

BALERNO HIGH SCHOOL



BROAD GENERAL EDUCATION S3 COURSE CHOICE

2024-25

Information for Pupils and Parents

Dear pupils, parents and carers,

As you approach the end of S2 most of you will be making your first course choices. You should discuss the various options available with your Pupil Support Leader during personal and social education, with class teachers, as well as your parents/carers. You should also look at our new **Pathways** document for additional advice and guidance.

This booklet provides you with relevant information on the courses and the wide range of opportunities offered to senior pupils in Balerno High School. Read it carefully, and where necessary, ask for further advice from your PSL or the relevant subject teacher. Take advice and enter into a dialogue if necessary, with regard to a faculty's recommended level of study for you. Choose wisely as we recommend you continue with these subjects in S4 and your Level 4 and 5 qualifications.

Once you have made your choices, and discussed them during your interview with your PSL, it is essential that you start on your new courses with enthusiasm and the determination to work hard and succeed. Keep long term goals in mind as motivation, it's never too early to look at the subjects required for specific careers as well as Further and Higher Educational courses. The S6 profiles outside F10 and in the concourse may also be of interest.

Kind regards



Headteacher
December 2023





A Rights Respecting School

Balerno High School is committed to the principles and values of the UNCRF, which are embedded in the ethos and curriculum of our school. We aim to educate our young people about their rights and as duty bearers we are taking active steps to ensure pupils and their rights are at the centre of everything we do as a school.

A rights-based approach means putting children's rights at the centre of all decisions we make as a school community. The articles above highlight some of the rights we are focussing on through our curriculum pathways. Taking a rights-based approach allows us to develop a pupil centred school and support a curriculum that includes the following:

Teaching and Learning about Rights in faculty curriculums and across the school community in training, assemblies, focus days and displays so we all know more about children's rights.

Teaching and Learning through Rights by modelling rights respecting language, ensuring the UNCRF is at the foundations of all school policies. This includes involving young people in decisions about our school community and giving young people the opportunity to influence school improvement planning.

Teaching and Learning for Rights by empowering young people to become rights respecting citizens and defend the rights of others.

For more information about our progress as a Rights Based school and attaining our Gold status please have a look on our social media and school website.

<https://balernochs.wordpress.com/rights-respecting-school/>



@BalernoRRSA

Curriculum for Excellence

Our curriculum is based around Curriculum for Excellence. This aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. It aims to develop four capacities, helping children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

Pupils have six entitlements:

- A coherent curriculum from 3 - 18
- A Broad General Education of experiences and outcomes across curricular areas
- A Senior Phase which provides opportunity to obtain qualifications
- Skills for learning, life and work; including a focus on literacy, numeracy and health and wellbeing
- Personal support
- Positive and sustained destinations

More specifically:

- A Broad General Education from S1 - S3
- A Senior Phase from S4 - S6 during which pupils will study and be presented for national qualifications

In S3 students will continue to study English, Mathematics, Modern Languages, Science and Social Subjects. Please note that pupils should choose a preference within the Modern Languages department. This is clarified later in the booklet.

Students will begin to personalise their timetables by making choices in the other three columns. All S3 pupils will also continue to experience Physical Education for two periods each week, PSE (1 period) and RME.

Building the Curriculum

Broad General Education: S1 - S3

- 8 Curriculum Areas

Senior Phase: S4 - S6

- **S4:** 7 subjects - SCQF Level 4 and 5
- **S5:** 5 subjects - SCQF Level 4, 5 and 6
- **S6:** 3 - 5 subjects - SCQF Level 4, 5, 6 and 7 + achievement opportunities

Making Decisions

What should influence subject choices?

Interest

Pupils work best at subjects they enjoy so interest should be a major factor in selecting an appropriate course. If a pupil has a genuine interest in a particular subject they will be willing to work hard to experience success, making this a sensible factor to consider in making the choice.

Career intentions

In making choices for S3, pupils can begin to consider possible career intentions. However, many pupils do not have a clear plan at this stage and become anxious that they might make choices which will restrict them in the future. Please reassure pupils that the structure of the senior phase ensures that choices are not restricted because of decisions made at this stage - there are plenty of opportunities for more personalisation in the future. For now, pupils should consider where their skills and interests lie and base choices around this knowledge; these are the factors which are most likely to influence career choices in the future so choices made taking this into account are likely to support future planning.

Careers Education

Careers education is a key part of the PSE programme in S2 at this time of year. Throughout January and February, S2 pupils are introduced to the careers resources available in the school, shown how to use them to gain knowledge and information and taught how to use this knowledge and information to inform decisions.

