

DREAM, BELIEVE & ACHIEVE @ LASSWADE



LASSWADE HIGH SCHOOL



2020/2021

PLANNING FOR
CHOICES IN S3

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LASSWADE HIGH SCHOOL S3 PROSPECTUS

Welcome to our Third Year Prospectus. This booklet has been compiled to help those of you entering S3 to make the best possible decisions about your courses.

In each section you will find descriptions of the courses offered and outline of the subject content, assessment and progression to further into the Senior Phase. By reading the relevant pages carefully and through discussion with your teachers, you should be in a good position to make the best possible decision about your course choice for the coming year.



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Selecting Courses

At Lasswade we offer a limited choice of S3 courses to ensure that each student undertakes a broad and balanced curriculum. Our aim is that all students will continue their studies across all curricular areas. Mathematics and English remain compulsory along with Physical Education, Religious and Moral Education and Personal and Social Education as part of our core programme. Students will also undertake a Scottish Studies Group Award over the course of S3 and S4, with one taught period in S3.

Within all other curricular areas students are required to narrow their course to allow for increased personalisation and depth of study. Students are required to select:

- Two Social Studies subjects (unless they are recommended for People and Society)
- **One Science subject**
- **One Expressive Art subject**
- **One Technologies subject**
- Two additional subjects (from the above curricular areas in bold or from **Health and Wellbeing and/or Religious, Moral and Philosophical Studies and/or Modern Languages**)
- One reserve (from the above curricular areas in bold or from Health and Wellbeing and/or Religious, Moral and Philosophical Studies and/or Modern Languages) should students be unsuccessful in securing all of their 1st choices

All students will be encouraged to consider taking a Modern Language (French, German or Mandarin) **as one of their two additional subjects.** Students are welcome to take two Modern Languages but this should be French as the core language and Mandarin or German as the additional language.

See S3 Personalisation and Choice information on page 3.

*Please remember that it may not be possible to meet all combinations of courses. We therefore ask students to choose the required number of courses and a reserve. Every attempt will be made to satisfy the first choices, or the reserve choice if necessary. If these are not possible a discussion will take place between the student and their Student Support Teacher to find a suitable alternative. It is also important to be aware that, where there is insufficient demand for a course, we may withdraw it. **You should be aware that a course will only be run if there are a sufficient number of students wanting to study it and enough staff to teach it.***

The move from S2 into S3 is an important stage in your education. Most of the courses you undertake in S3 will provide you with the prior learning needed to progress into national courses in the Senior Phase. You will be expected to work hard in all your subjects in S3. This will give all students a foundation for success as they move into the Senior Phase. Indeed, we encourage students who make good progress in S3 to choose from these subjects as they move into the Senior Phase.

Your ideas about a future career should **not** at this stage significantly influence your choice of subjects. The vast majority of occupations are best prepared for by following courses which suit your abilities and interests. Do not worry if you do not have definite career plans yet. However, if you do, talk to your Student Support teacher who will advise you accordingly.

Assessment

Students in S3 are at a 'bridging point'; at the end of their Broad General Education and also preparing for the Senior Phase. Therefore, we expect students to be achieving at Curriculum for Excellence levels 3 and/or 4. In the second half of S3 many students will begin preparatory work for National 5 courses in S4.

Support

You must prepare for your course choice, thinking about your performance and achievements so far. You will be given the following opportunities during this process

- Time in PSE to discuss issues, concerns and opportunities
- Time in Personal Support to explore Career Management Skills and the world of work
- An Assembly led by the Head Teacher and Depute Head Teacher
- A Parental Information Evening
- An individual meeting with a member of the Student Support Team to discuss and confirm your choices

There is a range of advice available to you as you consider your next step. This booklet is designed to help you understand the contents of the courses on offer. Further advice can be provided by your Student Support teacher.

The Role of the Parent

As a parent, you have an important role in helping your child to make good choices by discussing the reasons for their choice and assisting them to make their own decisions. All Course Choice sheets will need to be signed by a Parent or Carer, before handing in to your child's Student Support teacher.

Points for you and your child to consider when choosing subjects

- Certain core subjects are compulsory in order to ensure that all students follow a balanced programme.
- Do the other courses chosen help provide a balanced choice?
- Has your child kept his/her career options open at this stage?
- Job ideas may change between S2 and leaving school.
- Is my child picking subjects for the right reasons, i.e. they enjoy and are good at the subject?
- Your child should not choose subjects that they feel unable to cope with or feel they will not enjoy because, for example, their friends are taking it or they like the teacher. They should also not be put off taking a subject because they think it's not for boys/girls. All subjects are open to all students.
- Take advice from teachers and Student Support staff.

I would like to emphasise the importance of S3 as the final preparation year before progressing into the Senior Phase (S4-S6) and hope you have a successful and productive year.

Mr C Hornell
December 2019



Pupil Name _____ Class _____ Career Interest _____

Forms should be checked and signed by your parent and Guidance Teacher. The deadline for completion is Monday 3rd February.

