

Gryffe High School



S2 into S3 Options Booklet

For Subjects being studied in
Session 2021-22

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Dear Parent/Carer

Your child is coming to the end of the first two years of their broad general education. During the first two years, all pupils have covered experiences and outcomes at level 3 across all 8 curricular areas: Language and Literacy; Maths and Numeracy; Religious and Moral Education; Health and Wellbeing; Social Studies; Sciences; Technologies and Expressive Arts. In S3, to allow for progression, personalisation, choice and depth, pupils will be able to choose subjects whilst maintaining a broad general education.

The purpose of this booklet is to help your child to choose wisely. Decisions taken now can have far reaching consequences for future career prospects.

In choosing courses your child should take into account the following factors:

- a) the subjects in which he/she has been most successful in first and second years;
- b) the subjects he/she has enjoyed most;
- c) the subjects which may be required for a future career;
- d) the subjects he/she wishes to study in the senior phase.

This booklet provides details of the content for all courses in third year.

It is policy in Gryffe to interview every pupil individually to discuss in detail their choice of courses and to help them to choose wisely. A member of staff will be named as your child's options counsellor, this teacher will then lead your child through the whole options exercise.

As in all schools, resources including staffing and accommodation in Gryffe High are limited. **This may, in some circumstances, place constraints on the number of classes we are able to offer in certain courses.** If this causes a class to be oversubscribed, we will approach pupils to see if they are prepared to make alternative choices. As a last resort, it may prove necessary to ballot pupils to determine the final composition of the class. If this does become necessary, parents of pupils affected will be kept fully informed.

I trust that the information contained in this booklet will be of use to you and your child at this important stage in your child's education. If you require further information, please do not hesitate to contact me, or your child's Pupil Support (guidance) teacher.

Yours sincerely

Colin H Johnson
Head Teacher

CURRICULUM FOR EXCELLENCE (CfE)

THE BROAD GENERAL EDUCATION

ENTITLEMENT

Children and young people are entitled to experience:

- a) a broad general education, including the experiences and outcomes which are well planned across all curriculum areas, from early years through to the end of S3. The broad general education will include **all** of the experiences and outcomes, across **all** the curricular areas, up to and including the third level;
- b) personalisation and choice during S1-S3, which includes, approaches to learning within the classroom;
- c) recognition of their progress and achievements at the end of S3 (profiles);
- d) a senior phase of education after S3 which provides the opportunity to obtain qualifications as well as to develop the four capacities;
- e) opportunities for developing skills for learning, life and work, with a continued focus on literacy, numeracy, health and wellbeing;
- f) learning beyond subject boundaries. This will take the form of effective interdisciplinary learning.

S3 CURRICULUM

Gryffe High School's S3 curriculum model is in line with Renfrewshire Council's. The S3 curriculum has been developed through discussion between the education and leisure services directorate and the council's secondary head teachers.

This model will make a key contribution to providing all young people in S3 with a coherent, flexible and enriched, broad general education as expected in Curriculum for Excellence (CfE). It will provide a strong platform for later learning and for successful transition to qualifications at the right level for all young people.

Curriculum for Excellence aims to ensure that all young people in Scotland realise the high standards of achievement, including attainment, needed for life and work in the 21st century. This aim is endorsed by Renfrewshire Council in the expectations stated below.

EXPECTATIONS

Renfrewshire Council expects that the aim of CfE to improve the achievement of all young people will be achieved in all schools. This will result in young people, by the end of S3, reaching levels of attainment and achievement which are deeper and more secure than at present.

It is expected that most young people will:

- (i) achieve outcomes at level 4 in literacy and numeracy;
- (ii) achieve outcomes at level 4 in a range of curriculum areas;
- (iii) be undertaking, or be ready to move on from, learning at the fourth curriculum level.

PRINCIPLES OF THE S3 CURRICULUM

In recognition of the need for more subject specialist input into learning as pupils engage with level 4 experiences and outcomes, and to ease the transition to the qualification phase of their education in the senior phase (S4-S6), pupils will be able to make subject choices. In S3, pupils will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications, and at what levels. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by where they are in their learning. While this choice is offered, it is important that the S3 curriculum offers all pupils the opportunity to:

- (i) experience learning across a broad curriculum covering science; languages; mathematics; social studies; expressive arts; health and well-being; religious and moral education; and technologies;
- (ii) experience breadth and depth of learning, including the secure development of skills;
- (iii) achieve challenging levels of literacy and numeracy, across the curriculum;
- (iv) develop skills for learning, life and work; and
- (v) experience challenge and success.