Gillian Ross, Skills Development Scotland Careers Coach, works closely with the school and has visited all S2 classes to introduce her role and to share information on how to make good career decisions. She visits the school every Tuesday, when she holds a drop-in clinic which is open to all pupils. Your child may wish to visit her with any career specific questions they have.

Pupils have all been introduced to the SDS website, www.myworldofwork.co.uk. This is a very useful tool for researching specific careers and it provides more general careers advice. The Balerno Pathway document also provides pathway and career information linked to MyWorldofWork. You may wish to look at this from home, with your child.

What shouldn't influence choice?

Pupils can find it difficult to know which courses to follow and sometimes make their decision for the wrong reasons e.g.

- They like/dislike a teacher. There are never any guarantees about who will teach a class and staff move on to promoted posts, here or in other schools. This shouldn't be a factor in decision making.
- They have a friend in the class. This is the start of an important decision making process which goes on throughout the senior phase. Friendship cannot be a consideration.
- They have no knowledge or experience of a course. If the descriptor appeals, pupils should do a bit more research to gain knowledge. Speaking to the teacher is a good first step. Trying something new is always a bit daunting!

- They think it is a boys'/girls' subject. Pupils often worry about how they will be perceived or who they will be in a class with. We encourage pupils to think widely about the equal society we all want to live in and to be part of challenging stereotypes and perceptions.
- They think it might be too difficult. There is no doubt that many subjects are challenging. If a pupil is interested and willing to work, there is no reason why they won't succeed. It is our job to make subjects accessible to all pupils.

Personal Profiles

Throughout the broad, general education, your child is supported by class teachers to reflect on their learning, set targets and record successes and positive experiences in and outside school. Through PSE and subject classes pupils collate information which leads to a personal profile at the end of S3. This profile will be shared with you as your child approaches the end of S3. The profile is a national requirement. More information about this can be found here:

http://www.educationscotland.gov.uk/Images/CfEBriefing3_tcm4-731977.pdf

Equal Opportunities in Balerno High School

The staff of Balerno High School have an on-going commitment to promote and uphold the ideals of equality of opportunity when dealing with our pupils. It is therefore desirable that these ideals are positively reinforced in their home environment. The partnership between parents and school staff is very significant in this important area.

During the S2-S3 subject choice process teaching staff are involved in counselling and advising their pupils regarding the nature and suitability of courses. This is done on the basis of skills, talents, abilities, interests and future career intentions.

The idea of gender-based subjects should be discouraged and it is hoped that parents, when assisting their children with these important decisions, will support this philosophy.

Balerno High School prides itself in the belief that it gives every pupil the same opportunity to enjoy the educational experience she or he desires. This aim can only be realised with the active cooperation and support of the whole school community: staff, pupils and, most importantly, parents.

Course Choice from a Pupil's Perspective

Firstly when I was in S2 nearing the summer where I was going to transition to S3, I was set with the task to decide what subjects I would want to take forward into my pre NAT 5 year at school. The first thing I thought about was, the question of what did I enjoy. Once I had picked the subjects I really enjoyed, I then I thought what I needed so that I ensured that I took them. Some of the subjects Maths, English and RMPS are mandatory.

Josh Elliot

Core Curriculum

Physical Education

Pupils participate in two periods of Physical Education in S3. There will be some opportunities for personalisation and choice with pupils usually experiencing the following activities: outdoor games, badminton, basketball, gymnastics, dance, swimming, athletics and bat and ball games.

Pupils will focus on improving their movement skills and fitness. There is also a lot of emphasis on improving teamwork, communication, problem solving skills and personal and physical competencies.

Religious, Moral and Philosophical Education

In core RMPS you will be studying a wide variety of moral and philosophical topics. This will include the study of justice and we will look at the issues of crime and punishment and this will include a study and debate on the death penalty. We will also be looking at racism and stereotyping and some of the moral issues that arise from that. Our philosophical topic will be the study of 'What is Real' and to do this we will examine the 'Truman Show' and also the teachings of philosopher Rene Descartes.

Personal and Social Education

In PSE pupils learn to keep themselves safe by exploring risk taking behaviour within the areas of social media, substance misuse, sexual and mental health and relationships. Pupils are encouraged to be good citizens by discovering what citizenship means both in a local and global context as well as considering the concept of an inclusive society.

We also prepare for next steps by researching different careers and pathways. We celebrate the development of skills for life, work and learning and wider achievement as we prepare for entry into the senior phase of education, by supporting young people in the production of their Personal Profile. Personal profiles are a positive record of progress in all areas of learning to date and will be sent home to support choices for the senior phase.

Administration and IT

Administration and IT contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context.



Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National course.

Entry Requirements

A keen interest in business, a drive to develop IT skills and a positive attitude towards learning are all that are required!



Aims of the Course



- To develop a basic understanding of administration in the workplace and key legislation affecting employees
- To develop an appreciation of good customer care
- To develop IT skills and use them to perform administrative tasks
- To acquire organisational skills in the context of organising and supporting small-scale events

Course Units and Activities

In S3 we explore the following units of work:

Administrative Practices - This unit will provide an overview of administration in the workplace, allowing candidates to carry out administrative tasks in the context of organising and supporting small-scale events, according to a simple brief.

IT Solutions for Administrators - This unit will develop candidates' skills in the use of spreadsheets, databases and word processing in line with a given task.

Communication in Administration - Candidates completing this unit will develop their skills using technology to gather information and then communicate that information using multimedia, desktop publishing and electronic methods.

Skills for Learning, Life and Work	Progression
<ul style="list-style-type: none"> • Numeracy -Information handling • Employability, enterprise and citizenship- Employability and information and communication technology • Thinking skills - Remembering, understanding and applying 	<ul style="list-style-type: none"> • National 4/5/Higher Administration & IT • N4/5/Higher in related subjects Business Management and Economics • College or University for Business related courses • Careers in administration and event organisation

Art & Design

The S3 Art & Design course provides a series of opportunities for pupils to express themselves creatively, solve visual and functional problems and work experimentally with new materials and equipment in a satisfying and enjoyable atmosphere. The course offers pupils the opportunity to make personal choices whilst negotiating the content and context of their work. The course is designed to provide learners with the means to develop ways of communicating in an increasingly visual world. This course has been designed to introduce pupils to skills required for certificated Art & Design.

Although a qualification will not be given at the end of S3, the work that will be undertaken will prepare pupils for the rigors of the S4 National Qualifications.

Entry Requirements

A keen interest and enthusiasm for Art & Design with a desire to work creatively and experimentally.

Aims of the course

- To develop pupil interest in Art & Design
- To develop skills in drawing, painting, design and 3D modelling
- To gain an extensive knowledge of the Expressive and Design issues
- To develop an awareness of how social, cultural and historical factors impact upon the work of artists and designers
- To introduce pupil to project based work that will act as a building block towards National Qualifications
- To enhance pupil understanding of working within the confines of a Design Brief/Expressive Theme

Activities



Lots of topics are covered in S3 Art & Design. We will focus on building skills in a variety of 2D and 3D materials and increasing your knowledge of expressive and design principles. The pieces above are examples of some of the projects you might create.

Skills for Learning, Life and Work	Progression
Literacy - Reading, Writing, Listening and Talking	National 4 Art & Design
	National 5 Art & Design
Numeracy - Problem Solving, Measuring and Perspective	Higher Art & Design
	Higher Photography
Employability, Enterprise and Citizenship - Global Citizenship	Advanced Higher Art & Design
	LV 5 / LV6 Creative Thinking
Thinking Skills - Applying, Analysing and evaluating, Creativity	College or University for any Art/ Design based course
	Careers in Illustration, Graphic Design, Video Game Design, Fashion and Costume Design, Architecture, Interior Design, Body Art, Make-Up Artistry, Animation and many others!

Business Management

Business focusses on the development of entrepreneurial, problem solving, decision making and ICT skills, essential to enhance your employment opportunities. The aim of this course is the development of skills and knowledge in accessing, understanding and contributing to today's business and information environment.



This course has been designed to introduce young people to the skills required for certificated Business.

Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National course.

Entry Requirements

A keen interest and a positive attitude towards learning are all that are required!



Aims of the Course



- To develop an awareness of business concepts
- To show the actions small businesses take to satisfy customer needs
- To have awareness of basic enterprising and employability skills
- To develop basic financial awareness
- To have basic awareness of influences on business

Course Units

In S3 we explore a range of topics covering the main functional areas of business. Topics include types of business, objectives, external influences, marketing, budgeting and customer service.



Activities

During business you will participate in group and individual tasks as well as enterprising and team building exercises. You will use a number of computer software packages to manage business information and develop key skills.

Skills for Learning, Life and Work	Progression
<ul style="list-style-type: none"> • Literacy - Listening and Talking • Numeracy - Information handling • Employability, enterprise and citizenship - Employability, information and communication technology and enterprise • Thinking skills - Remembering, understanding and applying 	<ul style="list-style-type: none"> • National 4 Business • National 5 Business Management • Higher Business Management • N4/5/Higher in related subjects Administration and IT and Economics • College or University for Business related courses

Computing Science

Computers have forever changed the ways in which people experience the world around us; the way we work, are entertained, and socialise have all been impacted. Computing and Information Science is the study of how computers systems arrived at this point, how they work, are created, and what the future of computing may have in store for us.