Subject Options

In S3 you will begin to personalise the subjects you study as you progress towards the Senior Phase of Curriculum for Excellence. You will be required to **continue your studies in all curriculum areas** next session. **In addition you will select two options from both Science and Social Studies** (only one if selecting Environmental Science or People and Society). **Your additional choice must come from the subjects listed in bold.**

Curricular Area	S3 Subject Options
Mathematics	Mathematics
Languages	English
	French
	German
	Mandarin
Sciences	Biology
	Chemistry
	Physics
	Environmental Science
Social Studies	Business Management
	Geography
	History
	Modern Studies
	People and Society
Expressive Arts	Art
	Dance Academy
	Drama
	Music
Technologies	Computing Science
	Fashion and Textiles
	Home Economics
	Design and Technology
	Practical Craft Skills
	Music with Technology
Health and Wellbeing	Home Economics
	Physical Education (Aesthetic)
	Physical Education
	Rugby Academy
	Football Academy
Religious and Moral Education	Religious, Moral and Philosophical Studies
Alternative Courses	Duke of Edinburgh
	Uniformed and Emergency Services

1. Mathematics
2. English
3. Science
4. (a) Social Studies
(b) Social Studies
5. Expressive Arts
6. Technologies
7. Additional Choice
8. Additional Choice
9. Reserve Choice
Parental Signature
Student Support Teacher Signature

Please Note – all student will continue to study Physical Education, Religious and Moral Education and Personal and Social Education through our Core Programme.

Mathematics

CfE Curricular Area: Mathematics and Numeracy

Mathematics is important in our everyday lives. It allows students to make sense of the world around them and to manage their lives. Mathematics enables students to model real-life situations, make connections and informed decisions. Mathematics equips students with the skills they need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Aims of Course:

- To allow students to achieve their Mathematical potential at whatever level they are studying
- To engage students in a variety of ways to embrace the study of Mathematics
- To enable students to make the link between Mathematics and its need in everyday life
- To cultivate transferable skills – developing creativity, problem solving and teamwork

Description of the Course:

S3 is the culmination of the BGE during which students continue to develop their skills and lay down firm foundations for learning towards National Qualifications in S4.

Students will cover a range of topics in the area of:

- Number, Money & Measure – including Algebra
- Shape, Position & Movement – including some basic trigonometry
- Information Handling – including probability

Students will cover these topics at the appropriate Level 2, 3 or 4.

Assessment will be ongoing, periodic and assessment evidence will be gathered from daily activities and planned assessment tasks. The evidence considered, will show that learners have understood a significant amount of the course and will have used a range of Mathematical skills.

Future Progression Routes in Subject:

Mathematics can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The level of study in S4 will depend upon students performance in S3.

Additional Information:

Students in S3 can expect to receive a variety of homework tasks – both topic based and mixed.

Students will be assessed on how well they have coped with different, challenging experiences and how they have been able to apply what they have learned in unfamiliar situations.

The Mathematics Department also offer Study Support sessions after school to support and encourage students to do their best in Mathematics.

English & Literacy

CfE Curricular Area: Languages

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Aims of Course:

The S3 English course aims to develop students' literacy skills across three key areas:

- **Listening and Talking**
- **Writing**
- **Reading**

Through the development of these literacy skills, the course aims to provide a foundation for success in the Senior Phase, not just in English, but across the curriculum.

In addition, students will be engaged in activities designed to enhance their creativity, critical thinking skills, and capacity for working with others.

Description of the Course:

The S3 course has the following core units:

- Core Unit 1: War Literature
- Core Unit 2: Introduction to Media Studies
- Core Unit 3: English in Action- Journalism, Advertising and Future Careers

In addition, students will study a range of literary and/ or media texts and will continue with weekly Reading for Understanding, Analysis and Evaluation practice.

Each unit of work is designed to develop students' core literacy skills and embed the skills required for success in the National 5 and National 4 courses in S4. During S3, students have the opportunity to work towards SQA Literacy units at levels 3 and 4 to consolidate achievement across the Broad General Education and build skills for future SQA presentation.

Teachers will employ a variety of assessment methodologies to ensure students receive focused feedback that aids their progress and development.

Future Progression Routes in Subject:

English can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The level of study in S4 will depend upon each student's performance in S3.

Core Unit 4: Introduction to Media Studies provides an introductory course for students considering progressing to Media Studies at National 4, National 5 or Higher level in the Senior Phase.

Additional Information:

Students in S3 can expect to receive a variety of homework tasks. For example, students may be asked to prepare for presentations, research topics studied in class, plan for written work and engage with a variety of personal reading. To support your child in developing their skills, we recommend encouraging regular reading at home, particularly of quality newspaper articles.

Languages

CfE Curricular Area:

Languages

Modern Languages: French, German and Mandarin

Languages are at the very heart of thinking and learning! Choosing Modern Languages going into S3 will help you develop as a successful learner, confident individual, responsible citizen and effective contributor. Learning to understand and respect different cultures and lifestyles through studying one or more Modern Languages will contribute to your development as a responsible international citizen and equip you to play your future part in the increasingly globalised worlds of work and study.

Aims of French Course:

- Increase confidence and accuracy in using (talking and writing) and understanding (listening and reading) language
- Find out more not just about the language being studied but about the people who speak it and the societies in which it is spoken
- Develop a love for - and find connections between - languages in an enjoyable, supportive and challenging environment
- Start getting ready for future success by building on previous work from S1 and S2 to cover many of the topics and much of the language needed for National Examinations
- Acquire transferable skills that will be attractive to future employers and prepare you to apply them to whichever language you might need in the future
- Achieve an SQA qualification by the end of the course (Language For Life And Work Unit)

Description of the French Course:

The Modern Languages Team constantly reviews and updates its French courses. You can expect to use Studio 3, which will seem very familiar as it follows on from Studio 2, complete with online homework. Topics include : 'My Social Life As An Adolescent'; 'Healthy Lifestyles'; 'Future Plans'; 'Holidays'; 'My Place In The World.'

In terms of grammar, you can expect to cover: present tense; future tense; past tenses; modal verbs; conditional tense;(and much else besides).

