

SELKIRK HIGH SCHOOL

S2-S3 Course Choices

2024-2025

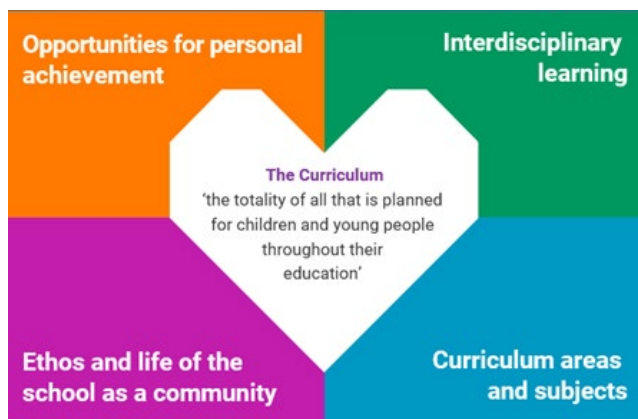
ACHIEVEMENT JOURNEY

QUALIFICATIONS - SKILLS – VALUES

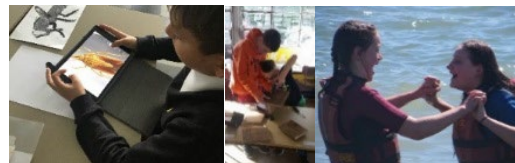


OUR CURRICULUM: SUBJECTS, SKILLS AND VALUES

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 of Compassion, Courage and Integrity 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 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: **Qualifications, Skills and Values**. Every student at Selkirk High School has an **Achievement Journey** – a visual record of all of their achievements during their time at school. The S3 Curriculum has been designed to allow students to further progress in their Achievement Journey with a more personalised curriculum.

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 that 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.

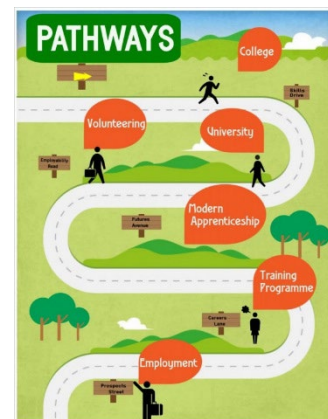
LEARNER JOURNEYS/CAREER PATHWAYS

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	<ul style="list-style-type: none">• SCQF Level 3/4/5 Qualifications• English• Maths• Plus 4 or 5 other subjects
S5	<ul style="list-style-type: none">• 6 or 7 Subjects• Progression from S4
S6	<ul style="list-style-type: none">• A minimum of 4 qualifications (3 Level 7 OR 4 Level 6 OR combination of 4 Level 6/7 subjects OR combination of 5 subjects at any level• 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. You should ensure you read about each course carefully before choosing it so you are fully informed about what you will be doing in S3. 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 Pastoral Teacher if you have any questions.

Name:		Tutor Group:	
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All students will study [English](#) and [Maths](#) and core subjects (PE, PSE, Religious Studies)

In addition to these, please select ONE subject from each of the following columns in section A, and THREE from Section B. You can only pick a subject once. Please note: Courses will only run if numbers and resources are sufficient. Subjects with an * include opportunities to gain an SQA qualification.

Section A Ensuring breadth across the curriculum							Section B Ensuring depth across the curriculum				
Select one from each curriculum area C,D,E F							Select three from this section				
C. Science	✓	D. Humanities	✓	E. Technologies and Enterprise Health and Wellbeing	✓	F. Expressive Arts Health and Wellbeing	✓				
Biology		History		Digital Enterprise *		Art and Design *		French		Employability *	
Chemistry		Geography		Design and Technology		Music		Rural		Practical Cookery	
Physics		Modern Studies		Practical Cookery		Physical Education		History		Music	
Science		YAA/Skills Development *		Creative Industries: Media, Drama, Sound		Employability *		Modern Studies		Art and Design *	
Outdoor Learning *								Digital Enterprise		Physical Education	
								Youth Achievement Award		Biology	
								Geography		Physics	
								Spanish		Chemistry	
								Creative Industries: Media, Drama, Sound		Science	
								Fashion and Textiles		Photography	
								NPA Sport & Fitness: Team Sports Football *		Duke of Edinburgh Award *	
								NPA Sport & Fitness: Team Sports Hockey *			