Computing and Information Science provides a unique opportunity to discover how computers actually work and how they are bent to the will of programmers; to take a step beyond consuming the content of others, through games and web sites, and create your own from start to finish. Discover the mysteries of how computers can store and process previously unimaginable amounts of data every second, and how to count to 1023 with just your fingers.

Entry Requirements

An enquiring mind with a keen interest in going beyond using computers for playing games or entertainment; to see how computers work, their history, and the ways they have, and continue to, drive change in the world around us. You will need the desire to seek solutions to a problem and self-study skills to make progress in Computing Science.

Aims of the Course

The Computing Science course has been designed to develop the key skills for progression in the subject:

- Algorithmic and computational thinking
- Analysing problems and strategies to solve them
- Designing solutions and choosing between them
- Managing and presenting information and data

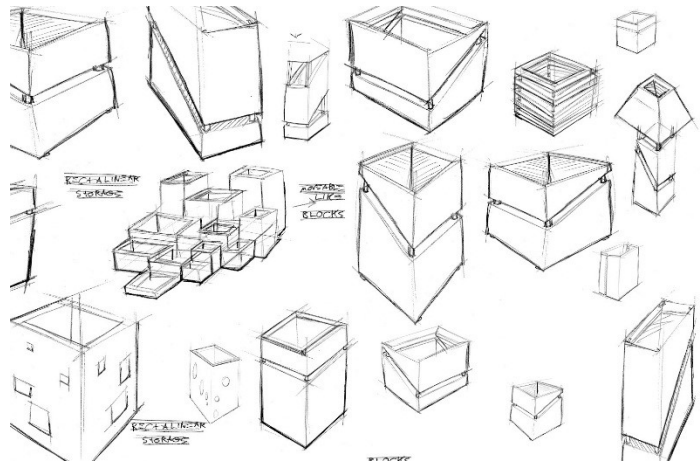
Course Units

During the S3 computing course you will create web sites, and apps; Investigate and portray a computing pioneer; create works of art (and music), build gadgets. Then finally the third year project will allow you to take something you have learned and build on it in your own direction.

Skills for Learning, Life and Work	Progression
Problem solving	National 4 Computing Science
Working in a team	National 5 Computing Science
Literacy, numeracy, and health and wellbeing	Higher Computing Science
Researching and presenting information	Advanced Higher Computing Science
Algorithmic, computational, and logical thinking	College or University for Computing Science related (or unrelated) courses
Time Management	

Design and Manufacture

Design and Manufacture is an exciting and challenging course where pupils **create**, **develop** and then **make** solutions to design problems. You design and make cool things. In Design and Manufacture pupils will learn approaches to problem solving through tackling a variety of design problems. Pupils will learn to analyse things and to think creatively while developing and applying technical knowledge.



While the course is delivered in the context of designing products and real world technologies, pupils will gain wider skills and confidence in; time management, the application of current technologies, problem solving, communication, research and investigation.

Pupils will also gain skills and confidence in making models, prototypes and safe working practises.

Designing and making products helps pupils to examine the world around them by encouraging investigative and creative thinking.

This course has been designed to introduce pupils to the skills required for certificated Design and Manufacture

Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National course.

Entry Requirements

An interested and positive attitude towards designing and making things, and a bit of curiosity are all that is needed.

Aims of the Course

- To develop critical thinking
- To develop practical skills
- To equip pupils with good written, verbal and graphic communication skills
- Have an awareness of the impact of modern design on society and the environment
- To prepare pupils to work collaboratively
- To encourage creative thinking and problem solving approaches



Course Units

Design; Materials and Manufacture

Activities

Pupils will have the opportunity to tackle a range of design projects. They will have choice and will need to show leadership and cooperation in projects. They will learn about why some products are the way they are and how current products can impact on the society and the environment but mostly, pupils will be encouraged to make cool stuff.

