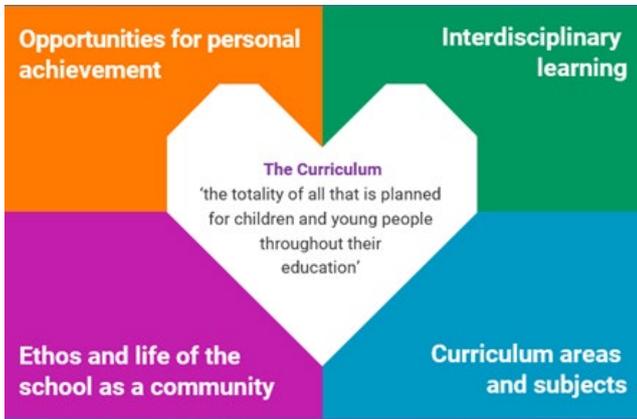
2022-2023

QUALIFICATIONS - SKILLS - VALUES



OUR CURRICULUM: SUBJECTS, SKILLS AND VALUES

We are determined that the curriculum at Selkirk High School meets the needs of all our learners. This means more than ensuring a positive destination beyond school: our curriculum aims to empower every student to achieve their potential and to put their values into action so that they may be happy and successful and enhance their community and their world.



Our curriculum is underpinned by the principles and contexts set out by Education Scotland and is informed by ongoing review, taking into account the views of students, families, teachers, and partners as well as local and national data.

In its high valuation of skills and values- as well as academic subjects- the SHS Curriculum reflects the educational values of our community and offers

opportunity for Achievement in 3 key areas: **Subjects, Skills and Values.**

In the **Broad General Education** all S1/2/3 students experience a wide range of subjects across the curricular areas of English and Modern Languages, Maths and Numeracy, Social Subjects, Science, Technologies and Enterprise, Expressive Arts and Health and Wellbeing. Students also experience the SHS Golden Skills course and, from 2020, S1 and S2 students have had an enriched opportunity to put their Golden Skills and Values into action across a range of Volunteering, Enterprise and Employability contexts.

Throughout the curriculum, it is the responsibility of all SHS teachers to plan and promote Literacy, Numeracy, Digital Literacy, Employability and Health and Wellbeing as well as our Values in Action ethos.

From S1 to S6, all students are encouraged to engage in extra-curricular life at SHS, to take opportunities to develop their leadership and to engage in the House System. In all of these areas, students will have further opportunity to develop their confidence and contribute to their school by putting their Golden Skills and their Values into action.

Options in the **Senior Phase** are developing year on year as we strive with our partners to offer as meaningful an experience as possible. A range of pathways available to our students is set out in this booklet which aims to provide some useful information for our families who are invited, at any time, to make an appointment to discuss this important stage with relevant staff at the school.



Selkirk High School

VALUES IN ACTION

- Respect
- Relationships
- Resilience
- Responsibility

www.selkirkhighschool.org.uk
facebook.com/SelkirkHighSchool

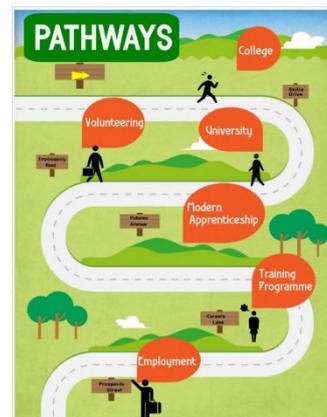
LEARNER JOURNEYS/CAREER PATHWAYS

The table below summarises the Learner Pathway at Selkirk High School -

S1/S2	Broad General Education
S3	Specialisms in S3 <ul style="list-style-type: none">• English• Maths• Plus 7 other subjects
S4	SCQF Level 3/4/5 Qualifications <ul style="list-style-type: none">• English• Maths (for most)• Plus 4 other subjects
S5	<ul style="list-style-type: none">• A minimum of 5 Subjects• Progression from S4
S6	<ul style="list-style-type: none">• A minimum of 4 qualifications• SQA SCQF Level 6 Leadership Award• Progression from S5

If you have a particular career in mind, it is important to consider the qualifications that you need. You can use the My World of Work Website to search for individual careers and to 'Discover my route' which will help you to plot the qualification route required for your chosen career –

<https://www.myworldofwork.co.uk/my-career-options/job-categories>



INFORMATION ON COURSES

The following pages provide information about the S3 subjects offered at Selkirk High School. There may be some subjects that are completely new to you so please take time to look over them and ask subject teachers or your Guidance Teacher if you have any questions.

<h1>ART & DESIGN</h1> <h2>S3</h2>	 <p><u>Literacy</u> Critical Literacy</p>	 <p><u>H&W</u> Respect Resilience</p>	 <p><u>H&W</u> Building Confidence</p>	 <p><u>Employability</u> Creativity Communication Problem Solving</p>
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<p>Course Aims</p> <p>To develop Creativity through Creative Thinking</p> <p>The importance of creative and divergent thinking is increasingly recognised in education. The ability to think creatively will be of enormous benefit to students whatever their chosen career path.</p>	<p>Course Relevance For All: Skills and Qualities</p> <p>Students will -</p> <ul style="list-style-type: none"> • Develop the capacity to “think creatively” • Express their ideas, thoughts and feelings as an individual • Develop their own creative solutions to design problems • Foster the ability to communicate an informed and well considered opinion to others • Embrace current and new technologies such as Photoshop, Pro create and digital imaging.
<p>Course Assessment</p> <p>A variety of assessment methods are used throughout the year. Self -assessment, peer assessment, continuous assessment by teacher and graded assessment. Assessments are shared and inform next steps.</p>	<p>Course Progression</p> <p>National 3, 4, 5 Art & Design</p> <p>NPA Photography</p>

FOCUS	LEARNING	SKILLS	HOMEWORK
<p><u>Critical Appreciation</u></p> <p><u>Expressive Design</u></p>	<p>This aspect of the course will help students develop the ability to interpret information and communicate visually and orally to others. Students will investigate the social and cultural contexts of Art and Design.</p> <p>Students will be encouraged to express and communicate their ideas using a range of media and techniques.</p> <p>Practical experience of design will foster the development of skills that encourage creative solutions to problems that shape our lives.</p>	<p>Students are urged to be creative and in addition to Art and Design skills, students develop life skills such as empathy, resilience and respect.</p> <p>A positive attitude is actively encouraged and building confidence a priority.</p>	<p>Homework will be issued to support and enhance classwork.</p>