In practice this means that:

- all pupils will continue to study all areas of the curriculum. These are languages (including a modern foreign language), and literacy; mathematics and numeracy; health and well-being; RE/RME; pupils will have a choice of sciences; expressive arts; social studies, and technologies. These will be delivered through the relevant experiences and outcomes to level 4;
- every pupil will have their entitlement to two hours quality physical education met through the allocation of four periods of physical education;
- schools will take responsibility for developing skills for learning, life and work by:
 - co-ordinating interdisciplinary learning and opportunities to develop skills in literacy, numeracy and health and well-being across the curriculum;
 - ensuring that approaches to learning provide opportunities for personalisation and choice;
- pupils will not be presented for SQA examinations/accreditation in S3; and
- the flexibility element built into this model will provide schools with the scope to allocate time to inter-disciplinary learning and other activities

S3 PERSONAL AND SOCIAL EDUCATION

S3 pupils will experience 1 period per week of PSE, covering a range of topics within the Health and Wellbeing experiences and outcomes.

These will include Global Citizenship and Diversity, where pupils will be involved in a range of activities looking at their place in the world and local community.

Pupils will also look at building positive relationships and stamping out bullying in our school.

We will be covering 'age appropriate' aspects of sexual health, supporting pupils in making healthy choices now and in the future.

There will be a focus on a 'motivational approach' to support pupils as they move into the senior phase and national qualifications.

The learning will be led by a range of people including; pupil support staff, visiting organisations, appropriately experienced teaching staff and senior pupils.

S3 MENTAL HEALTH AND WELLBEING AWARD

Pupils in S3 have the opportunity to work towards an Award in Mental Health and Wellbeing. This Award aims to:

- reduce stigma surrounding mental health
- promote knowledge of the impact of mental health on behaviour
- arm young people with healthy coping strategies
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

Half of mental health problems in adulthood begin before the age of 14, and by the time they are 16 roughly three children in every class will experience a mental health problem. When it comes to finding help for mental health only a quarter of young people know where to go. In addition, the stigma attached to mental health frequently can stop individuals from seeking help because they feel embarrassed or are fearful of being judged.

These qualifications therefore aim to address gaps in knowledge and to improve understanding of mental health questions. All units are internally assessed against the requirements shown in the SQA Unit Specification. This process will be verified by SQA. Three unit passes are required to achieve a full course award.

COURSE DESCRIPTORS

The following pages contain a description and summary of the subject choices on offer to S3 pupils for Session 2021-22. A common template has been used so that each option choice can readily be compared to the others.



GRYFFE HIGH SCHOOL
S2/3 OPTIONS FORM – SESSION 2021/22 – RETURN DATE: SAMPLE

Name: _____

Class: _____

Guidance Teacher: _____

Option A		Option B	Option C	Option D	Option E	Option F	Option G	Option H	Option I
Language and Literacy		Maths and Numeracy	Religious and Moral Education	Health & Wellbeing	Social Studies	Sciences	Technologies	Elective One	Elective Two
English	Modern Languages: French x 2 Periods & Spanish x 1 Period per week	Maths	RE(1)	PE(4) PSE(1) Wellbeing(1)	Geography History Modern St	Biology Chemistry Physics	Business Man't Computing Sc Design & Manuf Graphic Comm H, F & T Music	Art & Design Business Man't Computing Sc H, F & T Music Spanish	Art & Design Biology Chemistry Design & Manuf Drama Modern Studies Physics
English	Modern Languages	Maths	RE	PE					

NOTE: While every attempt will be made to meet your course choices, all courses are offered subject to the constraints of pupil numbers, appropriate accommodation and available staff.