Future Progression Routes in Subject:

Modern Languages (French, German and Mandarin) can be studied at National 4, National 5, Higher and Advanced Higher in the Senior Phase (i.e. S4-S6). Entry to these courses is by teacher recommendation, depending on performance in S3.

Additional Information:

You will also be able to choose Mandarin and build upon the 'taster courses' already done in S2. You can expect Mandarin courses to 'mirror' French courses as Mandarin becomes more 'mainstream' in the Modern Languages Department. The pace will be brisk as you work hard to ensure you cover as much ground at the end of S3 as those doing French will have done in S1-S3.

If you begin German from 'scratch' in S3, you will also need to work intensively to ensure that by the end of S3 you reach the same standard as those finishing their third year of French. You will have had a brief 'taster' (several lessons) of German during S2. The Modern Languages Team has already identified (and alerted) pupils who we think have an aptitude for Modern Languages and would cope well with the demands of learning a second Modern Language (whether German or Mandarin) in addition to French.

Sciences

CfE Curricular Area: Sciences Biology

Biology is the study of life at all levels from cells to organisms to the earth's ecosystems. Simply put, it is the study of life -- life in all of its grandeur. From the very small algae to the very large elephant, life has a certain wonder about it. With that in mind, how do we know if something is living? Is a virus alive or dead? What are the characteristics of life? These are all very important questions with equally important answers

Aims of Course:

- Develop an interest in and understanding of the world
- Engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
- Evaluate environmental and scientific issues, consider risk, and make informed choices

Description of the Course:

By choosing to study Biology in S3, Students will be provided with the opportunity to build on their existing scientific understanding. To find out about specialised cells including the use of stem cells in society, the way that the brain and nervous system respond to changes and how characteristics are inherited. This will demonstrate the importance and the impact that Biology has on their lives, on the lives of others, on the environment and on society.

Future Progression Routes in Subject:

Biology can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this depends on performance in S3. Human Biology is an option at Higher level.

Additional Information:

By studying Biology in S3 future career opportunities would include sports and exercise, food and nutrition, agriculture, medicine, dentistry, other medical professions, conservation, working with animals and sustainability. Students will also be developing transferrable skills that are appropriate for a wide range of careers.

Sciences

CfE Curricular Area: Sciences Chemistry

Chemistry helps you to understand the world around you. Cooking is chemistry – just ask Heston Blumenthal! Everything you can touch or taste or smell is a chemical. When you study chemistry, you come to understand a bit about how things work. Chemistry isn't secret knowledge. It's the explanation for everyday things, like why fizzy drinks are fizzy, why things explode, how fuels work and why not all pain relievers work equally well on a headache. If you know some chemistry, you can make educated choices about everyday products that you use.

Aims of Course:

- Develop an interest in and understanding of the world
- Engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
- Evaluate environmental and scientific issues, consider risk, and make informed choices

Description of the Course:

By choosing to study Chemistry in S3, students will initially peek inside the world of the atom and discover the subatomic work of the very very small. Following this, students will carry out experiments to investigate the speed of chemical reactions. To finish the year students will look into the world of carbon and how it influences many of the major industries that we have; oil and gas, food and drink as well as finding alternative fuels to petrol.

Future Progression Routes in Subject:

Chemistry can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this depends on performance in S3.

Additional Information:

Knowledge of chemistry is useful (in some cases essential) for careers in areas such as: science and engineering, all types of health care, the energy sector, the beauty industry, forensics, and cooking. Note: A university degree in a biological science usually requires Higher Chemistry. Studying chemistry helps to develop a huge range of transferable skills and is highly regarded by employers from all backgrounds.

Sciences

CfE Curricular Area: Sciences Physics

How does your mobile phone work? How can you receive TV signals from a satellite 1000s of kilometres away in outer space? Why does a musical instrument produce the sounds that it does?. Is teleportation possible?

These are all questions that physics can answer, because physics is about the way the world works, and why things behave the way they do.

Physics gives us knowledge which we can use to develop the technology that changes the world we live in. It helps to diagnose and cure illness. Want to study nursing? – A physics qualification helps with a career in medical technology.

Applying physics provides the energy we need to keep our x-box on, and makes the internet possible.

Aims of Course:

- Develop an interest in and understanding of the world
- Engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
- Evaluate environmental and scientific issues, consider risk, and make informed choices

Description of the Course:

By choosing to study Physics in S3, students will find out about the world around us, from the origins of the universe (the big bang theory!) to how physics is used in hospitals (x-rays, infrared pictures, ultraviolet treatment). We will learn how we can access the Internet at home through optical fibres but why we cannot always receive a TV signal in a hilly region

Future Progression Routes in Subject:

Physics can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this depends on performance in S3.

Additional Information:

A knowledge of Physics is a gateway to careers in Engineering, Information Technology, Medicine, Architecture, Accountancy, Car Mechanics, Aviation, Computer Game Designer and many others.

Sciences

CfE Curricular Area: Sciences Environmental Science

What do you think would happen if all of the trees in the rainforest were cut down, or if chemicals were spilled in a river, or if snow and rain fall increased drastically? These are some of the questions that will be answered by studying environmental science. Overall Environmental Science is the field of science that studies the interactions of the physical, chemical, and biological components of the environment. You also study the relationships and effects of these components with the organisms in the environment.

Aims of Course:

- Develop an interest in and understanding of the world
- Engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
- Evaluate environmental and scientific issues, consider risk, and make informed choices

Description of the Course:

By choosing to study Environmental Science in S3, students will be provided with the opportunity to build on their existing scientific understanding and learn more about sampling their local environment, using renewable energy sources to solve issues of polluting gases and exploring the world around of learning about different rocks and minerals.