<h1>CREATIVE INDUSTRIES</h1> <h2>S3</h2>	 <p>Literacy <i>Critical Literacy</i></p>	 <p>H&W <i>Respect Resilience</i></p>	 <p>H&W <i>Building Confidence</i></p>	 <p>Employability <i>Creativity</i></p>
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<p>Course Aims The Creative Industries course focuses on developing knowledge and understanding of practical aspects of creative industries such as theatre, television, radio, music production, podcasting, magazines and websites.</p>	<p>Course Relevance For All: Skills and Qualities Students will develop their presentation, team-working and communication skills through a variety of creative projects. Other skills developed through the course include planning, researching, decision making, problem solving, timekeeping and using ICT.</p>
<p>Course Assessment Assessment will be ongoing and project based. An important part of the assessment will be self-reflection and evaluation.</p>	<p>Course Progression The Creative Industries course could offer a path way to the Level 5 National Progression Awards in Film and Media or Sound Production. It would also consolidate skills used in National 5 English and Literacy.</p>

FOCUS	LEARNING
<p>Unit 1: Introduction to Creative Industries</p>	<p>Students will learn about the different types of jobs people working in creative industries in Scotland do and the kind of skills and attitudes that are needed to work in the sector. This will include:</p> <ul style="list-style-type: none"> • Learning about the different creative sectors. • Investigating the range of job roles available and the skills required. • Investigating media consumption • Identifying Technical/cultural codes and narrative conventions in various types of media • Learning about the commercial aspects that affect media production
<p>Unit 2: Practical Skills Development</p>	<p>Students will develop a range of practical skills required to work in creative industries: This may include:</p> <ul style="list-style-type: none"> • Set and costume design • Storyboarding • Video camera operations • Video editing • Radio broadcasting/podcasting • Sound recording

**Unit 3:
Project**

Students will work as a group to plan and implement a creative project to meet a brief. This will include:

- Planning all of the aspects of the project, including who will carry out which roles and which resources are required.
- Production of the project.
- Evaluation of the success of the project and their contribution to it.

Types of project could include: a magazine, a website, a short film, a drama production, a radio show, a podcast, etc.

<h1>MUSIC</h1> <h2>S3</h2>	 <p>Literacy <i>Active Listening</i></p>	 <p>H&W <i>Respect Resilience</i></p>	 <p>H&W <i>Building Confidence</i></p>	 <p>Employability <i>Creativity</i></p>
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<p>Course Aims</p> <p>To provide opportunities for students to expressive their creativity and build confidence through performing and creating music whilst also providing a clear pathway to the Senior Phase.</p>	<p>Course Relevance For All: Skills and Qualities</p> <p>Students will -</p> <ul style="list-style-type: none"> • Create/Present/Perform/Listen. • Plan, make decisions, work collaboratively, evaluate and identify next steps. • Build confidence, respect and resilience • Work independently and take responsibility for learning. • Use music technology to enhance outcomes
<p>Course Assessment</p> <p>A variety of assessment methods are used throughout year. Self -assessment, peer assessment, continuous assessment by teacher and graded assessment. Assessments are shared and inform next steps.</p>	<p>Course Progression</p> <p>Nat 3, 4, 5</p>

FOCUS	LEARNING	SKILLS	HOMEWORK
Performing	Students will further develop playing on their chosen instruments through solo and/or group music making. Students can choose the music they want to play from a wide variety within the music department and/or they can bring in their own music or download from the internet. Students can choose how they learn: with tab, notation, by ear, from online tutorials - whatever best suits their learning style. Students will record examples of their playing and in consultation with their teacher they will reflect on progress and identify areas for improvement.	A positive attitude is actively encouraged and building confidence a priority. Resilience is an essential skill when learning to play an instrument.	Although formal homework is not given, students are encouraged to practise at home whenever possible. Arrangements can also be made to access the music department facilities during lunch or after school.
Composing	Students will begin the process of making their own original music. They will decide on the structure of their music and begin to experiment with melodic, rhythmic and harmonic ideas. They can use music technology to create and produce their own original music.	Students are urged to be creative , developing respect for themselves and their peers by working together to support each other.	
Understanding Music	Students will learn about a variety of different styles of music from Rap to Reggae and Rock to Romantic. They will listen to music excerpts and identifying music concepts . They will identify and understand the meaning of musical signs/symbols/ terms.		

<h1 style="text-align: center;">S3</h1> <h2 style="text-align: center;">Home Economics</h2>	 <p style="text-align: center;">Literacy</p> <p style="text-align: center;"><i>Critical Literacy</i></p>	 <p style="text-align: center;">Numeracy</p> <p style="text-align: center;"><i>Information handling</i></p>	 <p style="text-align: center;">H&W</p> <p style="text-align: center;"><i>Being healthy</i></p>	 <p style="text-align: center;">Employability</p> <p style="text-align: center;"><i>Creativity</i></p>

<p>Course Aims</p> <ul style="list-style-type: none"> Pupils will develop their practical cookery and technological skills (problem solving) throughout the S3 course. Pupils will build upon S1/2 knowledge to gain an understanding of healthy eating, food safety, food product development, and current food issues. <p>This will provide the basis for progression in S4 to either:</p> <p>Practical Cookery or</p> <p>Health and Food Technology in S4</p>	<p>Course Relevance: Skills and Qualities</p> <p>Literacy:</p> <ul style="list-style-type: none"> Critical Literacy Reading for information -Research <p>Numeracy</p> <ul style="list-style-type: none"> Information Handling – Data Analysis <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> Confidence Managing my learning Being healthy <p>Employability:</p> <ul style="list-style-type: none"> Creativity Problem solving Teamwork
<p>Course Assessment</p> <p>Mostly formative assessments: practical assignment tasks, research tasks, IT tasks and Portfolio of Work</p> <p>Summative assessments – unit tests</p>	<p>Course Progression</p> <p>National 4/5: Practical Cookery</p> <p>National 5/Higher Health and Food Technology</p>
<p>Homework</p> <p>Homework will help students to consolidate classwork and improve attainment.</p> <p>Pupils will be expected to bring containers and will have to pay a proportion of the cost of the food.</p>	

FOCUS	LEARNING	SKILLS
Food For Health	<ul style="list-style-type: none"> Nutrition Current dietary advice Diet related illnesses Dietary needs of individuals 	<ul style="list-style-type: none"> Research and accuracy of writing and teamwork, while producing a 'Health Matters' article for a newspaper. Being healthy and creative - design and make task related to dietary needs of individuals.
Food Safety	<ul style="list-style-type: none"> 4 C's for Food Safety Reducing risk of food poisoning Safe food storage Environmental health 	<ul style="list-style-type: none"> Managing my learning and IT skills while working independently to complete the skills Portfolio. Teamwork – while peer assessing your partner for food safety (as an Environmental Food Inspector)
Food Product Development	<ul style="list-style-type: none"> Design and make Stages of food product development Properties of ingredients 	<ul style="list-style-type: none"> Problem solving, and reading for information, while carrying out a design and make task e.g. on bread making.