BIOLOGY

Course Aims

To develop:

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

Skills & Qualities

Literacy:

- Accuracy in Writing
- Reading for research

Numeracy:

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

Health & Wellbeing:

- Confidence
- Managing my learning
- Independent Working

Employability:

- Problem Solving
- Practical Skills
- Communication of Ideas
- Planning
- Investigative Skills

Course Assessment

Summative Assessments are given for each unit

Practical assessment that involves planning, carrying out an experiment, presenting data, drawing conclusions and evaluations

An assignment that involves investigating an issue and its relevance to the environment/society

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 5 Health Sector can also be considered.

Focus

Learning

Skills

Homework

Cellular Biology

- Cell division
- DNA, Genes and chromosomes
- Therapeutic uses of cells
- Enzymes
- Microorganisms
- Photosynthesis
- Respiration
- Controversial biology

- 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

		<ul style="list-style-type: none"> • Research and communication using ICT – moral and ethical issues associated with saviour siblings 	Homework will be given regularly and will help students to consolidate classwork and improve attainment.
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 	

CHEMISTRY

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.

Skills & 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 tests, presentations and practicals.

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 National 5 Health Sector will also be options.

Focus	Learning	Skills	Home study
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 	<p>A set of questions once or twice a topic will help students to consolidate classwork and improve attainment.</p>
The Atom	<ul style="list-style-type: none"> • Structure of the Periodic Table • Structure of the Atom • How atoms join • Chemical formulae 	<ul style="list-style-type: none"> • Drawing atoms and compounds • Writing nuclide notation & formulae • Identifying the type of bonding from properties • Describing types of bonding 	
Acids	<ul style="list-style-type: none"> • Measuring pH • Neutralisation • Titration 	<ul style="list-style-type: none"> • Problem solving to select best indicators • Measuring reactions 	
Hydrocarbons	<ul style="list-style-type: none"> • Refining crude oil • Alkanes and alkenes • Plastics 	<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 	
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 	
Combustion and the environment	<ul style="list-style-type: none"> • Products of combustion • Pollution • Alternative fuels • Renewable energies 	<ul style="list-style-type: none"> • Accuracy in writing word & symbol equations • Explain pollution causes & problems • Describe advantages & disadvantages of energy sources 	

PHYSICS

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

Skills & Qualities

Literacy:

- Accuracy in Writing
- Reading for research

Numeracy:

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

Health & Wellbeing:

- Confidence
- Managing my learning
- Independent Working

Employability:

- Problem Solving
- Practical Skills
- Communication of Ideas
- Planning
- Investigative Skills

Course Assessment

In each of the 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 5 Health Sector

Focus	Learning	Skills	Homework
Space	<ul style="list-style-type: none"> • The Solar System • What's in the Universe • Life Cycle of Stars • Space Exploration 	<ul style="list-style-type: none"> • Literacy via research • Active listening to class and group discussions • Analysing data • Communicating ideas • Explain our place in the Universe 	A set of questions once or twice a topic will help students to consolidate classwork and improve attainment.
Newton's World	<ul style="list-style-type: none"> • Speed • Acceleration • Weight • Friction • Newton's Laws 	<ul style="list-style-type: none"> • Problem solving to calculate speed, acceleration and force • Measuring time, distance, speed and mass • Information handling to perform calculations based off of experimental work • Analysing experimental data 	
Circuitry	<ul style="list-style-type: none"> • Simple Circuits • Ohm's Law 	<ul style="list-style-type: none"> • Problem solving series and parallel circuits 	