Future Progression Routes in Subject:

Environmental Science can be studied at National 3, National 4 and National 5 in the Senior Phase. The entry point on this depends on performance in S3.

Additional Information:

At this current time, the world around us is changing at a very rapid pace. Some changes are beneficial, but many of the changes are causing damage to our planet. The field of environmental science is a valuable resource for learning more about these changes and how they affect the world we live in.

Possible careers include:

Wildlife Manager, Zoologist, Horticulturist, Oceanographer, Meteorologist and many more!

Social Studies

CfE Curricular Area: Social Studies Business Management

Business plays an important role in society. The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. The main features of this Course is the development of enterprising skills and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts.

Aims of Course:

What topics will you study in S3?

1. **Business and the Economy** – how groups of people and other factors influence a business and its success/failure
2. **Finance** – how businesses calculate their profit and ensure they have funds to cover their costs.
3. **Running a Business** – the tasks and activities businesses need to carry out to be successful and ethical

Description of the Course:

As well as increasing your knowledge and understanding about how societies work, you will also develop a number of skills.

- Researching
- Choosing relevant information
- Discussing
- Presenting information
- Decision making
- Improving your ICT
- Improving your numeracy
- Being enterprising

Future Progression Routes in Subject:

Both Business Management and Administration and IT are offered by the Business Education department at National 4 and National 5 level. Senior students will have the opportunity to take these subjects at Higher level

Additional Information:

The Course is suitable for all learners interested in entering the world of business — whether as a manager, employee or self-employed person — as it gives learners knowledge of the business environment.

The combination of practical and theoretical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.

Social Studies

CfE Curricular Area: Social Studies Geography

Geography is the study of our planet – its landscape, its people and how we all depend on each other.

Aims of Course:

To increase knowledge and understanding about **people, place and the environment**.

To develop a number of skills including:

- Research skills
- Comparing points of view
- Coming to a conclusion
- Fieldwork skills
- Using a variety of sources
- Discussing
- Decision making
- Presenting information in a variety of ways
- Map skills
- Observation
- Philanthropy e.g. creating school bags for Mary's Meals Backpack Project

Description of the Course:

What topics will you study in S3?

- 1. Water World**
- 2. Threatened World**
- 3. Worlds Apart**
- 4. Environmental Hazards**

Future Progression Routes in Subject:

Progress from S3 Geography can be made to National 4 or National 5 Geography, National 4 or National 5 Skills for Work: Travel and Tourism and/or National 4 or National 5 Environmental Science. For some learners other Social Studies subjects at these levels can also be studied in S4 using prior learning in S3 Geography and BGEd Social Studies. Beyond S4 we offer Higher and Advanced Higher Geography and other Social Studies qualifications at these levels.

Additional Information:

S3 Geographers take part in a fieldtrip to the **Water of Leith** to investigate in more detail the topic of Water World (rivers) by collecting data that can be used to write up their National 4 AVU and National 5 Assignment in S4. In addition, students will have the opportunity to engage with outside agencies and partners such as Mary's Meals.

Social Studies

CfE Curricular Area: Social Studies History

History gives learners the opportunity to broaden their understanding of the history, heritage and culture of Scotland as well as the impact and influence of Britain on other cultures and societies in the past.

Aims of Course:

To increase knowledge and understanding about **people, past events and societies**.

To develop a number of skills including:

- Choosing relevant information
- Comparing points of view
- Coming to a conclusion
- Exploring and evaluating different types of evidence
- Investigating the causes and consequences of events
- Analysing and Evaluating
- Literacy skills
- Discussing & Debating
- Presenting your findings

Description of the Course:

What topics will you study in S3?

S3 History focuses in on the **Scotland in the Era of the Great War**, as part of this we will cover:

1. The experience of soldiers during the war.
2. The impact of war on the lives of people living in Scotland.
3. The impact of war on the Scottish economy.
4. The impact of war on Scottish politics.

Future Progression Routes in History:

Progress from S3 History can be made to National 4 or National 5 History. For some learners other Social Studies subjects at these levels can also be studied in S4 using prior learning in S3 History and BGE Social Studies. Beyond S4 we offer Higher and Advanced Higher History and other Social Studies qualifications at these levels.

Additional Information:

A trip to experience Europe's **WW1 Battlefields** is planned for learners in S3/S4.

Social Studies

CfE Curricular Area: Social Studies Modern Studies

Modern Studies is about the world in which you live today. However, it is not just about current affairs. It is about understanding political, social and economic issues in the modern world.

Aims of Course:

To increase knowledge and understanding about **people and society today**.

To develop a number of skills including:

- Choosing relevant information
- Comparing points of view
- Coming to a conclusion
- Investigating
- Using a variety of sources
- Discussing and debating
- Using good arguments
- Presenting information

Political – to do with government and how the country is run

Economic – to do with money

Social – to do with people

Description of the Course:

What topics will you study in S3?

1. The USA
2. Crime and the Law

Future Progression Routes in Subject:

Progress from S3 Modern Studies can be made to National 4 or National 5 Modern Studies. For some learners other Social Studies subjects at these levels can also be studied in S4 using prior learning in S3 Modern Studies and BGE Social Studies. Beyond S4 we offer Higher and Advanced Higher Modern Studies and other Social Studies qualifications at these levels such as National 5 Sociology or Higher Politics.

Additional Information:

In S3 and S4, there is an opportunity to meet and question a police officer, a Lord and your MP.