Introduction to hospitality	<ul style="list-style-type: none"> • Labelling and packaging • Developing dishes to suit an audience • Using standard components in food production 	<ul style="list-style-type: none"> • Teamwork and creativity, when you work through stages of food product development to create a new food item and consider packaging and labelling.
Current Food Issues	<ul style="list-style-type: none"> • Foods of the world • Fairtrade/organic foods • Seasonality and sustainable foods • Allergies • Other current food issues 	<ul style="list-style-type: none"> • Critical Literacy and being healthy, when you evaluate the suitability of different current food issues for consumers. • Information handling – data analysis, when you think about food labelling and allergies
Cookery Processes, Techniques and Practical Skills	<ul style="list-style-type: none"> • Cookery Processes • Food Preparation Techniques • Costing Recipes • Safety and hygiene in the workplace 	<ul style="list-style-type: none"> • Confidence and creativity, while developing new practical skills. • Reading for information – following recipes accurately to ensure a success! • Numeracy – time, measurement and costings related to practical cookery/ following a recipe.

S3 PE



Literacy



Numeracy



H&W



Employability

Course Aims

- To improve practical performance and skill development in a range of activities
- To develop and demonstrate knowledge of factors that impact on performance
- To develop team building skills and enhance their ability to compete and co-operate within teams
- To develop broad, generic skills based on the SQA's skills Framework: Skills for learning, Skills for Life and Skills for Work

Course Relevance For All: Skills and Qualities

Literacy: Critical Literacy

Numeracy: Information Handling/Data Analysis

Health & Wellbeing:

- Being Healthy
- Building Respectful Relationships
- Confidence
- Resilience Managing
- My Learning

Employability

- Positive attitude
- Problem solving

Course Assessment

The course consists of two units:

- Performance Unit (Practical)
- Factors Impacting on Performance Unit (Theory)

Both units are internally assessed where pupils are signposted towards an estimated national 4 or 5 level.

Self and peer assessment will also be used to inform learners on progress and performance development

Course Progression

To build skills and knowledge required for National 4, National 5 and Higher PE courses

FOCUS	LEARNING	SKILLS	HOMEWORK
Practical performance and skill development	To work on the factors that develop performance	Team building skills to enhance their ability to compete and co-operate	There is a theory element to the course and some written work and homework will be used to reinforce and consolidate learning
Aspects of fitness and the impact they have on performance	Physical, Mental, Emotional Social knowledge and understanding	Being healthy and building respectful relationships	
Demonstrate knowledge of factors that impact on performance		Developing confidence and resilience	

S3 ENGLISH



Course Aims

Our S3 course is designed to build on students' learning from S2 and help prepare them for National 4/5. We aim to enrich our pupils' lives through fostering a lifelong interest in language and literature and by illustrating the relevance of such texts to their own lives.

Course Relevance For All: Skills and Qualities

Our aim is to develop the communication skills of Reading, Writing, Listening and Talking that will be essential across the curriculum and to life and work after school.

Course Structure

The first two units follow a similar format to S1/2 with a variety of Reading, Writing, Talking and Listening activities and assessments in each. Examples of S2 units include Dystopian Fiction, Persuasive Writing and War. Personalisation and choice are built into the course to cater for different interests and abilities.

For the majority of our pupils, the rest of the year involves completing a bridging unit in preparation for National 5. One text will be studied in preparation for writing a critical essay, while another text of a different genre will be studied in preparation for textual analysis. Students also complete a short project where they have to compare the main ideas and language effects in two texts. Progress is assessed via an S3 examination in the Spring term.

Course Assessment

In the first two units, summative tasks are assessed using the Education Scotland Literacy and English benchmarks. Pupils receive written feedback using a traffic lighting system, with next steps indicated. During the bridging unit, pupil work will be assessed according to the National 5 marking criteria. Informal discussions about target setting and current progress are also held with each student in addition to the whole school reporting process.

SKILLS	LEARNING	ASSESSMENT	HOMEWORK
Reading	<p>Throughout the year, students will experience a variety of Reading activities, such as:</p> <ul style="list-style-type: none"> • Reading for pleasure. • Using strategies to understand extended complex texts. • Understanding the features of different types of complex text, including persuasive techniques. • Identifying the purpose, audience and main ideas of complex texts. • Selecting and organising information for different purposes. • Using critical literacy skills to analyse and evaluate a variety of extended complex texts. 	<ul style="list-style-type: none"> • Close Reading assessments • Critical Essays 	<ul style="list-style-type: none"> • Personal reading at home. • Close reading questions • Research • Revision
Writing	<p>Throughout the year, students will experience a variety of Writing activities such as:</p> <ul style="list-style-type: none"> • Creating complex texts for a variety of audiences and purposes. • Consolidating learning about tools for writing such as spelling, punctuation, paragraphing, etc. • Using notes to help create and organise complex texts. • Creating complex texts in a variety of genres such as writing to convey information, writing to reflect on personal experiences and writing imaginatively in a variety of forms. 	<ul style="list-style-type: none"> • Short Stories • Discursive Essay • Persuasive Writing • Powerpoints • Posters • Personal writing 	<ul style="list-style-type: none"> • Completing work not finished in class.

<p>Talking & Listening</p>	<p>Throughout the year, students will experience a variety of Listening and Talking activities, such as:</p> <ul style="list-style-type: none"> • Giving extended personal opinions, justified with evidence, about texts. • Identifying the main ideas and features of language used in more complex spoken texts. • Making extended relevant contributions to group discussions and building on or challenging the contributions of others. • Delivering extended individual presentations appropriate to audience and purpose, with effective use of non-verbal communication. 	<ul style="list-style-type: none"> • Listening assessments • Group discussions • Individual Presentations 	<ul style="list-style-type: none"> • Preparing for and practising talk activities.
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<h1>S3</h1> <h2>Spanish</h2>	 <p>Literacy Reading and Listening for information</p>	 <p>Literacy Accuracy in Writing</p>	 <p>H&W Resilience</p>	 <p>Employability Communication</p>
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Course Aims

Our S3 course is designed to reinforce and build on students' prior learning and help them progress through the CfE Experiences and Outcomes. We aim to expand our pupil's knowledge of languages, encourage understanding of different cultures and to enrich our pupils' lives through fostering a lifelong interest in language learning.

Course Relevance For All: Skills and Qualities

Our aim is to develop the communication skills of Reading, Writing, Listening and Talking that will be essential across the curriculum and to life and work after school.

Course Structure

The course is divided into 6 units. Each unit is based around a theme and students complete a variety of Reading, Writing, Talking and Listening activities and assessments in each skill. The S3 units cover People, Past-times, Tourist language and Local Area. Personalisation and choice are built into the course to cater for different strengths, interests and abilities.

Course Assessment

Formal assessment occurs in all 4 skills. Peer and self-assessment also take place. Pupils receive written feedback for talking and writing, with next steps indicated. A log of student achievement and feedback is kept throughout the year. Discussions take place about progress and progression with each student in addition to the whole school reporting process.