	<ul style="list-style-type: none"> • Electricity in the Home • Digital Electronics 	<ul style="list-style-type: none"> • Information handling to perform calculations of current, voltage and resistance • Measuring current, voltage and resistance • Analysing experimental data • Problem solving using logic boards 	<p>These will be set via Showbie and may consist of:</p> <ul style="list-style-type: none"> • Practice Questions • Science Skills Questions • Revision
Sound Waves	<p>What is Sound? Waves Using Sound</p>	<ul style="list-style-type: none"> • Information handling to perform calculations of the speed of sound, wavelength, wave speed and frequency • Problem solving wave diagrams • Describe the features of different waves • Explain the uses of sound in everyday life, including ultrasound 	
Electromagnetism	<ul style="list-style-type: none"> • Magnetic Fields • Uses of Magnets • Electromagnetic Induction • Power Stations 	<ul style="list-style-type: none"> • Describe, draw and explain magnetic field patterns from experimental results • Explain the uses of electromagnets in everyday life • Analysing data from electromagnetic induction experiments • Explain and contrast how different power stations work • Communicate the pros and cons of renewable and non-renewable power generation methods 	
Radioactivity	<ul style="list-style-type: none"> • What is Radiation • Nuclear Disasters 	<ul style="list-style-type: none"> • Active listening to class and group discussions • Analysing data • Critical Literacy • Information handling 	

SCIENCE

Course Aims To develop: <ul style="list-style-type: none"> 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 		Skills & 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 5 Health Sector	
Focus	Learning	Skills	Homework
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 	Homework will be given regularly and will help students to consolidate classwork and improve attainment.
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 	

Outdoor Learning

<p>Course Aims</p> <p>Students will develop a knowledge, understanding and appreciation for the natural environment. The course will develop practical life-skills in an outdoor environment. Promote self-esteem, confidence and a positive attitude to learning through achievable tasks.</p>	<p>Skills & Qualities</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Confidence in Talk • Active listening <p>Numeracy :</p> <ul style="list-style-type: none"> • Information Handling- Data Analysis/Research • Fractions & Percentages • Coordinates <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> • Confidence • Managing my learning • Resilience <p>Employability:</p> <ul style="list-style-type: none"> • Creativity • Problem solving • Communication 	
<p>Course Assessment</p> <p>Assessment will mainly be formative and require the completion of a logbook. On completion of the logbook pupil will be awarded a level 4/5 course. There will be opportunities to achieve awards throughout the year</p>	<p>Course Progression</p> <p>NC Level 4/5 Horticulture or Rural Skills Horticulture Modern Apprenticeship - (SCQF Level 5) Various land-based college courses.</p>	
<p>Focus</p> <ul style="list-style-type: none"> • A variety of skills covering: • conservation • cookery • wildlife studies • navigation skills • First aid 	<p>Learning</p> <p>Students will spend time in the outdoors taking part in a range of different activities.</p>	<p>Skills</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. • Use of hand tools in a woodland environment • Cooking on an open fire • First aid skills • Navigation Skills

GEOGRAPHY

Course Aims <ul style="list-style-type: none"> - To understand about the different factors that might affect a population and learning how to present a population using a population pyramid. - To development understanding and empathy for people in different parts of the world that have been affected by problems caused by climate change or war. - To understand how our Scottish Landscape has been formed. 		Skills & Qualities <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Critical Literacy (justify, summarise, analyse, explain, evaluate) • Confidence in Talk • Active Listening • Research & Presentation (Reading for Information) <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Information Handling/Source Analysis <p><u>HWB</u></p> <ul style="list-style-type: none"> • Confidence/Leadership • Resilience • Respectful Relationships (Tolerance, diversity, empathy) <p><u>Employability</u></p> <ul style="list-style-type: none"> • Communication • Positive attitude • Cooperative working 	
Course Assessment Formative Assessment, including map reading, research and source handling. S3 exam (1hr 30mins)		Course Progression National 4 National 5 Higher	
Focus	Learning	Skills	Homework
Unit 1: Human Environments Unit 2: Physical Environments Unit 3: Global Issues	Students will study; Human Environments: <ul style="list-style-type: none"> - Population. - Population Pyramids - Informal settlement of Dharavi. - Migration. Physical Environments: <ul style="list-style-type: none"> - Glaciation. - The formation glacial features found in Scotland. - Map skills. Global issues: <ul style="list-style-type: none"> - Film study; Human impact on the natural environment. - Pupils will study the impact climate change has had on Florida and Bangladesh. - Climate Change. 	Throughout all units, students will be encouraged: <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. 	Homework will be given to reinforce and consolidate learning in class. It will include: <ul style="list-style-type: none"> • Map skills • Practice exam questions • Independent research

HISTORY

Course Aims

- To understand the key events of WWII and the reasons for the Allied victory.
- To understand the impacts of WWII on the nations involved.
- To understand the key events of the Cold War and its long-term global impact.
- To understand the significant individuals, events and innovations of ancient societies: Egypt, Greece and Rome.
- To develop the research skills necessary for assignment at National level
- To develop source handling skills at National 4 level.