Social Studies

CfE Curricular Area: Social Studies People and Society

People and Society is a course with learning focused on themes from Geography, History and Modern Studies.

There is an emphasis on developing skills including working as a team, taking part in discussions, accepting different points of view, which in turn develops respect and tolerance towards others.

This course is flexible and is designed to be appropriate and relevant to your needs. It offers many opportunities for personalisation and choice.

Aims of Course:

To increase knowledge and understanding about **people in society** and develop a number of skills including:

- Making Decisions
- Comparing and Contrasting
- Investigating Skills

Description of the Course:

What topics will you study in S3?

You will study a variety of topics in People in Society, many of which you will get some personalisation and choice about. They will focus on the following key subject areas:

- History
- Geography
- Modern Studies

Future Progression Routes in Subject:

Progress from S3 People and Society can be made to National 4 People and Society. For some learners other Social Studies subjects at these levels can also be studied in S4 using prior learning in S3 People and Society and BGE Social Studies. Beyond S4 we offer Higher and Advanced Higher Social Studies qualifications.

Additional Information:

People and Society leads to a National 3 level qualification in S3. Classes are smaller and learning is tailored to meet the individual needs of learners. It is recommended for learners who are working at level 2 in the BGE.

Expressive Arts

CfE Curricular Area: Expressive Arts Art and Design

The Expressive Arts play an important role in enhancing our personal, social and cultural identity. It helps our students to recognise and value the variety and vitality of culture, developing lifelong appreciation of, and participation in, expressive arts and cultural activities.

Aims of Course:

- To understand theory and movements in art
- To develop an understanding of the processes and skills used to make expressive art work and design work
- To cultivate transferable skills – developing creativity, problem solving and teamwork
- Communicate thoughts, feelings and ideas through Art
- Have active and independent learning through a blend of classroom approaches and practical learning
- Collaborative learning and sharing ideas both individually and as part of whole class learning.
- Collaboration projects that might include involvement in the school art showcase
- Improve your literacy skills by researching and presenting information; evaluating; discussing; listening; talking
- Improve your numeracy skills by using measurement, quantities and time while learning skills for real life scenarios

Description of the Course:

In Art and Design students will learn a range of techniques including drawing, painting, design and sculpture using a range of different media. Students will create expressive and design pieces for a variety of purposes, whilst gaining skills and experiences which will support progression to the Senior Phase. Students will also learn to solve problems, look at the work of other artists and discover the artist within themselves.

Future Progression Routes in Subject:

Art and Design can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this depends on performance in S3.

Additional Information:

The highlight of the course will be inclusion of their work in school showcases and open evenings.

Expressive Arts

CfE Curricular Area:

Expressive Arts

Dance

National Progression Award level 4

Aims of Course:

- The course is suitable for students with a keen interest in Dance who enjoy performing through different dance styles.
- The NPA 4 Dance course will be taught mainly through a practical context and will allow students to develop their practical performance as well as learning about the importance of choreographic principles and theatre arts to a performance.

Description of the Course:

The course is made up of 3 units of work – Contemporary, Jazz and Choreography.

The course content will include:

- Developing practical performance through technical exercises and a solo in each style
- Written reports with research into history, analysis of movement and theatre arts
- Knowledge and understanding of choreography resulting in 2 individual choreographies
- How to analyse a Dance performance and identify its strengths and areas for improvements

Future Progression Routes in Subject:

The NPA 4 Dance course will provide students with the experience to progress onto National 5 Dance in S4 depending on their performance in S3. These courses can then progress onto Higher level Dance in S5/6.

Additional Information:

Students choosing to study this subject would be expected to wear suitable Dance clothing to all lessons (black leotard and leggings) and perform in bare feet or Jazz shoes when appropriate.

Assessment will be continuous throughout the year by means of teacher observation in the practical setting together with written evidence of knowledge and understanding of the subject. This information will be used as a basis to recommend levels for the Senior Phase.

Expressive Arts

CfE Curricular Area: Expressive Arts Drama

Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others. Students will also have the opportunity to explore production roles; make-up and hair, lighting, set design, costume design, sound.

Aims of Course:

- Demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences
- Develop skills in use of voice, movement and language and present work to an audience
- To develop knowledge and understanding of the social and historical influence on a drama
- Having had opportunities to lead negotiation and decision making, students will be able to work on their own and with others to devise, rehearse and refine dramas and scripts
- Use theatre arts (production skills) to enhance tension, mood and atmosphere in drama work
- Analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work

Description of the Course:

Responding to a variety of stimuli students will explore units of work such as Characterisation, Mood, atmosphere and tension, Scripts, Production roles and Monologues. Students will develop a practical and theoretical understanding of these dominant elements of drama through creating, presenting and evaluating in each unit. There is great opportunity for personalisation and choice through exploration of forms, structure, genre and style.

Future Progression Routes in Subject:

Learners will have opportunities to study, National 4, National 5 Drama and further progression onto Higher and Advanced Higher Drama.

Additional Information:

Through Drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Through working with a diversity of people and groups and performing to an audience, students will naturally develop communication skills, cooperation and confidence.

Expressive Arts

CfE Curricular Area: Expressive Arts Music

The Expressive Arts play an important role in enhancing our personal, social and cultural identity. It helps our students to recognise and value the variety and vitality of culture, developing lifelong appreciation of, and participation in, expressive arts and cultural activities.