SKILLS	LEARNING	ASSESSMENT	HOMEWORK
Listening & Talking	<p>Throughout the year, students will experience a variety of Listening and Talking activities, such as:</p> <ul style="list-style-type: none"> • Giving personal information and opinions, with reasons about topics of interests. • Selecting information in spoken texts. • Exploring sounds and language through games. • Participating in paired conversations or role plays. • Delivering short individual or group presentations in the foreign language. 	<ul style="list-style-type: none"> • Listening for information assessments • Question and answer • Individual Presentations 	<ul style="list-style-type: none"> • Internet based tasks • Preparing for and practising talk activities.
Reading	<p>Throughout the year, students will experience a variety of Reading activities, such as:</p> <ul style="list-style-type: none"> • Finding and using information. • Using strategies to help understanding of increasingly complex texts. • Reading to appreciate other cultures. • Using bi-lingual dictionaries to support more complex texts. • Reading for interest and enjoyment. • Reading aloud to practise pronunciation and intonation. 	<ul style="list-style-type: none"> • Reading for information assessments • Reading to appreciate other cultures • Reading aloud 	<ul style="list-style-type: none"> • Reading short texts and answering questions in English • Internet based tasks • Research

<p>Writing</p>	<p>Throughout the year, students have opportunities to improve their foreign language writing skills by:</p> <ul style="list-style-type: none"> • Labelling • Using knowledge about language to produce more accurate sentences and longer texts. • Using notes or reference materials to help create and organise texts. • Consolidating learning about tools for writing such as accents, punctuation, paragraphing, etc. • Introducing redrafting skills. • Creating texts for a variety of audiences and purposes. 	<ul style="list-style-type: none"> • Leaflets/Posters • Personal writing 	<ul style="list-style-type: none"> • Learning vocabulary • Personal writing • Completing cloze passages • Posters /puzzles
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<h1>S3</h1> <h2>French</h2>	 <p>Literacy</p> <p>Reading and Listening for information</p>	 <p>Literacy</p> <p>Accuracy in Writing</p>	 <p>H&W</p> <p>Resilience</p>	 <p>Employability</p> <p>Communication</p>
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Course Aims

Our S3 course is designed to reinforce and build on students' prior learning and help them progress through the CfE Experiences and Outcomes. We aim to expand our pupil's knowledge of languages, encourage understanding of different cultures and to enrich our pupils' lives through fostering a lifelong interest in language learning.

Course Relevance For All: Skills and Qualities

Our aim is to develop the communication skills of Reading, Writing, Listening and Talking that will be essential across the curriculum and to life and work after school.

Course Structure

The course is divided into 4 units. Each unit is based around a theme and students complete a variety of Reading, Writing, Talking and Listening activities and assessments in each skill. The S3 units cover People & Relationships, Media & Music, Paris and Film study. Personalisation and choice are built into the course to cater for different strengths, interests and abilities.

Course Assessment

Formal assessment occurs in all 4 skills. Peer and self-assessment also take place. Pupils receive written feedback for talking and writing, with next steps indicated. A log of student achievement and feedback is kept throughout the year. Discussions take place about progress and progression with each student in addition to the whole school reporting process.

SKILLS	LEARNING	ASSESSMENT	HOMEWORK
Listening & Talking	Throughout the year, students will experience a variety of Listening and Talking activities, such as: <ul style="list-style-type: none"> • Giving personal information and opinions, with reasons about topics of interests. • Selecting information in spoken texts. • Exploring sounds and language through games. • Participating in paired conversations or role plays. • Delivering short individual or group presentations in the foreign language. 	<ul style="list-style-type: none"> • Listening for information assessments • Question and answer • Individual Presentations 	<ul style="list-style-type: none"> • Internet based tasks • Preparing for and practising talk activities.
Reading	Throughout the year, students will experience a variety of Reading activities, such as: <ul style="list-style-type: none"> • Finding and using information. • Using strategies to help understanding of increasingly complex texts. • Reading to appreciate other cultures. • Using bi-lingual dictionaries to support more complex texts. • Reading for interest and enjoyment. • Reading aloud to practise pronunciation and intonation. 	<ul style="list-style-type: none"> • Reading for information assessments • Reading to appreciate other cultures • Reading aloud 	<ul style="list-style-type: none"> • Reading short texts and answering questions in English • Internet based tasks • Research

Writing	<p>Throughout the year, students have opportunities to improve their foreign language writing skills by:</p> <ul style="list-style-type: none"> • Labelling • Using knowledge about language to produce more accurate sentences and longer texts. • Using notes or reference materials to help create and organise texts. • Consolidating learning about tools for writing such as accents, punctuation, paragraphing, etc. • Introducing redrafting skills. • Creating texts for a variety of audiences and purposes. 	<ul style="list-style-type: none"> • Leaflets/Posters • Personal writing 	<ul style="list-style-type: none"> • Learning vocabulary • Personal writing • Completing cloze passages • Posters /puzzles

<h1>S3 Media</h1>	 <p>Literacy Critical Literacy</p>	 <p>Literacy Accuracy in Writing</p>	 <p>H&W Resilience</p>	 <p>Employability Communication</p>
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Course Aims

The S3 Media course is designed to explore how Print, Broadcast and Digital media affect our lives, building a critical framework to analyse a variety of media texts and introducing students to a range of the practical skills involved in Producing and Editing the Media.

Course Relevance For All: Skills and Qualities

The students will be asked to work individually and in groups to develop a range of media products. They will need to be able to use their creativity, imagination and initiative to plan and create work which reflects the expectations of the audience they are targeting. They will need to be able to consider the impact media has on society and develop skills of critical analysis that can be transferred to many other areas of learning.

Course Assessment

Assessment will be based both on written notes and on practical work. Students will receive feedback throughout the production process and will be asked to respond to briefs and to develop ideas. Their written responses to stimulus texts will be recorded to assess understanding of learning intentions and key terminology.

Course Progression

Students may opt to take National 4, National 5 or Higher Media.

The study of practical media techniques, the analysis of media texts and the discussions of the relationship between Media and Society will develop skills and ideas that can be used in many other subjects.

Skills	Learning	Assessment
Knowledge and Understanding	<p>The role of the media in society. The extent to which we use the media for knowledge and entertainment.</p> <p>Key Media institutions and how they are organised.</p> <p>Changing representations of specific groups.</p>	<p>Research tasks</p> <p>Participation in Discussion</p> <p>Reading for Information and short pieces of writing.</p>
Critical Analysis	<p>Responding to Media texts from all platforms.</p> <p>Analysing the content of the text according to genre, narrative, representation, audience, language and institutional factors.</p>	<p>Critical responses (both written and oral).</p> <p>Responses to unseen texts.</p>
Practical Development	<p>Planning, creating and editing texts for different platforms (i.e. magazine covers, website designs, film)</p>	<p>Responses to briefs.</p> <p>Storyboards and planning materials.</p> <p>Ongoing development of ideas.</p> <p>Self and Peer evaluation.</p>

S3 MATHEMATICS



Literacy
Critical Literacy



Numeracy
Everything!



H&W
Confidence
Resilience



Employability
Problem Solving

Course Aims

For pupils to strengthen their core numeracy skills, enjoy mathematics, and build up strategies to help them solve problems.