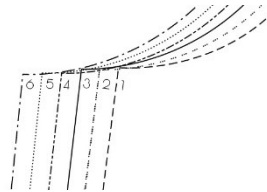
Previous Design and Manufacture projects have included:

- Lighting design
- Storage/presentation artefacts
- Furniture design



Skills for Learning, Life and Work	Progression
<p>Planning</p> <p>Organisation</p> <p>Time Management</p> <p>Problem solving</p>	<p>National 4 Design and Manufacture</p> <p>National 5 Design and Manufacture</p> <p>Higher Design and Manufacture</p> <p>Advanced Higher Design and Manufacture</p> <p>College or University for: Graphic Design Courses, Architecture, Architectural Design, Interior Decorating, Engineering, Product Design, Product Design Engineering or Art Collage courses, vocational courses in</p>

FASHION AND TEXTILE TECHNOLOGY - S3 ELECTIVE COURSE



COURSE AIMS: to follow the format of the National 4 course enabling learners to develop:

- ◆ straightforward textile construction techniques;
- ◆ ability to plan and make straightforward fashion/textile items;
- ◆ straightforward knowledge of textile properties and characteristics;
- ◆ straightforward understanding of a range of factors that influence fashion/textile choices;
- ◆ straightforward understanding of fashion/textile trends;
- ◆ the ability to select, set up and use relevant tools and equipment safely and correctly;

FORMAT: to provide a good foundation skill set, the course will follow the four SQA unit headings:

1. Fashion and Textile Technology: Textile Technologies.
2. Fashion and Textile Technology: Fashion/Textile Item Development.
3. Fashion and Textile Technology: Fashion and Textile Choices.
4. Added Value Unit H253 74 Fashion and Textile Technology: Making a Fashion/Textile Item.

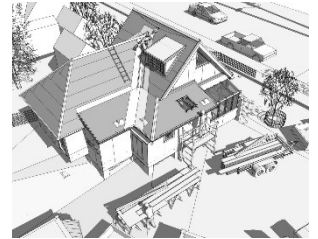
FOCUS: development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality.

Skills for Learning, Life and Work	Progression
<ul style="list-style-type: none"> • Straightforward investigation, evaluation and presentation skills; • Developing transferable skills, attitudes and attributes related to fashion and textiles, including problem solving and communication skills. • The Course also may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production 	<ul style="list-style-type: none"> • National 4 or National 5 Fashion and Textile Technology; • College or University for Fashion or Textile Technology related courses; • other SQA qualifications in fashion and textile technology or related areas, eg health and wellbeing, creative arts or technologies.

Graphic Communication

Graphics are used to communicate information in a wide range of situations that we come across every day. It may be in the symbols used on road signs, complex architectural plans, and 3D models on a computer or the choice of colour and layout techniques on a website. The Graphic Communication course introduces the diverse and ever increasing variety of ways that information is communicated using graphics. Students are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language. This will involve;

- developing complex manual technical drawing skills
- developing complex computer graphics skills
- producing solutions to interior decoration/architecture problems
- producing graphic presentations of commercial products
- developing a knowledge of the use of graphic communication in industry



Graphics helps you to understand both the natural and artificial structures around you.

This course has been designed to introduce pupils to the skills required for certificated Graphic Communication.

Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National course.

Entry Requirements

A keen interest and positive attitude towards Graphic solutions to problems!

Aims of the Course

- To develop pupil interest in Graphics
- Be able to produce a graphic solutions to problems
- Develop a knowledge of colour theory
- Have an awareness of the impact of colour and texture on people
- Produce high impact work in areas of design and planning



Course Units

2D Graphic Communication

3D and Pictorial Graphic Communication

Activities

Exploring the solution to problems from a graphic perspective, looking at designing and producing prototypes of items that are used daily. Planning our own building and creating an interior space ideal for our users. Various Graphic design tasks including computer modelling and Desktop Publishing to create clear and effective graphic solutions.

Skills for Learning, Life and Work	Progression
Planning Organisation Time Management Communication	National 4 Graphic Communication National 5 Graphic Communication Higher Graphic Communication Advanced Higher Graphic Communication College or University for; Graphic Design Courses, Architecture, Architectural Design, Interior Decorating, Engineering, Product Design, Product Design Engineering or Art Collage courses.

Health and Food Technology



S3 course will be taught using a variety of individual and group work, technology, cookery practical sessions including cookery, tasting and sensory evaluation as well investigations.

There will be a small cost for this course to cover the costs of ingredients for practical sessions.

COURSE AIMS:

- Develop knowledge of the relationships between health, food and nutrition and the functional properties of food.
- Make informed food and consumer choices.
- Develop the skills to apply knowledge in practical contexts and organisational and technological skills to make food products
- Develop safe and hygienic practices in practical food preparation

FORMAT: The course will follow four subject areas: -

1. Health and Food Technology: Food for Health;
2. Health and Food Technology: Food Product Development;
3. Health and Food Technology: Contemporary Food Issues;
4. Health and Food Technology Assignment skills investigation techniques.