Aims of Course:

- To develop performing skills in solo and/or group settings on chosen instrument
- To broaden their knowledge of music and musical literacy by listening to a variety of musical styles
- To understand the creative process and learn how to create original music
- To develop critical and analytical listening skills and evaluation for improvement

Description of the Course:

This is a practical music course where students will:

- Perform a variety of music on their chosen instrument covering all classroom instruments and any other instrument they may be able to offer from instrumental lessons
- Perform challenging music in a variety of styles
- Broaden their knowledge and understanding of music and musical literacy by listening to a variety of musical styles and identifying a range of music signs, symbols and music concepts
- Learn how to create original music by composing, arranging or improvising
- Be offered opportunities to perform both in school and in the wider community if students so wish

Future Progression Routes in Subject:

Music can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this depends on performance in S3.

Additional Information:

Through music, students will have opportunities to be creative and to experience inspiration and enjoyment. Through working with a diversity of people and groups, students will naturally develop communication skills, cooperation and confidence.

The department offers support to any music student wishing to make use of the facilities at lunchtimes for additional practice, by arrangement with music staff.

Technologies

CfE Curricular Area: Technologies Computing Science

Computing Science is vital to everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry. Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

The S3 Computing Science course consists of four main units:

Web Design & Development

This unit allows students to develop knowledge and an understanding of the components needed to create a web page. Students will create their own web pages using the programming languages HTML and Javascript. Students will learn to

- write in programming code to place text, audio and graphics onto a web page.
- created coded hyperlinks to link the pages together.

Software Design & Development

This unit allows students to develop knowledge and an understanding of the programming concepts needed to create effective programs. Students will create their own code using a programming language called Delphi. Students will learn

- to design their own programs using pseudocode.
- the difference between variables and values.
- how to code decision making conditions and use repetition code to create useful programs.

Database Design & Development

Students will create databases using the software Microsoft Access. They will learn how to

- create fields of the correct data type and populate these fields with data.
- search a database file given search criteria and sort records given the desired order.
- create reports so that the layout of the resulting records are shown in an attractive format.

Computer Systems

This unit covers:

- the choices of hardware and software that is now available and how it can be used in a range of commercial situations and in the home.
- The legal social and environmental issues of using computers
- The security issues that computer users need to be aware of to keep themselves and their information safe.

Assessment

Each unit has an associated written test and/or practical test to assess knowledge and understanding as well as problem solving skills. Homework is set regularly to support and consolidate classroom experiences.

Future Progression Routes in Subject:

Progress from S3 Computing Science can be made to National 4 or National 5 Computing Science. Beyond S4 we offer Higher and Advanced Higher Computing Science and a National Progression Award in Computer Games Development.

Technologies

CfE Curricular Area: Technologies Fashion and Textile Technology

This course is suitable for learners who are interested in fashion and textiles through producing fashion textile items. Learners will develop practical skills, technological techniques and knowledge through a variety of fashion/textile related activities.

Aims of Course:

- Develop practical skills and techniques through safe use of relevant tools and equipment
- Investigate, plan, manufacture and evaluate a textile item
- Discover the vast array of career opportunities available in the growing fashion and textile industry in the UK

Description of the Course:

The course involves the study of three units:-

Unit 1 - Textile Techniques

Unit 2 - Fashion trends and choices

Unit 3 - Item Development

The course will be assessed by self, peer and teacher observations of practical work, together with written evidence of knowledge and understanding.

The course is suitable for learners who have an interest in fashion, practical sewing and textile work and expanding their technological skills through a variety of different ways of learning.

All students will have the opportunity at some point in the course to go on a fashion related visit; for example a professional fashion show or retail visit.

Future Progression Routes in Subject:

National 4/National 5 Fashion and Textile Technology.

Additional Information:

Please remember students will be asked to make a contribution towards the cost of fabric and materials required for the garments/items they make.

Technologies

CfE Curricular Area: Technologies Practical Craft Skills

Practical Craft Skills (PCS) plays a vital role in developing learners' practical knowledge and understanding. It teaches them how to plan and work to deadlines, enhancing their time management skills. They develop problem solving skills through reading working drawings and accurately measuring, marking and self assessing their own work. This helps build resilience and also develops a positive work ethic.

Aims of Course:

- To develop a positive work ethic
- To develop and enhance time management skills
- To problem solve and use their initiative
- To develop interpersonal skills
- To create a solid bank of skills to transfer into the world of work
- To understand employer expectations in the workplace

Description of the Course:

Students will complete a series of units which provides a practical based taster in multiple practical professions. This will allow them to explore areas of interest and strength when moving into the world of work. Employability is a theme that runs throughout the course and helps learners develop a clear understanding of employer expectations and how to prepare for this. The course provides a solid foundation for learners looking to go into apprenticeships or a practical based course in further education.

Future Progression Routes in Subject:

National 4/5 Practical Metalworking
National 4/5 Practical Woodworking

Technologies

CfE Curricular Area: Technologies Design Technology

Design Technology plays an important role in developing our learners' ability to communicate design ideas through sketching, modelling, annotating and manufacturing. Students enhance their problem solving and critical thinking skills through project based tasks. They build their practical knowledge and understanding through manufacturing their designs in the workshop, developing resilience and a positive work ethic.

Aims of Course:

- To problem solve and use their initiative
- To develop 2D and 3D sketching skills to communicate design ideas
- To create 2D and 3D designs using computer software
- To develop their ability and explain design ideas through sketches and annotation
- To work safely and responsibly in a workshop environment
- To develop dexterity when using tools
- To create a solid bank of skills to transfer into specialised subjects

Description of the Course:

Learners gain basic skills in sketching, designing and communicating a design idea, and explore and amend design ideas through model making and testing - in both product design and engineering contexts. The Course also develops and enhances practical creativity, practical problem solving skills, and an appreciation of safe working practices in a workshop or similar environment.