Course Relevance For All: Skills and Qualities

Numeracy Skills, Confidence, Resilience, Positive Attitude, Problem Solving, Team work, Communication, Active Listening

Course Assessment

Dependent of the class, but around 3 assessments per year

Course Progression

*National 4 or 5 Mathematics/Application of Maths
(or N3 in some circumstances)*

FOCUS	LEARNING	SKILLS	HOMEWORK
<ul style="list-style-type: none"> • Money and Calculations • Algebra • Statistics • Pythagoras revisited • Trigonometry • Circle Geometry • Integers revisited • Similarity • And further extension into Surds, Indices, Simultaneous equations and more for some pupils 	<p>In each topic in S3 we try build on the Skills gained in S2. We endeavour to identify any weaknesses from S2 and reinforce these areas of development. We are making sure pupils are well prepared for their National exams in S4.</p> <p>Students are encouraged to have confidence in their mathematical abilities and to have self-belief that they can do mathematics!</p> <p>We stretch pupils as much as we can with use of different types of resources and multiple strategies. There are many different correct ways of tackling a problem.</p>	<p>Throughout the S3 course and in each topic many skills and qualities are used. Especially:</p> <ul style="list-style-type: none"> • Times tables • Whole numbers and Decimals • Integers • Fractions and Percentages • Information Handling <p>Through the work of the class and the resources we use we also build upon the following skills:</p> <ul style="list-style-type: none"> • Positive attitude • Problem Solving • Communication • Team work • Confidence • Resilience • Active Listening • Critical Literacy 	<p>Homework in S3 focuses on each topic with regular homework tasks.</p> <p>These can be found on GLOW in the subject folder for easy access at home.</p> <p>We also provide Next steps sheets after each assessment with suggested websites for pupils to revisit topics that perhaps need more attention. This can also be found on GLOW.</p>

S3 Biology



Literacy
Critical Literacy



Numeracy
Information handling



H&W
Confidence



Employability
Problem Solving

Course Aims

To develop:

- curiosity, interest and enthusiasm for Biology
- understand the importance of modern, relevant biological applications in medicine, agriculture and research

Course Relevance For All: Skills and Qualities

- | | |
|-----------------|------------------------|
| Investigative | Planning |
| Analytical | Practical |
| Problem Solving | Design and Creativity |
| Communication | Research and use of IT |

Course Assessment

Summative Assessments are given for each unit
S3 Exam in February 2019

Course Progression

National 5 Biology , Higher Human Biology and Advanced Higher Biology
National 3/4 Science. National 5 Environmental Science and Skills For Work level 4 and 5 Health Sector can also be considered.

Homework

Homework will be given regularly and will help students to consolidate classwork and improve attainment.

FOCUS	LEARNING	SKILLS
Cellular Biology	<ul style="list-style-type: none"> • Cell division • DNA, Genes and chromosomes • Therapeutic uses of cells • Enzymes • Microorganisms • Photosynthesis • Respiration • Controversial biology 	<ul style="list-style-type: none"> • Preparing animal and plant slides • Information handling to calculate percentage increase/decrease and magnification • Model building to explain mitosis • Communication and developing confidence- stem cell debate • Designing, planning and carrying out experiments • Active listening to class and group discussions • Describing and discussing modern medical initiatives • Research and communication using ICT – moral and ethical issues associated with saviour siblings
Multicellular Organisms	<ul style="list-style-type: none"> • Reproduction • Growing plants • Commercial uses of plants • Genetic information • Growth and development • Homeostasis 	<ul style="list-style-type: none"> • Designing, planning and carrying out experiments • Analysing data to explain experimental results • Evaluating experimental procedures • Information handling • Teamwork and problem solving using genetic inheritance patterns
Life on Earth	<ul style="list-style-type: none"> • Interdependence • Impacts on Biodiversity • Nitrogen Cycle • Fertilisers • Adaptations • Behaviour 	<ul style="list-style-type: none"> • Active listening to class and group discussions • Designing, planning and carrying out experiments • Analysing data to explain experimental results • Evaluating experimental procedures • Information handling • Planning and carrying out a scientific investigation using choice chambers and maggots

S3 Chemistry



Literacy
Critical Literacy
Accuracy in writing
Reading for research



Numeracy
Information handling
Measurement
Graphs
Decimals



H&W
Confidence
Managing my learning



Employability
Problem Solving
Communication

Course Aims

To develop:

- curiosity, interest and enthusiasm for Chemistry;
- an understanding of the impact of chemistry on everyday life
- an appreciation of the input of Chemistry to society including utilisation of resources;
- a broad, versatile and transferable skills set;
- the skills of scientific enquiry, investigation and presentation.

Course Relevance For All: Skills and Qualities

Literacy:

- Critical Literacy
- Accuracy in Writing
- Reading for research

Numeracy:

- Whole numbers, Decimals and measurement
- Drawing graphs
- Information Handling – Data Analysis/Research

Health & Wellbeing:

- Confidence
- Managing my learning

Employability:

- Problem Solving
- Communication

Course Assessment

Assessments are carried out in each unit. Pupils are given regular opportunities to evaluate their learning. Students will be assessed using a variety of approaches including; Observation, Formative, Summative: written tests, presentations and practical assessment.

Course Progression

National 4/5, Higher and Advanced Higher will be available in the Senior Phase.

National 3/4 Science, National 5 Environmental Science and Skills For Work level 4 and 5 Health Sector will also be options.

Homework

Homework will be given regularly and will help students to consolidate classwork and improve attainment.

FOCUS	LEARNING	SKILLS
Chemical Reactions	<ul style="list-style-type: none"> • Chemical properties • Chemical reactions • Collecting and analysing data in reactions 	<ul style="list-style-type: none"> • Problem solving to Identify reactions • Measuring reactions • Information handling to calculate rate of reaction • Analysing rate of reactions
The Atom	<ul style="list-style-type: none"> • Structure of the Periodic Table • Structure of the Atom • How atoms join 	<ul style="list-style-type: none"> • Drawing atoms • Writing nuclide notation • Identifying the type of bonding from properties • Describing types of bonding
Metals	<ul style="list-style-type: none"> • Reactions of metals • Extraction of metals • Simple batteries • Alloys 	<ul style="list-style-type: none"> • Analysing reactions data to organise metals into reactivity series • Accuracy in writing half equations for metal reactions • Designing simple batteries
Hydrocarbons	<ul style="list-style-type: none"> • Refining crude oil • Alkanes • Alkenes 	<ul style="list-style-type: none"> • Explaining refining oil for making useful products • Drawing hydrocarbons from a formula • Analysing experiment results to differentiate between hydrocarbons
Combustion	<ul style="list-style-type: none"> • Products of combustion • Pollution • Alternative fuels • Renewable energies 	<ul style="list-style-type: none"> • Accuracy in writing word and symbol equations for combustion • Explain causes and problems of pollution • Describe advantages and disadvantage of alternative fuels and renewable energies

S3 PHYSICS



Literacy
Making Accurate
Statements



Numeracy
Data Analysis



H&W
Resilience



Employability
Problem Solving

Course Aims

- develop and apply knowledge and understanding of physics
- develop an understanding of the impact of physics on everyday life
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a physics context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

Course Relevance For All: Skills and Qualities

Investigative Skills

Analytical Thinking

Planning

Practical Skills

Problem Solving

Communication of Ideas

Independent Working

Course Assessment

In each of the 4 units you will plan and carry out an experiment as part of the course assessment.