Options Counsellor: _____ **Parent/Carers Signature:** _____

Pupil's Signature: _____ **Date:** _____

This form should be returned to your Options Counsellor no later than

FACULTY

OF

ADMINISTRATION

BUSINESS

COMPUTING

(ABC)

Faculty Head: Mr M Mackinnon

BUSINESS

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Social Studies and Technologies)
COURSE OUTLINE	<p>Businesses need to be managed properly to allow them to effectively contribute to society. Successful businesses provide goods and services, as well as employment opportunities which help our economy grow.</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Understanding Businesses• Role of the Manager• The Importance of Marketing• Financial Management• Business in Practice
SKILLS DEVELOPMENT	<p>The study of Business will help develop the following skills:</p> <ul style="list-style-type: none">• Knowledge and Understanding – key facts and ideas in Business• Decision making – interpreting, analysing and evaluating a range of information to make responsible and effective business decisions• Communication – business ideas, opinions and information• Research into the steps businesses take to remain competitive and successful• Financial awareness through a business context• ICT based learning to enable learners to investigate real life business contexts• Team building attitudes and enterprising skills in realistic business situations
LITERACY, NUMERACY, HEALTH AND WELLBEING	We will continue to develop these skills within the study of Business.
HOMEWORK	<p>Homework will be used to consolidate learning.</p> <p>This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written Questions• Research Tasks• Case Studies
ASSESSMENT	<p>Assessment will take place using a variety of methods. These may include:</p> <ul style="list-style-type: none">• End of unit/term assessments• Written tests• Oral questioning• Case studies• Observation of class/group/individual presentations• Practical IT assessments• Web based research• E-assessment• Peer and self assessment
PROGRESSION	Courses at National 4 or 5 in Business Management in S4.

COMPUTING SCIENCE

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Technologies)
COURSE OUTLINE	<p>The course aims to develop learners' knowledge and understanding of key facts and ideas in computing and information science</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Software design and development (including Computer Games design)• Using media types such as graphics, video and animation• Implementing web-based and multimedia information systems.• Computer architecture• The impact of computing and information technology in changing and influencing our environment and society.
SKILLS DEVELOPMENT	<p>The study of Computing Science will help develop the following skills:</p> <ul style="list-style-type: none">• Knowledge and Understanding – key facts and ideas in Computing Science• Introduce and develop aspects of computational thinking in a range of contexts• Apply analysis, design and modelling to a range of problems• Design, implement and test digital solutions to problems• Communicate clearly and concisely, using appropriate terminology• Investigate a range of real-life and relevant information systems, problems and solutions.• Teamwork to solve practical activities
LITERACY, NUMERACY, HEALTH AND WELLBEING	We will continue to develop these skills within the study of Computing Science.
HOMEWORK	<p>Homework will be used to consolidate learning.</p> <p>This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written Questions• Research Tasks• Case Studies
ASSESSMENT	<p>Assessment will take place using a variety of methods. These may include:</p> <ul style="list-style-type: none">• End of unit/term assessments• Written tests• Oral questioning• Observation of class/group/individual presentations• Practical IT assessments• Web based research• E-assessment• Peer and self assessment
PROGRESSION	Courses at National 4 or 5 in Computing Science in S4.

FACULTY

OF

ART & DESIGN
TECHNOLOGY

Faculty Head: Mr McBlain (Acting)

ART & DESIGN

EXPERIENCES AND OUTCOMES Level 3 and 4 (Expressive Arts)

COURSE OUTLINE Through art and design, pupils will have opportunities to be creative and to experience inspiration and enjoyment. They will explore a wide range of two and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Three main areas will be covered

- Expressive Outcomes, Portraiture, Still Life, and Landscape
- Design Brief, Process and Solution.
- Art & Design critical analysis.

SKILLS DEVELOPMENT

- Creativity will be developed to generate original ideas in Expressive and Design work.
- Pupils will experiment with a range of skills and techniques to produce a variety of visual outcomes.
- Personal themes will be chosen to encourage expression and communication of a pupil's thoughts and ideas, in 2D and 3D work.
- The ability to analyse Art and Design processes and concepts and be able to form opinions on their own and others' work.
- For any pupil wishing to look towards a creative career or to continue developing their existing skills and interest in Art and Design, they should make this selection in S3.

LITERACY, NUMERACY, HEALTH AND WELLBEING

We will develop these skills and attitudes in many activities in the course.

HOMEWORK

Homework will be given to aid learning. This may be in the form of practical tasks, research information or critical evaluations.

ASSESSMENT

Production of Final Outcomes for assessment.

- Group discussion and evaluation.
- Self assessment.

Assessment and next steps feedback will be given at various stages throughout the year; a record will be kept by the pupil in their Profile Sheet.

PROGRESSION

Courses at National 4 or 5 in S4.