Future Progression Routes in Subject:

National 3 – Design Technology

National 4 – Design Manufacture
National 4 – Graphic Communication
National 4 – Practical Woodworking
National 4 – Practical Metalworking

National 5 – Design Manufacture
National 5 – Graphic Communication
National 5 – Practical Woodworking
National 5 – Practical Metalworking

Higher - Design Manufacture
Higher – Graphic Communication

Technologies

CfE Curricular Area: Technologies Music Technology

Technologies provide a range of different contexts for learning that draw on important aspects of everyday life and work. It helps our students gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community. As young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Aims of Course:

- Work independently and with others
- To expand recording and music production skills
- Develop and use music technology skills in a range of contexts; live performance, radio broadcast, film, TV themes, adverts and computer gaming
- Gain a broad understanding of the music industry, including copyright
- To cultivate transferable skills – developing creativity, problem solving and teamwork

Description of the Course:

Students will learn how to use music technology software creatively in sound production in a range of contexts.

These contexts include:

1. Recording, mixing and mastering band and solo performances
2. Adding voice-overs, sound effects and music to a short movie clip
3. Gain knowledge and an understanding of a range of 20th and 21st century musical concepts, styles and genres

Future Progression Routes in Subject:

Music Technology can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this depends on performance in S3.

Additional Information:

The department offers support to any music technology student wishing to make use of the recording and mixing facilities at lunchtimes, by arrangement with music staff.

Health and Wellbeing

CfE Curricular Area:

Health and Wellbeing and Technologies

Practical Cookery and Food Technology (this course can be selected as one of your additional choices)

This course is designed to offer development of practical skills and food preparation techniques as well as develop technological skills to make informed choices about food, health and lifestyle.

Aims of Course:

- Become familiar with basic cookery skills, techniques and cookery processes
- Learn about ingredients, their source, use, nutritional value and impact on health, the environment and global issues
- Plan and develop simple meals ensuring safe and hygienic practices

Description of the Course:

The course involves the study of three units:-

Unit 1 - Cookery skills, processes and techniques, good hygienic practices and healthy eating

Unit 2 - Food product development

Unit 3 - Contemporary food issues

The course will be assessed by self, peer and teacher observations of practical work, together with written evidence of knowledge and understanding.

The course is suitable for learners who have an interest in practical cookery, food, health and expanding their technological skills through a variety of different ways of learning.

All students will have the opportunity at some point in the course to go on a food related visit for example visiting the Highland Show.

Future Progression Routes in Subject:

National 4 Hospitality or National 5 Health and Food Technology

Additional Information:

Please remember students will be asked will be asked to make a contribution towards the cost of food and disposable items.

Health and Wellbeing

CfE Curricular Area:
Health and Wellbeing
Physical Education – Aesthetic course

Aims of Course:

- The course is suitable for students who enjoy physical activity and have an interest in developing their own personal performance and learning the theory behind it.
- The elective PE course will be taught mainly through the practical context and will allow students to develop their practical performance as well as learning about the factors impacting performance.

Description of the Course:

The activities covered **may** include: **Dance, Gymnastics, Netball, Volleyball and Badminton.**

The course content will include:

- Knowledge and Understanding of Factors that Impact on Performance in a variety of activities.
- How to analyse your practical performance in relation to your personal strengths and weaknesses through self, peer and video analysis.
- Developing your practical performance to a higher standard.

The course is highly practical, however will have some theoretical work throughout.

Future Progression Routes in Subject:

The elective PE course will allow students to study: National 4 Physical Education, National 5 Physical Education or National 4 Sport and Recreation in S4 depending on their performance in S3.

These courses can then progress onto Higher PE or National 5 Sport and Recreation in S5/6.

Additional Information:

Assessment will take place throughout the year by means of teacher observation in the practical setting together with written evidence of knowledge and understanding. This information will be used as a basis to recommend levels for the Senior Phase.

Health and Wellbeing

**CfE Curricular Area:
Health and Wellbeing
Physical Education
S3 Elective**

Aims of Course:

- The course is suitable for students who enjoy physical activity and have an interest in developing their own personal performance and learning the theory behind it.
- The elective PE course will be taught mainly through the practical context and will allow students to develop their practical performance as well as learning about the factors impacting performance.

Description of the Course:

The activities covered **may** include: **Basketball, Gymnastics, Swimming, Volleyball and Badminton.**

The course content will include:

- Knowledge and Understanding of Factors that Impact on Performance in a variety of activities.
- How to analyse your practical performance in relation to your personal strengths and weaknesses through self, peer and video analysis.
- Developing your practical performance to a higher standard.

The course is highly practical, however will have some theoretical work throughout.

Future Progression Routes in Subject:

The elective PE course will allow students to study: National 4 Physical Education, National 5 Physical Education or National 4 Sport and Recreation in S4 depending on their performance in S3.

These courses can then progress onto Higher PE or National 5 Sport and Recreation in S5/6.

Additional Information:

Assessment will take place throughout the year by means of teacher observation in the practical setting together with written evidence of knowledge and understanding. This information will be used as a basis to recommend levels for the Senior Phase.