Each unit will also have a summative test to assess your progress in the unit.

Course Progression

- National 4 Physics
- National 5 Physics
- Borders College Courses
- National 5 Environmental Science
- Skills for Work level 4 and 5 Health Sector

FOCUS	LEARNING	SKILLS	HOMEWORK
<p>Newton's World</p>	<p>Speed Acceleration Weight Friction Newton's Laws</p>	 <p><u>Literacy</u> <i>Making Accurate Statements</i></p>	<p>Homework will be given on a regular basis.</p> <p>This will consist of:</p> <ul style="list-style-type: none"> • Practice Questions • Science Skills Questions • Revision
<p>Circuitry</p>	<p>Simple Circuits Ohm's Law Electricity in the Home Digital Electronics</p>	 <p><u>Numeracy</u> <i>Data Analysis</i></p>	
<p>Sound Waves</p>	<p>What is Sound? Waves Using Sound</p>	 <p><u>H&W</u> <i>Resilience</i></p>	
<p>Electromagnetism</p>	<p>Magnetic Fields Uses of Magnets Electromagnetic Induction Power Stations</p>	 <p><u>Employability</u> <i>Problem Solving</i></p>	

S3 Science



Literacy
Critical Literacy



Numeracy
Information handling



H&W
Confidence



Employability
Problem Solving

Course Aims

To develop:

- curiosity, interest and enthusiasm for Science
- understand the importance of modern, relevant science applications in medicine and research.
- Appreciate the impact of Science to Society and the Environment

Course Relevance For All: Skills and Qualities

- | | |
|-----------------|------------------------|
| Investigative | Planning |
| Practical | Work collaboratively |
| Problem Solving | Design and Creativity |
| Communication | Research and use of IT |

Course Assessment

Summative Assessments are given for each unit

Course Progression

National 3 and 4 Science
Optional : National 3 and 4 Environmental Science
Skills for Work level 4 and 5 Health Sector

Homework

Homework will be given regularly and will help students to consolidate classwork and improve attainment.

FOCUS	LEARNING	SKILLS
Chemical Reactions	<ul style="list-style-type: none"> • Chemical properties • Lab techniques • Chemical Reactions • Energy Changes • Biological reactions 	<ul style="list-style-type: none"> • Practical techniques • Planning and carrying out experiments • Evaluating experimental procedures • Writing word equations • Processing and presenting data
Electrical Energy	<ul style="list-style-type: none"> • Circuits/Resistance • Power rating • Plugs and Circuit breakers • Fruit Batteries 	<ul style="list-style-type: none"> • Designing, planning and carrying out experiments • Building circuits • Measuring current and voltage • Making predictions using data
Water for Life	<ul style="list-style-type: none"> • Water on Earth • Solubility • Water Cycle • Water Treatment • Water Balance 	<ul style="list-style-type: none"> • Designing, planning and carrying out experiments • Presenting and processing information • Selecting information
Energy Sources	<ul style="list-style-type: none"> • Renewable and non-renewable energy sources • Pollution • Power Stations 	<ul style="list-style-type: none"> • Processing and presenting data • Problem solving using diagrams • Communicating findings • Teamwork and problem solving
Senses	<ul style="list-style-type: none"> • The nose and smell • The eyes and sight • The ears and hearing • The skin and touch • The tongue and taste 	<ul style="list-style-type: none"> • Selecting and processing information • Communicating information • Problem solving using diagrams

S3 Geography



Literacy
Critical Literacy



Numeracy
Information Handling



H&W
Confidence



Employability
Communication

FOCUS	LEARNING	SKILLS
<p>Unit 1: Human Environments</p> <ul style="list-style-type: none"> - <i>Population,</i> - <i>Urban study of Mumbai India,</i> - <i>People on the move: Migration</i> - <i>Food and Farming</i> <p>Unit 2: Physical Environments</p> <ul style="list-style-type: none"> - <i>How our Scottish Landscape was formed.</i> <p>Unit 3: Global Issues</p> <ul style="list-style-type: none"> - <i>Human impact on the natural Environment,</i> - <i>Natural disasters; Hurricanes.</i> 	<p>Students will study;</p> <p>Human Environments:</p> <ul style="list-style-type: none"> - Pupils will learn the difference between population in developing & developed countries. - Pupils will learn how population is recorded through population pyramids (Nat 5 skill). - Pupils will learn how population has been limited in the past. - Looking at the shanty town of Dharavi, Mumbai and the issues found there and some of the solutions in place. - Pupils will look at different farming systems and the rise in veganism in the past few years and we will visit a farm to get first-hand experience! <p>Physical Environments:</p> <ul style="list-style-type: none"> - Pupils will learn how areas of Scotland were created through glaciation. - Pupils will learn the formation of different glacial features (Nat 5 content). - Pupils will develop key map skills that will prepare them for Nationals. <p>Global issues:</p> <ul style="list-style-type: none"> - Pupils will complete a film study looking at imagery about how human activity can damage our environment. - Pupils will study the natural & enhanced greenhouse effect and the effects of climate change they bring. - Pupils will study the impact climate change has had on Florida and Bangladesh. 	<p>Throughout all units, students will be encouraged:</p> <ul style="list-style-type: none"> • to produce structured, analytical factual writing • to draw conclusions from various sources, (Documentaries, textbooks, newspaper articles & numerical sources) • to think for themselves and learn to justify decisions and choices with evidence • to develop confidence when discussing their opinion. • to develop empathy for others, through understanding their circumstances • to understand cause and consequence • to develop map skills. <p>Homework will be given to reinforce and consolidate learning in class. It will include:</p> <ul style="list-style-type: none"> • Map skills • Practice exam questions • Independent research

S3 History



Literacy
Critical Literacy



Numeracy
Information Handling



H&W
Confidence



Employability
Communication

Course Aims;

- to understand the impact of WWII on the nations involved (military, economic, political)
- to understand the reaction of the world to the evidence of the Holocaust
- to develop the research skills necessary for assignment at National level
- to understand the significant individuals and events in the campaign for Civil Rights in the USA.
- To develop source handling skills at National 4 level.