DESIGN AND MANUFACTURE

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Technologies)
COURSE OUTLINE	The course provides a broad, practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and communicating design proposals. It allows learners to explore the properties and uses of materials, and to make models and prototypes of products.
SKILLS DEVELOPMENT	<p>The course provides learners with opportunities to develop skills for life and work:</p> <ul style="list-style-type: none">• the ability to read drawings and diagrams;• the ability to articulate and communicate design ideas and practical details;• the ability to devise and develop practical solutions to design problems;• the ability to develop design ideas.
LITERACY, NUMERACY, HEALTH AND WELLBEING	Literacy is promoted through the written elements of design folio work. Numeracy is developed through the use of measurements and the study of anthropometric data. Health and Wellbeing is of great importance in the workshop in the form of safety and risk assessment.
HOMEWORK	Homework will be issued regularly to reinforce knowledge of tools, materials and processes used in class.
ASSESSMENT	<p>A variety of methods of assessment will be used. These include:</p> <ul style="list-style-type: none">• Observation with constructive feedback;• Grading of completed design folios;• Grading of completed models/ prototypes.
PROGRESSION	National 4 or 5 courses in S4.

GRAPHIC COMMUNICATION

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Technologies)
COURSE OUTLINE	The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy, explore and develop skills and knowledge in 3D computer modelling, computer aided 2D drawing and desk top publishing. Technical skills in presentation graphics and rendering techniques will be developed, and BSI conventions will also be taught.
SKILLS DEVELOPMENT	<p>The course provides learners with opportunities to develop skills for life and work:</p> <ul style="list-style-type: none">• Initiate, develop and communicate ideas graphically• Interpret graphic communications initiated by others• Use graphic communication equipment, software and materials• Apply knowledge and understanding of graphic communication protocols, where these apply.
LITERACY, NUMERACY, HEALTH AND WELLBEING	Numeracy is developed through the extensive use of measurement throughout the course. Visual literacy underpins the whole course.
HOMEWORK	Homework will be issued to reinforce knowledge and interpretation.
ASSESSMENT	<p>A variety of methods of assessment will be used. These include:</p> <ul style="list-style-type: none">• Observation with constructive feedback• Grading of completed drawings/pieces of work• End of unit tests
PROGRESSION	National 4 or 5 courses in S4.

**DEPARTMENT
OF
ENGLISH
AND
DRAMA**

Principal Teacher: Mrs K Anderson

ENGLISH

EXPERIENCES AND OUTCOMES	Level 3 and 4 (English and Literacy)
COURSE OUTLINE	<p>English aims to develop pupils' language skills to as high a level as possible and to promote the intellectual, aesthetic, social and emotional development of pupils through their engagement with language, literature and media. It also aims to develop pupils' literacy and promote their successful application of the relevant skills for learning, life and work.</p> <p>The S3 curriculum will act as a bridge between the completion of a broad education (fourth level outcomes and experiences) and the move to National 4 or 5 in S4. Consequently a number of elements from the National 4 course will be incorporated into the S3 curriculum, alongside CfE outcomes and experiences, to ensure that all pupils are able to progress at the appropriate level in S4 and beyond.</p>
SKILLS DEVELOPMENT	<p>The course will focus on skills development in two areas:</p> <ul style="list-style-type: none">➤ Creation and Production (development of writing and talking skills)➤ Analysis and Evaluation (development of reading and listening skills) <p>This will include pupils developing:</p> <ul style="list-style-type: none">• the ability to listen and talk, read and write, as appropriate to purpose, audience and context• the ability to understand, analyse and evaluate texts (fiction and non-fiction), as appropriate to purpose, audience and context• the ability to create and produce texts, as appropriate to purpose, audience and context• the ability to plan and research, integrating and applying language skills as appropriate to purpose, audience and context• the ability to apply knowledge of language
LITERACY, NUMERACY, HEALTH AND WELLBEING	While literacy is a core component of the English curriculum, we will also continue to support and develop numeracy skills and the social skills elements of Health and Well Being where appropriate.
HOMEWORK	<p>Homework in S3 will generally come out of class work. It will have the aim of preparing for, consolidating and/or extending on-going work.</p> <p>Examples of the kind of activities pupils may be asked to engage in include: research; note taking; written answers to questions; drafting or redrafting of written work; reading a section from a class text; preparation for individual/group presentations and group discussion; viewing a TV programme which has some bearing on current class work etc. It is also possible that some long term projects could be set with a deadline a few weeks ahead rather than a few days.</p> <p>Parents should expect that there will be some homework set at least once a week, although major pieces of homework will be less frequent.</p>
ASSESSMENT	<p>Assessment will be combined with constructive and appropriate feedback and will employ a variety of methods. These will include:</p> <ul style="list-style-type: none">• Observation with constructive feedback• Group Discussion• Assignments e.g. piece of writing; individual presentation; a research investigation; responding to an audio text etc.• End of unit/term assessments• Peer and self assessment
PROGRESSION	National 4 or 5 courses in S4.