Skills & 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 assignments, and topic tests.

Course Progression

National 4
National 5
Higher

Focus

Learning

Skills

Homework

Unit 1: World War II

Students will study

- Turning points in the war including Dunkirk, Stalingrad & D-Day
- Victory in Europe including Stalingrad & the bombing of Germany
- Victory in the Pacific including the attacks on Hiroshima & Nagasaki
- The Nuremberg Trials and the aftermath of the war

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

Unit 2: The Ancient World

Students will study:

- Egyptian Society
- Athenian Democracy
- Roman Society
- The life of Julius Caesar

Unit 3: The Cold War

Students will study:

- The origins of the Cold War
- The Berlin Wall, East & West Germany
- Events in Korea, Cuba and Vietnam
- The Space Race
- The collapse of the Soviet Union

MODERN STUDIES

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.

Skills & 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
NPA Criminology
Higher

Focus

Learning

Skills

Homework

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.

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

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

- Source handling questions
- Practice exam questions
- Independent research

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 explore groups that face inequality and causes of inequality including:

- Gender
- Child Poverty
- LGBT+
- Race

YOUTH ACHIEVEMENT AWARD

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.

Skills & 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.

Focus

Self development:

- Responsibility for their own learning
- Based on personal interests
- Planning development of skills and qualities

Learning

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.

Skills

- Teamwork
- Leadership
- Critical thinking
- Confidence
- Social and emotional competencies
- Independently working on portfolios and planning their own progress.
- Confidence in talk

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.

DESIGN AND TECHNOLOGY

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.

Skills & 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

Focus

Learning

Skills

Homework

Graphic Communication

2D and 3D Pencil Sketching with due regard to likeness, proportion.
 Drawing skills, measuring skills, projection skills.
 3D modelling skills using Inventor.
 Creating orthographic views and production drawings from 3D models.
 Application of tone, texture and shadow in relation to a light source when rendering using different mediums.

- 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

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.

Design and Manufacture

Design and construct models using a range of materials.
 Consider the material performance as well as sustainability of materials and apply these to real world tasks.
 Solve problems through the application of engineering principles and discuss the impact engineering has on the world around us.

- 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.

DIGITAL ENTERPRISE

<p>Course Aims To develop further the ICT skills from S1 and S2 and to provide information relating to the business courses on offer in S4. This will allow progression towards a National 4 or 5 Certificate in Business Management, or various computing science courses in S4.</p>	<p>Skills & Qualities</p> <p>Literacy:</p> <ul style="list-style-type: none"> Active Listening Confidence in Talk Reading for Information (Research and Presentations) <p>Numeracy:</p> <ul style="list-style-type: none"> Information Handling Whole numbers and Measurement <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> Being Healthy Managing my Learning <p>Employability:</p> <ul style="list-style-type: none"> Teamwork and Communication ICT & Computing Enterprise & Small Businesses Problem Solving 								
<p>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.</p>	<p>Course Progression</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">N3/4 Business</td> <td style="width: 50%;">NPA Level 5 Cyber Security</td> </tr> <tr> <td>N5 Business Management</td> <td>NPA level 5 PC Passport</td> </tr> <tr> <td>Higher Business Management</td> <td></td> </tr> <tr> <td>NC Level 5 Computing</td> <td></td> </tr> </table>	N3/4 Business	NPA Level 5 Cyber Security	N5 Business Management	NPA level 5 PC Passport	Higher Business Management		NC Level 5 Computing	
N3/4 Business	NPA Level 5 Cyber Security								
N5 Business Management	NPA level 5 PC Passport								
Higher Business Management									
NC Level 5 Computing									
Focus	Learning	Skills	Homework						
<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>Homework will relate to the topic or unit being covered at the time. This might involve some reading, some topic related questions or simply finding a picture or video related to that topic.</p> <p>Homework will aim to be handed out fortnightly.</p>						
<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>									

PRACTICAL COOKERY

Course Aims

- Pupils will develop their practical cookery skills and cooking processes during a double period of practical cookery every week. Pupils will cook healthy, nutritious and sustainable meals relevant to the theory topic.
- During one single theory period per week, pupils will build upon S1/2 knowledge to gain an understanding of Food for Health, Sustainability, Food Choice, Functional Properties of Food and Product Development.