Health and Wellbeing

CfE Curricular Area:

Health and Wellbeing

S3 Rugby Elective (Aspiring Players Program - SCQF Level 4)

Aims of Course:

- The course is suitable for students who enjoy physical activity and have an interest in developing their own personal performance in rugby and learning the theory behind it
- The elective rugby course will be taught mainly through the practical context and will allow students to develop their practical performance as well as develop their technical and tactical understanding of the game

Description of the Course:

- The course will develop the sub-elite athlete at club/regional level who is working towards elite standards of sporting skill and physical fitness
- The course will also develop the individual's communication, analytical and evaluative skills
- The candidates will master a broad training platform including periodised programming relating to competition and training which will create pathways towards excellence in individual sporting performance
- By developing communication, analytical and evaluative skills the course will develop the students technical and tactical understanding of the game
- The course promotes a greater understanding of the professional approach to sporting performance and lifestyle leading to a greater understanding of how to achieve one's full potential

The course is highly practical; however there will be theoretical work throughout.

Future Progression Routes in Subject:

The elective PE course will allow students to study: National 4 Physical Education, National 5 Physical Education, National 5 Physical Education (Rugby) or National 4 Sport and Recreation in S4 depending on their performance in S3.

These courses can then progress onto Higher PE or National 5 Sport and Recreation in S5/6.

There are also specific progressions for the Aspiring Players Program at SCQF Level 5 and 6.

Additional Information:

Assessment will take place throughout the year by means of teacher observation in the practical setting together with written evidence of knowledge and understanding. This information will be used as a basis to recommend levels for the Senior Phase. The course has been credited rated at Scottish Credit and Qualifications Framework (SCQF) Level 5. The course is externally verified by Scottish Borders College.

Religious Moral & Philosophical Studies

CfE Curricular Area: RMPS

The S3 elective course assists learners to deepen their knowledge and understanding of how religious and philosophical values can shape and contribute to the lives of individuals and communities. The course encourages learners to explore and reflect on their personal beliefs or values, and to deepen their understanding of RMPS through practical engagement in the school and local communities. We hope that by studying this course students can achieve a greater understanding of their place within the world.

Aims of Course:

- To enhance the BGE experience of RMPS
- To provide the opportunity for students to progress their skills in religious and philosophical matters
- To work co-operatively within teams
- To provide a breadth of ideas to stimulate personal search
- To engage with ICT resources
- Allowing for personalisation and choice (topics studied and individual work)

Description of the Course:

Students will study a range of religious beliefs, contemporary moral issues and philosophical questions. Students will have opportunities to conduct research projects and engage in class discussions and debates. All topics studied have opportunities to engage in personal reflection. Students will complete the SQA's Religion, Belief & Values Award which utilises transferable skills for National Qualifications.

Future Progression Routes in Subject:

RMPS can be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The department has a flexible policy with regards to previous subject experience.

Within the RMPS department we emphasise the skills aspect of learning and how these can be developed and transferred to other curricular areas and the workplace.

Additional Information:

Examples of topics:

Coverage of lesser known belief systems such as Humanism, Rastafarianism, Jehovah's Witnesses, Church of Jesus Christ LDS and atheism. Exploring topics such as life after death, epistemology, war and peace, crime and punishment prejudice and discrimination, mythology, conflict and reconciliation.

Uniformed and Emergency Services

CfE Curricular Area: Alternative courses SCQF Level 4

The Uniformed and Emergency Services class covers a number of life and personal skills throughout S3 and S4. You will work towards a National 4 SQA in Uniformed and Emergency services and First aid qualifications that will lead to an additional National 4 qualification should you reach the relevant stage in S4.

In S3 you will be introduced to the following:

- Physical Achievement
- First Aid

Developing skills such as:

- Team work
- Leadership
- Self-discipline
- Life skills (confidence, public speaking, adaptability and flexibility)

Unit 1 of Uniformed and Emergency services will also be completed in S3.

Unit 1 consists of researching job roles across all uniformed and emergency services, responsibilities in the work place, career paths, training requirements and self-evaluations. In S4 you will build on the knowledge and skills developed in S3 and complete Units 2 - 4 of the Uniformed and Emergency Services Award.

Throughout Units 2 - 4 you will learn/investigate the following:

- Health and Safety in the workplace
- Diversity, stereotyping and inclusion
- Interview and communication skills
- Local community issue awareness
- Team work
- Self-reflection and other life skills

Qualifications:

- National 4 in Uniformed and Emergency services
- First Aid (Heart start and Youth First Aid)

Duke of Edinburgh's Award - Bronze

CfE Curricular Area: Alternative courses

The Duke of Edinburgh's Award is the world's leading achievement award for young people and is highly-regarded by employers and colleges. Working towards the award promotes confidence, self-reliance, teamwork and independence and helps young people learn and develop the skills and attributes that lead to a happy, productive and prosperous future.

Aims of Course:

- To work towards completing the DofE award at Bronze level
- To work together in groups and individually
- To complete a time period of a volunteering activity, a physical activity and improving on a skill
- To learn the skills necessary to complete two 2-day overnight expeditions
- To cultivate transferable skills – develop confidence, resilience, responsibility, self-reliance and independence

Description of the Course:

Students will work on volunteering, physical, skills components of the award, recording their progress on an online record system. Students will learn and practice the practical skills required to allow them to be self-sufficient during their expeditions. Training will include a range of transferable skills from navigation and route planning, nutrition, campcraft, equipment and first aid.

Future Progression Routes in Subject:

Completion of the Bronze award paves the way for the completion of the Silver and Gold level award independently (which can be completed up until the age of 24).

Additional Information:

The highlights of this programme are likely to be the overnight expeditions in the nearby Pentland Hills.

Students are required to complete a presentation about their programme as part of the award.

All components of the programme are independently-assessed, and awards are issued, by the Duke of Edinburgh's Award organisation.