Course Relevance For All: Skills and Qualities

Literacy

- Critical Literacy (justify, summarise, analyse, explain, evaluate)
- Confidence in Talk
- Active Listening
- Research & Presentation (Reading for Information)

Numeracy

- Information Handling/Source Analysis

HWB

- Confidence/Leadership
- Resilience
- Respectful Relationships (Tolerance, diversity, empathy)

Employability

- Communication
- Positive attitude
- Cooperative working

Course Assessment

Formative Assessment, including source exercises, research and essay writing.
S3 exam (1hr 30mins)
Nat 4 Assignment

Course Progression

National 4
National 5
Higher

FOCUS

LEARNING

SKILLS

Unit 1: World War II and the Post War World

Unit 2: Assignment of your choice (SQA Nat 4)

Unit 3; Free at Last? Civil Rights in the USA

Students will study;

- Blitzkrieg, Battle of Britain, War at Sea, D. Day, War in Africa, Hiroshima and Nagasaki
- The Holocaust and liberation of the camps
- Nuremberg Trials
- building of Berlin Wall
- creation of Israel
- the U.N.

Students will study;

- immigration to the USA in the 19thC
- the Ku Klux Klan and Jim Crow Laws
- Martin Luther King
- Civil Rights Campaigns
- the ghettos and black radicalism of the 1960s/70s

Throughout all units, students will be encouraged:

- to produce structured, analytical factual writing
- to draw conclusions from various primary and secondary sources
- to think for themselves and learn to justify decisions and choices with evidence
- to develop confidence when discussing their opinion
- to recognise and respect diverse opinions
- to identify exaggeration and bias
- to understand cause and consequence

Homework will be given regularly to reinforce and consolidate learning in class. It will include:

- Source handling questions
- Practice exam questions
- Independent research

S3 Modern Studies



Literacy
Critical Literacy



Numeracy
Information Handling/ Data Analysis



H&W
Empathy



Employability
Communication

Course Aims

- To develop an understanding of the causes, effects and ways to resolve international issues and be able to discuss in detail.
- To be able to conduct effective research and draw conclusions.
- To have an understanding of the impact of poverty and social exclusion on individuals and society and be able to write about these.
- To begin to develop source handling skills at National 4 level.

Course Relevance For All: Skills and Qualities

Literacy

- Critical Literacy (justify, summarise, analyse, explain, evaluate)
- Confidence in Talk
- Active Listening
- Research & Presentation (Reading for Information)

Numeracy

- Information Handling (Data analysis/Research)

HWB

- Confidence/Leadership
- Resilience
- Respectful Relationships (Tolerance, diversity, empathy)

Employability

- Teamwork
- Communication
- Positive attitude
- Problem Solving

Course Assessment

Formative Assessment throughout – including creation of a news broadcast
S3 exam (1hr 30mins)
Research project

Course Progression

National 4
National 5
Higher

FOCUS

LEARNING

SKILLS

Unit 1: International Issues/organisations

Students will look at several sub-topics exploring world issues & conflicts and ways in which organisations try to resolve these.

Unit 2: Social Inequality in the UK
Students will study poverty and other forms of inequality in the UK and the effects that it has on individuals and communities.

Students will look at a range of international issues including:

- Genocide
- The Syrian Conflict
- North Korea's Nuclear Weapons development

And will also look at conflict resolution by:

- Individual countries
- The United Nations
- NATO

Students will explore groups that face inequality and causes of inequality including:

- Gender
- Child Poverty
- LGBT+
- Geographical Location

Throughout all units, students will be encouraged:

- To think for themselves and learn to justify decisions and choices with evidence;
- To develop confidence when discussing their opinion;
- To respect the views of others and develop a sense of empathy
- To draw conclusions from various text based and numerical sources
- To identify exaggeration and bias
- To comment on effectiveness of policies
- To demonstrate detailed knowledge in a structured way.

Homework will be given periodically to reinforce and consolidate learning in class.

It will include:

- Source handling questions
- Practice exam questions
- Independent research

S3 Design and Technology



Literacy



Numeracy



H&W



Employability

Course Aims

Students will develop design skills and knowledge by working through the design process producing design solutions to solve given problems.

Students will develop skills in generating ideas, developing designs, modelling, orthographic sketching and rendering drawings in 2 and 3 dimensions.

Students will develop skills in Computer Aided Design, Computer Aided Manufacture and Desk Top Publishing in support of their design work.

Students will develop their safe use of a range of basic hand and machine tools in the manufacture of projects.

Course Relevance For All: Skills and Qualities

Literacy:

- Critical Literacy
- Reading for information and Research

Numeracy

- Data Analysis
- Information Handling- Data Analysis/Research
- Fractions & Percentages

Health & Wellbeing:

- Confidence
- Managing my learning
- Resilience

Employability:

- Creativity
- Problem solving
- Communication

Course Assessment

All projects will be assessed by teachers, peers or pupils depending on their project. Assessment will be in the form of homework exercises, class tests, teacher observations and end of session examinations.

Course Progression

N4, N5, Higher and Adv Higher courses in Graphic Communication

N4, N5 and Higher courses in Design and Manufacture.

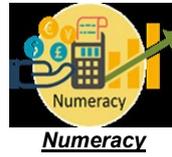
N4 and N5 in Practical Woodworking

Homework

Homework will help students to consolidate classwork and improve attainment. Pupils will be expected to pay a proportion of the cost of the products they take home.

FOCUS	LEARNING	SKILLS
Graphic Communication	<p>2D and 3D Pencil Sketching with due regard to likeness, proportion. Drawing skills, measuring skills, projection skills.</p> <p>3D modelling skills using Inventor.</p> <p>Creating orthographic views and production drawings from 3D models.</p> <p>Application of tone, texture and shadow in relation to a light source when rendering using different mediums.</p>	<ul style="list-style-type: none"> • Communication through graphical representation • Problem solving determining how best to represent an object and in creation of computer 3D models. • Creativity through sketching • Resilience building the fluency of graphics skills
Design and Manufacture	<p>Design and construct models using a range of materials.</p> <p>Consider the material performance as well as sustainability of materials and apply these to real world tasks.</p> <p>Solve problems through the application of engineering principles and discuss the impact engineering has on the world around us.</p>	<ul style="list-style-type: none"> • Problem solving to design a product to meet the requirements • Reading for Information and research investigating existing designs and solution to problems • Whole numbers, decimals and Measurement designing and manufacturing. • Managing learning to complete a project • Critical literacy through design analysis, evaluations and justification for ideas.

S3 Digital Enterprise



Course Aims

To develop further the Employability and ICT skills from S1 and S2 and to provide the basis for progression towards a National 4 or 5 Certificate in Business Management, or various computing science courses in S4.

Course Relevance for All: Skills and Qualities

Literacy:

- Active Listening
- Confidence in Talk
- Reading for Information (Research and Presentations)

Numeracy:

- Information Handling
- Whole numbers and Measurement

Health & Wellbeing:

- Being Healthy
- Managing my Learning
-

Employability:

- Teamwork and Communication
- ICT & Computing
- Enterprise & Small Businesses
- Problem Solving

Course Assessment

Assessment will mainly be formative, but there will also be more formal and summative assessment in preparation for Nationals e.g. end of unit assessment, or S3 exam.