Skills & Qualities

Literacy:

- Critical Literacy
- Reading for information -Research

Numeracy

- Information Handling – Data Analysis
- Weighing and Measuring
- Time management
- Budgeting

Health & Wellbeing:

- Confidence
- Independence
- Managing learning
- Being healthy

Employability:

- Creativity
- Problem solving
- Effective communication
- Teamwork and cooperation
- Responsibility and Respect

Course Assessment

Formative assessment every lesson
 Summative written assessment at the end of each unit
 Practical cookery assessment at the end of each unit
 Folio of practical and theory work including photos

Course Progression

National 4/5 Practical Cookery
 National 4/ 5/Higher Health and Food Technology

Focus	Learning	Skills	Homework
Food For Health	<ul style="list-style-type: none"> • Nutrition • Current dietary advice • Diet related illnesses • Dietary needs of individuals 	Building confidence to make independent decisions about diet and health throughout life stages, and an awareness of the dietary needs of others.	Alongside the expectation for pupils to cook and/or help prepare meals at home where possible, students will be issued with one piece of relevant homework per unit of work which they will have one week to complete.
Sustainability	<ul style="list-style-type: none"> • Local food • Food miles • Seasonality • Organic food production • The Fair trade agreement • Scottish agriculture and produce 	Having respect for the environment and where our food comes from. Communicating views and opinions on current world and local food issues.	Revision tasks will be set 2 weeks before each end of unit theory assessment to best prepare.
Factors that affect food choice	<ul style="list-style-type: none"> • Budget/cost • Health and dietary requirements • Convenience • Culture and religion • Life style • Preferences; taste, texture, appearance • Peer pressure 	Respecting the food choices of others. Sensory evaluating the ready-made and home-made food products. Drawing comparisons and compiling results. Building a positive , independent attitude towards food choice, by understanding how it can be influenced.	

Product Development	<ul style="list-style-type: none"> • Functional properties of ingredients • Labelling and packaging • Developing and adapting recipes • Stages of product development 	Critically analysing food labels and packaging. Building resilience and problem solving when completing experiments with ingredients. Making informed decisions when predicting results. Analysing and evaluating results.	
Cookery Processes, Techniques and Practical Skills	<ul style="list-style-type: none"> • Cookery Processes • Food Preparation Techniques • Safety and hygiene in the workplace • Garnishing, presenting and decoration • Healthy cooking methods 	Independence using specialist equipment. Reading for information when following recipes accurately. Numeracy; time management, weighing and measuring, logically sequencing tasks and multitasking. Be creative when garnishing, seasoning and decorating.	
Research Project	<ul style="list-style-type: none"> • Developing a product to suit a specific target market or individual with specific dietary requirements. 	Planning, researching, data analysis and presenting information. Thinking creatively when presenting information and interpreting design briefs.	

CREATIVE INDUSTRIES

<p>Course Aims</p> <p>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>Skills & Qualities</p> <p>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</p> <p>Assessment will be ongoing and project based. An important part of the assessment will be self-reflection and evaluation.</p>	<p>Course Progression</p> <p>The Creative Industries course could offer a pathway to the Level 5 National Progression Awards in Film and Media or Sound Production.</p> <p>It would also consolidate skills used in National 5 English and Literacy.</p>	
Focus	Learning/Skills	Homework
<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 	
<p>Unit 3: Project</p>	<p>Students will work as a group to plan and implement a creative project to meet a brief. This will include:</p> <ul style="list-style-type: none"> 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. <p>Types of project could include: a magazine, a website, a short film, a drama production, a radio show, a podcast, etc.</p>	

ART & DESIGN

Course Aims To develop Creativity through Creative Thinking 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.		Skills & Qualities Students will - <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. 	
Course Assessment 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.		Course Progression National 3, 4, 5 Art & Design NPA Photography	
Focus	Learning	Skills	Homework
<u>Critical</u> <u>Appreciation</u> <u>Expressive</u> <u>Design</u>	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. Students will be encouraged to express and communicate their ideas using a range of media and techniques. Practical experience of design will foster the development of skills that encourage creative solutions to problems that shape our lives.	Students are urged to be creative and in addition to Art and Design skills, students develop life skills such as empathy, resilience and respect . A positive attitude is actively encouraged and building confidence a priority.	Homework will be issued to support and enhance classwork.