Drama

EXPERIENCES AND OUTCOMES

Level 3 and 4 (Drama and Literacy)

COURSE OUTLINE

Drama aims to develop skills and knowledge which are useful in the wider context of school and beyond. Communication is essential in society today and studying drama allows for a focused exploration using a variety of transferable skills including: creative thinking; self-evaluation; negotiating; organising; planning; presentation; research; teamwork; working to deadlines and literacy. In S3, pupils will build on the experiences and skills developed in S1 while enjoying greater creative challenges such as investigating relationships, social attitudes and issues, along with a range of theatre production skills.

The S3 curriculum will act as a bridge between the completion of a broad education (fourth level outcomes and experiences) and the move to National 4 or 5 in S4. Consequently, a number of elements from the National 4 course will be incorporated into the S3 curriculum, alongside CfE outcomes and experiences, to ensure that all pupils are able to progress at the appropriate level in S4 and beyond.

SKILLS DEVELOPMENT

The course will focus on skills development in two areas:

Production Skills

- practical work learning different production skills required to stage a piece of theatre
- opportunities to experiment with performance concepts in a range of production areas: set design; lighting, sound; make-up; props; costume; acting; stage management
- use of these skills as part of a production team to produce a short piece of theatre.

Performance

- performing in a small group, in front of an audience
- taking part in a theatre production specialising in one of the key production areas
- the opportunity to take on an acting or design role
- presentation of performance to an audience (recorded and marked)
- Production of a folio containing plans, rehearsal logs and evaluation of work.

LITERACY, NUMERACY, HEALTH AND WELLBEING

Drama offers a unique opportunity to develop skills in these areas. Literacy is a core component of the Drama curriculum. Health and Wellbeing skills are crucial to the process of understanding the material used in Drama as well as practiced regularly through classroom methodology. Numeracy skills are supported through learning successful production skills.

HOMEWORK

Homework in S3 will result from class work. It will have the aim of preparing for, consolidating and/or extending on-going work and production preparation. Parents should expect that there will be some homework set at least once a week, although major pieces of homework will be less frequent.

Examples of the kind of activities pupils may be asked to engage in include: research; note taking; written answers to questions; drafting or redrafting written work; reading a section from a class text; preparation for individual/group presentations and group discussion; viewing examples of performance which have some bearing on current class work etc. It is also possible that some long term projects such as memorising dialogue will be set with a deadline a few weeks ahead rather than a few days.

ASSESSMENT

Assessment will be combined with constructive and appropriate feedback and will employ a variety of methods. These will include:

- Group Discussion
- Summative and Observational Checklists followed by constructive feedback
- Assignments e.g. piece of writing; individual or group performances; a research investigation; responding to viewed texts etc.
- End of unit/term Practical Performance and Production Presentations
- Peer and self-assessment

PROGRESSION

National 4 or 5 courses in S4.

**FACULTY
OF
HEALTH
AND
WELLBEING**

Faculty Head: Mr G O'Hare

HEALTH, FOOD AND TECHNOLOGY

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Health and Wellbeing and Technologies)
COURSE OUTLINE	<p>The Level 3 and 4 Broad General Education course combines aspects of both the Health, Food & Technology and Hospitality courses offered in S4.</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Royal Environmental Health Institute of Scotland – Basic Food Hygiene Certification• Food and Health• Food Product Development
SKILLS DEVELOPMENT	<p>Skills within the course build on those learned in S1 & S2 and include:</p> <ul style="list-style-type: none">• applying preparation techniques and processes to make items.• exploring the properties and functionality of ingredients, materials and equipment• showing creativity and innovation when planning and producing food items• applying critical thinking skills evaluating design, quality and effectiveness of products• researching food and health policy and dietary legislation• an understanding of factors affecting food choice, nutrition, current healthy eating advice and the needs of different groups within the community• adapting and cooking recipes to suit individual needs and lifestyles• identifying diet-related conditions• exploring the conditions for bacterial growth and using that knowledge to inform practice• investigating the effects of food processing on nutritional value of foods• examining and evaluating food packaging• explaining the basic legal rights and responsibilities of the consumer and agencies that can help
LITERACY, NUMERACY, HEALTH AND WELLBEING	We will continue to develop these skills within Health, Food and Technology
HOMEWORK	Homework is a vital part of the course and is used to consolidate skills and learning. It may be in various forms.
ASSESSMENT	All Units contain end of unit assessments, self assessment, peer assessment and teacher observation of practical work.
PROGRESSION	National Courses at level 4 or 5 in S4.