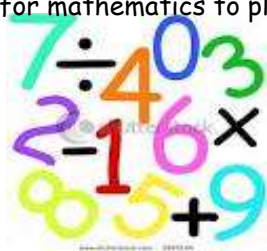
Skills for Learning, Life and Work	Progression
<ul style="list-style-type: none"> • describing the relationship between health, food, nutrition and consumer choices and the functional properties of food ; • understanding consumer issues and how to make informed consumer decisions; • practical food preparation skills and techniques using appropriate tools and equipment; • application of safe and hygienic practices during food preparation; • technological skills related to food production; • organisational skills necessary to plan, prepare and reflect on products and processes; • solving straightforward problems related to a range of health, food, nutrition and consumer need. 	<p>This Course or its Units may provide progression to -</p> <ul style="list-style-type: none"> ◆ National 4/5 Health and Food Technology Course

Mathematics

The mathematics courses are designed to give pupils skills which can be used to describe, tackle and solve problems. Pupils are encouraged to see mathematics as arising out of solving problems, often in the real world, and not just a collection of knowledge, skills and techniques to be learned and applied.

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings



This course has been designed to introduce pupils to the skills required for certificated Mathematics. **Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National course.**

Aims of the Course

- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Course Units

The course is spread across the following units; Number, money and measure, Information handling and Shape, position and movement.

Activities

Pupils will be encouraged and given opportunities to explore, investigate, experiment and discuss their maths. They will get the chance to use and see used technology in an appropriate and effective way.

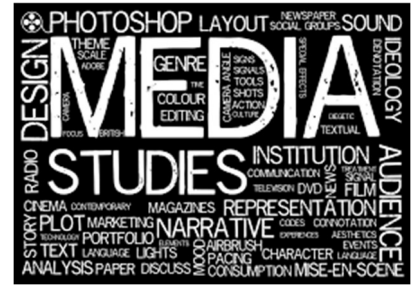


Skills for Learning, Life and Work	Progression 1	Progression 2
2 Numeracy 2.1 Number processes 2.2 Money, time and measurement 2.3 Information handling 5 Thinking skills 5.3 Applying 5.4 Analysing and evaluating	National 4 Maths Skills for National 5 Maths National 5 Maths Higher Maths Advanced Higher Maths College or University to study mathematically related subjects, such as Engineering or Accountancy.	National 4 Application of Maths National 5 Application of Maths Higher Application of Maths A National 5 maths qualification is often needed for many different College or University courses.

Media Studies

One of the main aims of the S3 course is to enable you to look at and listen to media products, not simply as a consumer but as a critic; thus being able to question the content and purpose of the messages rather than to take them at face value.

The course develops the skills of thinking critically and creatively; of solving problems; of planning, researching individually and working together. The media texts studied include newspapers, magazines, television, films, advertisements, music and websites. The texts studied are used as the basis for a practical production.



You will be ready at the end of S3 to follow either the National 4 or National 5 course in S4.

Entry Requirements

An interest in the role of Media in our society and an enthusiastic approach to your work.

Aims of the Course

- To increase your knowledge and appreciation of the role of the media within society.
- To develop your ability to apply media concepts and terminology.
- To enable you to confidently research, plan and create media content appropriate to purpose, context and audience.
- To give you the opportunity to evaluate your own practice and that of others.



Course Units

Analysing Media Content - studying and analysing the content of a variety of media forms such as films, documentaries, TV series', adverts.

Creating Media Content - preparing and filming productions, usually in groups, which is similar to the process encountered in National 5.

Skills for Learning, Life and Work	Progression
<p>1. Literacy - 1.1 Reading, 1.2 Writing, 1.3 Listening and talking</p> <p>3. Health and Wellbeing - 3.1 Personal learning, 3.5 Relationships</p> <p>4. Employability, enterprise and citizenship - 4.1 Employability, 4.2 Information and communication technology (ICT), 4.3 Working with others, 4.4 Enterprise, 4.6 Citizenship</p> <p>5 Thinking skills - 5.1 Remembering, 5.2 Understanding, 5.3 Applying, 5.4 Analysing and evaluating, 5.5 Creating</p>	<ul style="list-style-type: none"> • National 4 or National 5 Media • Higher Media • College or University for Media related courses

Modern Languages

Learning a foreign language will equip pupils with the skills needed to do well both in the European and in the global marketplace. The study of a foreign language has a unique contribution to make to the development of cultural awareness as it provides young people with a means of communicating directly with people from different cultures. It also enhances their understanding and enjoyment of these different cultures as well as their own. A key aim of Modern Language teaching is to develop pupils' communicative competence so that they are able to use the foreign language effectively for a range of purposes in work and leisure throughout their life.