MUSIC

Course Aims 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.		Skills & Qualities Students will - <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 	
Course Assessment 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.		Course Progression National 3, 4 or 5 Music	
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. Students are urged to be creative , developing respect for themselves and their peers by working together to support each other.	Students are expected to complete music theory tasks at home as well as revise music concepts regularly. 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.		
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.		

PHYSICAL EDUCATION

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

Skills & 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	

EMPLOYABILITY

<p>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.</p>	<p>Skills & Qualities</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Accuracy in writing • Confidence in Talk • Active listening <p>Numeracy</p> <ul style="list-style-type: none"> • Information Handling- Data Analysis/Research <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> • Confidence • Managing my learning • Resilience <p>Employability:</p> <ul style="list-style-type: none"> • Teamwork • Creativity • Problem solving • Communication • Entrepreneurship 		
<p>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.</p>	<p>Course Progression Level 5 Employability Foundation Apprenticeships.</p>		
Focus	Learning	Skills	Homework
<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). 	<p>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.</p>

FRENCH

Course Aims

Our S3 course is designed to build on students' learning from S1 and 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.

Skills & 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/Assessment

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.

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. Student achievement and feedback is posted on Showbie. Discussions take place about progress and progression with each student in addition to the whole school reporting process. We aim to complete unit assessments for National 3 or 4 Using and Understanding Language.

Course Progression

National 4/5 French

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	Throughout the year, students have opportunities to improve their foreign language writing skills by: <ul style="list-style-type: none"> • Labelling 	<ul style="list-style-type: none"> • Leaflets/Posters • Personal writing 	<ul style="list-style-type: none"> • Learning vocabulary • Personal writing • Completing cloze passages

	<ul style="list-style-type: none">• 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">• Posters /puzzles
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HORTICULTURE AND RURAL SKILLS

<p>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.</p>		<p>Skills & Qualities</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Accuracy in writing • Confidence in Talk • Active listening <p>Numeracy</p> <ul style="list-style-type: none"> • Information Handling- Data Analysis/Research • Fractions & Percentages <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> • Confidence • Managing my learning • Resilience <p>Employability:</p> <ul style="list-style-type: none"> • Creativity • Problem solving • Communication • Entrepreneurship 	
<p>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.</p>		<p>Course Progression NC Level 4/5 Horticulture or Rural Skills Horticulture Modern Apprenticeship - (SCQF Level 5) Various landbased college courses.</p>	
Focus	Learning	Skills	Homework
<p>A variety of rural skills covering:</p> <ul style="list-style-type: none"> • horticulture, • agriculture, • landscaping, • game keeping • forestry. 	<p>Students will investigate a range of industries, through their own research, class material, site visits expert visitors.</p> <p>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 	<p>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.</p>

SPANISH

Course Aims

Our S3 course is designed to build on students' learning from S1 and S2 and to 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.

Skills & 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/Assessment

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. 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. Student achievement and feedback is posted on Showbie. Discussions take place about progress and progression with each student in addition to the whole school reporting process. We aim to complete unit assessments for National 3 or 4 Using and Understanding Language.

Course Progression

National 4/5 Spanish

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	Throughout the year, students have opportunities to improve their foreign language writing skills by: <ul style="list-style-type: none"> • Labelling • Using knowledge about language to produce more accurate sentences and longer texts. 	<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

	<ul style="list-style-type: none">• 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.		
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FASHION AND TEXTILES

Course Aims

- To develop a wide range of practical construction skills which can be used to make textile items of high quality.
- To develop knowledge and understanding of the classification, properties and functionality of textiles.
- To develop creativity and innovation in order to plan and produce textile items which satisfy the needs of the user, at home or in the world of work.
- To develop critical thinking skills involved in evaluating the quality and effectiveness of textiles products.
- To explore the employment opportunities available within the Textile industry.
- To develop dexterity and fine motor skills to be able to produce a wide range of detailed textile items.