Course Progression

N3/4 Business	NPA Level 5 Cyber Security
N5 Business Management	NPA level 5 PC Passport
Higher Business Management	NC Level 5 Computing
	HNC Level 7 Computing

FOCUS	LEARNING	SKILLS
<p>The understanding of small and medium-sized businesses through the development of social enterprise</p> <p>Basic computing skills through PC passport and basic app development within a real world context.</p>	<p>Students will learn about how businesses run and change on a regular basis. They will investigate how computing technology is used in modern businesses and the wider world. Participation in a social enterprise will gain first-hand experience and demonstrate how businesses are environmentally and socially responsible.</p>	<ul style="list-style-type: none"> • working with others • working independently • making presentations • researching and analysing information • investigating • evaluating their work • developing ICT skills as they select appropriate software to support business and entrepreneurial activities
<p>Developing knowledge about the importance of planning by learning about the different types of finance available</p>	<p>Students will prepare complete Business plans. Computing skills will be used to handle information, solve problems, improve use of social media and some early app development skills.</p>	
<p>Putting everything learned into action by taking part in a 'Dragons' Den' type competition and running a real live 'social enterprise'.</p>		

S3 Rural Skills



Literacy



Numeracy



H&W



Employability

Course Aims

Students will develop an understanding of the opportunities available to them within the 'Animals, Land and Environment' Sector, while developing the basic skills needed to succeed in that area.

Students will manage a small outdoor growing area, and utilise several forms of indoor/protected growing areas. They will be involved in planning, costing, marketing and selling horticultural produce.

Through partnership with RHET and Borders College students will develop awareness of the various industries within the landbased sector and participate in hands on activities.

Students will develop their safe use of a range of basic hand and machine tools.

Course Relevance For All: Skills and Qualities

Literacy:

- Accuracy in writing
- Confidence in Talk
- Active listening

Numeracy

- Information Handling- Data Analysis/Research
- Fractions & Percentages

Health & Wellbeing:

- Confidence
- Managing my learning
- Resilience

Employability:

- Creativity
- Problem solving
- Communication
- Entrepreneurship

Course Assessment

Assessment will mainly be formative, but there will also be more formal and summative assessment in preparation for progression onto level 4/5 courses.

Course Progression

NC Level 4/5 Horticulture
Horticulture Modern Apprenticeship - (SCQF Level 5)
Various landbased college courses.

Homework

Homework will help students to consolidate classwork and improve attainment.
Pupils will be expected to pay a proportion of the cost of the products they take home.

FOCUS	LEARNING	SKILLS
<p>A variety of rural skills covering:</p> <ul style="list-style-type: none"> • horticulture, • agriculture, • landscaping, • game keeping • and forestry. 	<p>Students will investigate a range of industries, through their own research, class material, site visits expert visitors. They will also participate in running a horticultural area to grow and sell produce.</p>	<ul style="list-style-type: none"> • Teamwork – working with others on the course and visiting experts • Independently working on portfolios and planning their own progress. • Confidence in talk when creating and delivering their own presentations. • Research and analyse information about various industries. • Evaluating their work against SQA marking criteria. • Use of hand tools and possibly some simple machinery • Animal handling skills. • Career management skills

S3 Employability



Literacy



Numeracy



H&W



Employability

Course Aims

The Employability Award is an introduction to the world of work for students with a desire to feel more confident about gaining and sustaining employment. The course focuses on generic employability skills, enabling a successful move into the job market. Candidates will reflect on their achievements, develop skills and attitudes applicable across all areas of employment. They will also develop specific skills using job searches, writing applications, creating C.V.s, and performing in job interviews.

Course Relevance For All: Skills and Qualities

Literacy:

- Accuracy in writing
- Confidence in Talk
- Active listening

Numeracy

- Information Handling- Data Analysis/Research

Health & Wellbeing:

- Confidence
- Managing my learning
- Resilience

Employability:

- Teamwork
- Creativity
- Problem solving
- Communication
- Entrepreneurship

Course Assessment

The award consists of three units. Assessment is competence based. Students collect evidence through a range of activities to meet the standards for each unit.

Course Progression

Level 5 Employability
Foundation Apprenticeships.

Homework

Homework will help students to consolidate classwork and improve attainment.
Pupils will be expected to pay a proportion of the cost of the products they take home.

FOCUS	LEARNING	SKILLS
<p>Self development:</p> <ul style="list-style-type: none"> • Evaluating skills and qualities, • Recording and presenting skills and qualities, • Planning development of skills and qualities 	<p>Students will find out about themselves and the world of work, through their own research, class material, site visits, expert visitors.</p>	<ul style="list-style-type: none"> • Teamwork – working with others on the course and visiting experts • Independently working on portfolios and planning their own progress. • Confidence in talk when creating and delivering their own presentations and participating in mock interviews. • Research and analyse information about various job roles. • Evaluating their skills sets and comparing to those required in the workplace. • Career management skills (Interviews, CV's and job applications).

S3 Youth Achievement Award



Literacy



Numeracy



H&W



Employability

Course Aims

The Youth Achievement Awards are individualised learning awards that provide a framework to support quality work with young people aged 14+. They offer formal recognition and accreditation for young peoples' achievements.

Youth Achievement Awards are inclusive and suitable for young people with a wide range of abilities and interests. They follow a plan-do-review process which enables young people to more effectively recognise and articulate their learning and achievements within different contexts, increasing self-esteem, improving motivation and keeping them engaged with learning.

They can be tailored to support any activity and provide a recognised, SCQF levelled award.

Course Relevance For All: Skills and Qualities

Literacy:

- Accuracy in writing
- Confidence in Talk
- Active listening

Numeracy

- Information Handling- Data Analysis/Research

Health & Wellbeing:

- Confidence
- Managing my learning
- Resilience

Employability:

- Teamwork
- Creativity
- Problem solving
- Communication
- Entrepreneurship

Course Assessment

YAAs encourage reflection and critical thinking through self and peer assessment, keeping young people engaged while helping them to develop skills for learning, life and work. Evidence can come in any form usually a ring-bound folder of evidence, but there is no set standard for producing evidence.

Course Progression

Higher level YAA awards (Gold carries 14 UCAS points)
Foundation Apprenticeships.

Homework

Homework will help students to consolidate classwork and improve attainment. Pupils will be expected to pay a proportion of the cost of the products they take home.

FOCUS	LEARNING	SKILLS
<p>Self development:</p> <ul style="list-style-type: none"> • Responsibility for their own learning • Based on personal interests • Planning development of skills and qualities 	<p>Students will find out about themselves and the world of work, through their own research, class material, site visits, expert visitors. They may also participate in social enterprise events working with external partners.</p>	<ul style="list-style-type: none"> • Teamwork • Leadership • Critical thinking • Confidence • Social and emotional competencies • Independently working on portfolios and planning their own progress. • Confidence in talk