This course has been designed to introduce pupils to the skills required for certificated French/Spanish. **Classwork undertaken in S3 will prepare pupils for the S4 certificated National courses.**

Entry Requirements

We require a genuine interest and positive attitude towards learning another language.

Aims of the course

- To enable pupils to reach a high level of communication understanding in the foreign language.
- To enable pupils to use a foreign language as a practical effective means of communication.
- To develop pupils' interest in French/Spanish speaking countries



and
and



Course Units

The S3 course will cover the following contexts: society, learning, employability and culture. Pupils will extend their knowledge of the Francophone/Spanish speaking countries of the world; they will increase their range of vocabulary and tenses; and they will also read and explore more complex texts in the foreign language.

Activities

Pupils will continue to learn French/Spanish in a variety of ways, including active learning, ICT, collaborative learning and departmental trips to the French and Spanish Film Festivals once we are able to do so.

Skills for Learning, Life and Work	Progression
Literacy: 1.1 (reading), 1.2 (writing) 1.3 (listening and talking)	Languages for Life and Work Award National 4 French/Spanish National 5 French/Spanish
Employability, enterprise and citizenship: 4.3 (working with others) 4.6 (citizenship)	Higher French/Spanish Advanced Higher French/Spanish Modern Languages courses at college or university.
Thinking skills: 5.5 (creating)	

Music

Engaging in some form of musical activity plays a prominent part in our cultural life. Music provides the opportunity for pupils to apply their creative skills to perform pieces of work and to demonstrate skills and confidence in performance. Pupils will be encouraged to recognise creativity and skills in the work of others and to show enjoyment of music through their own performances and those of others. Pupils will acquire skills in music that will be invaluable for learning, life and for work.

In the S3 course, pupils will have the opportunity to choose two instruments to specialise on and develop their practical skills. Pupils will also learn about many different styles and periods from musical history by actively listening to and composing, and will broaden their knowledge of music literacy skills. Throughout S3, pupils will continue to progress through the experiences and outcomes of CfE Music, ensuring breadth, depth and challenge of learning.



Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National course.



Entry Requirements

A passion for Music! Plus, an active interest in performing, listening to and composing music. Also, an ability to work independently and a commitment to practise and self-study.

Aims of the Course

The course aims to develop learners' musical skills and understanding of the processes of performing, composing and listening. This will involve a large amount of individual practice on their two chosen instruments but will also include working on composition assignments using IT and listening topics.



Course Units

- Performing Skills
- Composing Skills
- Understanding Music Skills

Assessment

Assessment in S3 builds on from S1-2 where we use a combination of tasks which allow students to show what they have learned. This may take the form of performances, group work, self and peer assessment, class tests on listening to music and portfolios of composition work. Students will also evaluate their work and the work of others.

Homework

Pupils will be expected, where possible, to practise both chosen instruments on a regular basis in order to develop skills necessary to complete class work. They will also be encouraged to listen to a wide variety of music at home and develop an understanding of listening concepts. Written and listening homework tasks are issued via assignments on TEAMS.

Skills for Learning, Life and Work	Progression
Creativity Health & Wellbeing Working With Others Literacy & Numeracy Leadership Thinking skills	National 4 Music National 5 Music N5-AH Free Standing Performing Unit NPA Music with Performing Higher Music Advanced Higher Music College or University for Music-related courses

Physical Education: Preparation for National 5

Physical Education: Preparation for National 5

This course is aimed at pupils wanting to learn more about how to develop their Physical, Mental, Emotional and Social factors to help improve their performances in sport and physical activity. PE provides an exciting and challenging context in which pupils are pushed to improve and enhance their fitness, skills, qualities and overall performance. This course has been designed to introduce pupils to the skills required for certificated PE.

Although a qualification will not be given at the end of S3 the work which will be undertaken will prepare pupils for the S4 certificated National 4 and 5 courses.



Aims of the course:

Pupils will cover 5 main areas in S3

Get Fit

Pupils will cover a range of aspects of fitness. They will learn about data collection and approaches to develop these aspects of fitness.

Get Skilful

Pupils will cover a range of skills within one activity. They will identify strengths and weaknesses within the skills and carry out a large range of approaches to develop these weaknesses.

Get Tactical

Pupils will learn about different strategies and tactics of team games. They will discover different approaches to improve team tactics whilst also encouraging responsibility and leadership.

Get Mental and Emotional

Pupils will investigate the mental and emotional side of sport. They will learn how to gather data on this and how to use approaches to develop the mental and emotional factors that can affect sport.

Get Social

Pupils will learn about leadership, roles and responsibilities within sport and rules that are involved in sport.