Skills & Qualities

Literacy:

- Reading for accuracy
- Reading for information –Research

Numeracy

- Measuring accurately
- Use of time
- Costing

Health & Wellbeing:

- Confidence
- Working safely
- Working with confidence
- Resilience

Employability:

- Creativity
- Problem solving
- Teamwork

Course Assessment

Written and practical assessment is continuous throughout the course, with relevant work being retained as evidence.

Course Progression

Successful completion of the S3 Fashion and Textiles Technology course will lead to the National 5 Fashion and Textile Technology course.

Focus

Students will undertake a number of practical projects which will allow them to develop the skills and knowledge required to attain technology competencies and prepare students for further study at National 5 Fashion and Textiles Technology. This will be underpinned by frequent theory-based lessons to enable students to gain a sound understanding of the properties of fabrics, design process and employment opportunities within the Textiles Industry.

Learning

Projects undertaken change on an annual basis to reflect current trends. Projects may include:
Cushion covers, Designer inspired t-shirts, bags and skirts/shorts/scarfs/tops, and useful household items

Skills

- Reading and interpreting templates
- Measuring fabric and calculating sizes
- Costing materials and budgeting
- Use of time and project management
- Confidence using equipment and demonstrating specialist practical skills
- Problem Solving when up-cycling
- Teamwork when investigating properties of fabric
- Creativity when designing, choosing motifs/patterns/colour schemes/embellishing
- Fine motor skills
- Specific hand stitches
- Safe use of the sewing machine and specialist equipment
- Planning and design
- Researching current trends
- Evaluating suitable materials

Homework

One piece of investigative homework per term

TEAM SPORTS

Course Aims

- Develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on contemporary provision
- Develop the candidate's knowledge and skills in planning, implementing, evaluating, the context of Sport and Recreation

Skills & 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

Participation and Performance

1 Explain technical skills and the importance of appropriate behaviour and attire in enhancing sporting activity participation and performance.

2 Participate and perform in the sporting activity sessions.

3 Monitor and evaluate progress of personal performance in the sporting activity

Coaching Development

1 Assess the requirements of participants for participation in sports coaching sessions.

2 Produce plans for a sequence of sports coaching sessions.

3 Prepare resources to ensure safe and effective participation in sports coaching sessions.

4 Prepare participants of the sports coaching session.

5 Deliver a planned sequence of sports coaching sessions designed to improve performance.

6 Evaluate the sports coaching sessions and contribute to recommendations for personnel improvement.

Sports Officiating and Organising

1 Describe the fundamental controls and procedures in relation to the sporting activity.

2 Officiate in the sporting activity tournament at a recreational level with respect to fundamental controls and procedures.

3 Organise and run the sporting activity tournament at a recreational level.

Course Progression

To build skills and knowledge required for National 4, National 5, Higher PE and level 6 Exercise and Fitness courses

To develop skills for Sports Leadership Award

Focus

Participation and Performance

Coaching Development

Sports Officiating and Organising

Learning

To develop knowledge and understanding of the Performance requirements in **Football and Hockey**

To plan and deliver Coaching sessions.

To organise and officiate sporting activity.

Skills

Performance skills

Football: Shooting, Passing, Dribbling, Heading, Crossing

Hockey: Shooting, Passing, Dribbling, 1 v 1 skills (attacking and defending), Crossing

Homework

There is a theory element to the course and some written work and homework will be used to reinforce and consolidate learning

PHOTOGRAPHY

Course Aims

To develop knowledge and understanding in practical photography.

This course is aimed at those who want to explore their interest photography and learn the principles of creating successful images.

Students will develop their digital skills in a variety of ways including storing and sharing images, editing images using procreate/photoshop and presenting images.