PHYSICAL EDUCATION

CONTACT	Mr G O'Hare, Faculty Head Health and Wellbeing
EXPERIENCES AND OUTCOMES	Level 3 and 4 (Health and Wellbeing)
COURSE OUTLINE	<p>All S3 pupils will have 4 periods of Physical Education per week. The programme involves 2 separate parts:</p> <ol style="list-style-type: none">1) Pupils will participate in a structured, balanced programme for two periods per week, including Indoor and Outdoor Activities, Ball Games, Racquet Sports, Aesthetic Activities and Active Health2) Pupils will also experience two periods per week in an allocated class based on their preference of activities. Pupils will experience longer blocks of chosen activities allowing for added depth within a chosen activity/activities. Pupils will complete level 4 experiences and outcomes along with enhanced National 4 course content.
SKILLS DEVELOPMENT	<p>Physical Education – Core will help develop the following skills:</p> <ul style="list-style-type: none">• Performance skills within a range of activities• Knowledge and Understanding of a range of activities• Evaluation of performance within activities• Appreciation of performance within activities• Communication and Leadership skills taken on through tasks within activities• Co-operation when performing as an individual and working in a team
LITERACY, NUMERACY, HEALTH AND WELLBEING	We will continue to develop these skills within Physical Education.
HOMEWORK	There will be no homework assigned for Physical Education - Core.
ASSESSMENT	Pupils are encouraged to achieve an acceptable standard of competence in most activities and maintain a good level of overall fitness throughout the year.
PROGRESSION	<p>Physical Education (Core) continues as a compulsory subject for all pupils in S4 and S5.</p> <p>National Courses at level 5 in S4.</p>

**FACULTY
OF
HUMANITIES**

Faculty Head: Mrs R Sharp

GEOGRAPHY

EXPERIENCES AND OUTCOMES Level 3 and 4 (Social Studies)

COURSE OUTLINE The Geography course enables pupils to know and understand the immense variety of landscapes on earth, both near and far. It allows pupils to foster their excitement about the world around them and the forces that shape it. It provides an insight into contemporary issues relevant to students as they grow up in an ever-changing world whilst maintaining the depth, rigour and detail of geographical subject knowledge.

Areas of Study

- Physical Environments – How are some of Scotland’s most impressive landscapes shaped
- Human Environments – Can the planet cope with 7 billion people? Will cities be sustainable in the 21st century? There is an opportunity to study various countries around the world
- Global Issues – Natural disasters including earthquakes, volcanoes and tropical storms
- Environmental Issues: John Muir Award this is an opportunity to learn in the outdoors

SKILLS DEVELOPMENT

The study of Geography will help develop the following skills:

- apply knowledge and understanding of geographical skills drawn from physical, human and global issues.
- research and use information collected from a range of sources about geographical issues
- mapping skills including Ordnance Survey maps, fieldwork including ‘Geocaching’ and an Urban study of Glasgow.
- critical thinking and problem solving
- interpreting and evaluating information
- the use of numerical and graphical information
- Geography promotes many essential skills highly sought after in many different areas of employment.

LITERACY, NUMERACY, HEALTH AND WELLBEING

Geography will continue to develop these skills especially the literacy skills of note taking; planning and enquiry skills; numeracy skills in relation to interpretation of graphs; contribute to health and well being outcomes.

HOMEWORK

As well as following a formal homework programme pupils will be expected to read and learn course notes as a matter of course. Homework may take the form of research; internet tasks; map work, writing up investigative pieces as well as more traditional assessment style questions.

ASSESSMENT

Pupils will experience a variety of assessment format including; investigations/research work; fieldwork; discussion/debate; individual/group presentations. Peer and self assessment.

PROGRESSION

National 4 or 5 courses in S4.