Entry Requirements

Pupils must have a keen interest and positive attitude towards Physical Education. Participation in extra-curricular sports and physical activities will be a major benefit to pupils taking this course.

Activities

A wide variety of activities will be covered in S3 which may include: lacrosse, dance, softball, water polo, swimming, volleyball and badminton. Pupils are expected to participate in **all** activities to the best of their ability and it is essential that they are well organised and **always** bring appropriate kit for practical lessons.

Pupils will experience one classroom theory lesson each week and will be expected to complete written homework on a regular weekly basis.

Skills for Learning, Life and Work	Progression
1 Communication	National 4 Physical Education National 5 Physical Education
2 Problem solving	Higher Physical Education SQA Units/NPA in Sports, Leisure, Wellbeing, Leadership and Volunteering
3 Working with others	Physical Education, Sports Coaching, Sports Science and other related courses at College or University

Science



This course has been designed to introduce pupils to the skills required for certificated Science whilst ensuring a solid knowledge base to allow them the choice to progress to an appropriate course in the Senior Phase.

Prior to the summer break students will embark on a short course designed to develop critical and creative thinking processes. Students will then work through 3 core units in each of the discrete science disciplines. Embedded within each of the core units will be opportunities to develop skills for learning, life and work and build on creativity skills through Interdisciplinary Learning and Topical Science.

Biology	Chemistry	Physics
Life on Earth	Chemical Changes and Structure	Waves and Radiation
Students will cover outcomes over Level 4/National 4 and delve into Level 5/National 5 content.		

Aims of the Course

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Develop scientifically literate citizens with a lifelong interest in the sciences
- Develop skills of scientific enquiry and investigation using practical techniques
- Recognise the role of creativity and inventiveness in the development of the sciences

Skills for Learning, Life and Work	Progression
1 Communication	National 4 in: Science, Biology, Chemistry or Physics
2 Problem solving	
3 Working with others	National 5 in: Biology, Chemistry, Physics or Environmental Science
4 Thinking skills	

The combined attainment data gathered in all three core units in S3, combined with professional judgement will provide evidence for which level is best suited for students moving into S4 National certificate courses.

Social Subjects: Preparation for National Qualifications

This course has been designed to introduce pupils to the skills required for National Qualifications in Social Subjects whilst ensuring a solid knowledge base to allow them the choice to progress to an appropriate course in the Senior Phase.

Pupils will cover 2 core units in S3 within each of the discrete Social Subject. Embedded within each of the core units will be opportunities to develop skills for learning, life and work and build on creativity skills through Interdisciplinary Learning.

History

Revolution in Russia!


Reformation and Mary,
Queen of Scots,



Modern Studies

Development in Africa


Gun Crime in America



Geography

Earth Forces

Water Related Diseases



Aims of the Course

- To develop an interest in Social Subjects
- The Experiences and Outcomes in Social Subjects will allow students to develop an increased understanding of the modern world around them, events in the past which shaped their world and an awareness of Geographical events, their impacts and their importance.
- To encourage informed Citizenship at a local and global level
- Develop a range of skills - including fieldwork and source handling



Skills for Learning, Life and Work	Progression
<p>1 Literacy - 1.1 Reading, 1.2 Writing, 1.3 Listening and talking</p> <p>2 Numeracy - 2.3 Information Handling</p> <p>4 Employability, Enterprise and Citizenship - 4.3 Working with Others, 4.6 Citizenship</p> <p>5 Thinking Skills -5.1 Remembering, 5.2 Understanding, 5.3 Applying, 5.4 Analysing and evaluating</p>	<p style="text-align: center;">National 4 History, Geography or Modern Studies</p> <p style="text-align: center;">National 5 History, Geography or Modern Studies</p>

S3 Sports Development and Performance

Sports Development

The course uses physical activity and sport to deliver challenging and engaging sessions. Pupils will be supported to plan, lead, and evaluate sports/physical activity sessions and then demonstrate their leadership skills as part of this course.

Pupils will develop and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to their peers and younger pupils within the school.

The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.



Performance

The general aim of this part of the course is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities



Entry Requirements

A keen interest and positive attitude towards PE and the full range of sports and activities covered are the main requirements. Participation in extra-curricular sports and physical activities will be a major benefit to pupils opting for this course.

Aims of the Course

- To improve pupils' confidence, communication, organisation and leadership skills
- To improve pupils' own and others' mental and physical wellbeing
- To improve learners' physical skills and performance in a range of activities

Progression

Coaching and leading sports and physical activity sessions

Level 5 or 6 Sports Leadership and Physical Education: Performance Skills

National Physical Education

Higher Physical Education

Physical Education, Sports Coaching, Sports Science and other related courses at College or University