Skills & Qualities

Literacy:

- Reading for research
- Active listening
- Confidence in talk

Numeracy

- Information handling

Health & Wellbeing:

- Confidence
- Resilience
- Managing my learning

Employability:

- Teamwork
- Creativity
- Problem solving
- Communication
- Digital skills

Course Assessment

A variety of assessment methods are used throughout the year: Self-assessment, peer assessment and continuous assessment by teacher and graded assessment. Assessments are shared and inform next steps.

Course Progression

NPA Photography Level 4/5
Higher Photography

Focus

Learning

Skills

Homework

Basic Camera Skills

Composition
Techniques

Learning about Other
Photographers

Introduction to
Photoshop

The course will promote learner confidence in photography skills for everyday use. For example, gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images. They will develop their understanding of categories of photography (still life, portraiture and landscape), and be able to identify a selection of diverse images taken indoors and outdoors. The learning content will increase the learner's ability to create a portfolio of work and develop confidence to evaluate and critique their own work.

Students are encouraged to develop their creativity skills alongside their practical photography skills.

Teamwork is an essential part of the course and students will be encouraged to work together on projects. Students will develop life skills such as empathy, resilience and respect.

A positive attitude is encouraged and building confidence a priority.

Homework will be issued every 2-4 weeks to support and enhance classwork.

DUKE OF EDINBURGH'S AWARD

<p>Course Aims</p> <ul style="list-style-type: none"> To achieve the Bronze Duke of Edinburgh's Award To develop essential skills for life and work including resilience, team-working, problem-solving and communication To develop a chosen skill and physical activity through personal commitment To contribute to the local community through volunteering To enhance future CVs and applications by gaining an internationally respected award 	<p>Skills & Qualities</p> <p>Literacy:</p> <ul style="list-style-type: none"> Accuracy in writing Confidence in Talk Active listening <p>Numeracy</p> <ul style="list-style-type: none"> Information Handling <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> Confidence Time management Resilience Fitness <p>Employability:</p> <ul style="list-style-type: none"> Creativity Problem solving Communication 	
<p>Course Assessment</p> <p>Students will be assessed in four areas:</p> <ul style="list-style-type: none"> Physical Activity Skill Volunteering Expedition (May 2025) <p>Students will be supported in completing 3-6 months of each activity using a combination of class time and time out of school.</p>	<p>Course Progression</p> <p>Silver Duke of Edinburgh's Award Gold Duke of Edinburgh's Award</p>	
Focus	Learning	Homework
<p>Maintaining an online profile</p> <p>Expedition training</p> <p>Volunteering</p>	<p>Setting up & maintaining a detailed online record of progress in each area of the award.</p> <p>Developing skills in navigation, teamwork, first aid and camp craft in preparation for a final expedition.</p> <p>Undertaking a programme of volunteering to contribute to the local community.</p>	<p>Students will be required to consistently undertake a physical activity and a skill in their own time for a period of 3-6 months.</p> <p>This can be an existing activity such as a team sport or musical instrument.</p>

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.

Skills & 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/Assessment

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 S3 units include Dystopian Fiction, Conspiracy Theories 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 will also begin to develop their Reading for Understanding, Analysis and Evaluation skills. Progress is assessed via a series of assessments between January and March.

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.

Course Progression

National 4 or 5 English

Skills	Learning	Assessment	Homework
Reading	Throughout the year, students will experience a variety of Reading activities, such as: <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	Throughout the year, students will experience a variety of Writing activities such as: <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. 	<ul style="list-style-type: none"> • Short Stories • Report writing • Reflective writing • Powerpoints • Posters 	<ul style="list-style-type: none"> • Completing work not finished in class.

	<ul style="list-style-type: none"> • 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. 		
Talking & Listening	<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.

MATHEMATICS

<p>Course Aims</p> <p>For pupils to strengthen their core numeracy skills, enjoy mathematics, and build up strategies to help them solve problems.</p>		<p>Skills & Qualities</p> <p>Numeracy Skills, Confidence, Resilience, Positive Attitude, Problem Solving, Team work, Communication, Active Listening</p>	
<p>Course Assessment</p> <p>Dependent of the class, but around 3 assessments per year</p>		<p>Course Progression</p> <p>National 4 or 5 Mathematics/Application of Maths (or N3 in some circumstances)</p>	
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>