HISTORY

EXPERIENCES AND OUTCOMES	Level 3 and 4 (People, Past Events and Societies)
COURSE OUTLINE	<p>In order to become successful citizens in the future we must first of all understand our past.</p> <p>Areas of Study</p> <ul style="list-style-type: none">• World War one, 1914-1918
SKILLS DEVELOPMENT	<p>Pupils will develop the following skills in history:</p> <ul style="list-style-type: none">• Knowledge and understanding of important events in Scottish, and world, history. Pupils will gain an understanding of sequence and chronology and be able to use these skills to locate facts.• Evaluation and analysis of different types of sources. Such skills will enable pupils to draw valid conclusions.• Communication skills will be developed through a variety of tasks including written and oral communication. Pupils will also develop their skills in presenting their ideas through debating challenges and activities.• Pupils will work on team challenges which will further promote communication skills as well as accountability.• Research skills will be promoted through individual and paired research tasks which will offer pupils flexibility and scope to further their understanding of a particular area of interest. <p>History promotes many essential skills highly sought after in many different areas of employment, particularly law, the police force and journalism.</p>
LITERACY, NUMERACY, HEALTH AND WELLBEING	<p>We will continue to develop these skills within the history course.</p>
HOMEWORK	<p>Homework will be issued on a regular basis to promote progress and consolidate learning. It may take the form of:</p> <ul style="list-style-type: none">• Short study tasks to broaden pupils' understanding of a particular area of the course.• Extended written tasks which will offer pupils the chance to develop their understanding of a period of history in significant depth and promote research skills.• ICT tasks which encourage pupils to develop their skills in using ICT.• Completing class work.
ASSESSMENT	<p>Assessment will take place using a variety of methods. These may include:</p> <ul style="list-style-type: none">• Extended researched tasks• Class and group discussion• Peer and self assessment• End of unit/term tests
PROGRESSION	National 4 or 5 courses in S4.

MODERN STUDIES

EXPERIENCES AND OUTCOMES

Level 3 and 4 (Social Studies)

COURSE OUTLINE

Modern Studies aims to help pupils understand the political, social and economic forces which affect individuals, groups and nations. It is concerned with contemporary issues in Scotland, the UK and Internationally. It encourages pupils to become responsible citizens by considering issues in an informed, objective and tolerant way.

Political issues: Position of Scotland in the UK post referendum, outcome and impact of the Smith Commission, Local Councils in Scotland and the role of pressure groups.

Inequalities in the UK with a focus on disabled people within our society. This unit will include a study of Para-Sports at the Olympic and Commonwealth Games.

Conflict and co-operation will focus on war and on terrorism through case studies. This unit will exam the responses to terrorism and war by key global organisations including the UN and NATO.

Course content may vary in order to reflect current issues.

SKILLS DEVELOPMENT

Modern Studies will help develop the following skills:

- Knowledge and understanding
- Detecting bias and exaggeration
- Comparing and contrasting to draw valid conclusions
- Decision making – interpreting, analysing and evaluating a range of information to make responsible decisions
- Communication of ideas, opinions and information
- Research into relevant issues through the use of ICT
- Planning and reviewing investigation strategies
- Working collaboratively
- Taking initiative
- Modern Studies promotes many essential skills highly sought after in many different areas of employment. It is particularly relevant in law, police enforcement and the media.

LITERACY, NUMERACY, HEALTH AND WELLBEING

We will continue to develop these skills within the study of Modern Studies. Pupils will experience extended writing, discussion and debate. They will handle a wide range of statistical sources.

HOMEWORK

Homework will be used to consolidate learning. It may consist of finishing class work, research task or carrying out surveys. It is beneficial for students to take an interest in current affairs and keep up to date with key news events. Students are encouraged to use the media to enhance their learning. Students should also revise for class assessment.

ASSESSMENT

Assessment will take place using a variety of methods including:

- Group Discussion
- End product (powerpoint presentations, posters or leaflets),
- End of unit/term assessments
- Peer and self assessment

PROGRESSION

National 4 or 5 courses in S4.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS) (CORE)

EXPERIENCES AND OUTCOMES	Level 3 and 4 (RME)
COURSE OUTLINE	<p>All S3 pupils will have 1 period of Core RMPS per week.</p> <p>The course involves pupils studying Morality in the Modern World. Pupils will learn about a range of topics, such as:</p> <ol style="list-style-type: none">1. Capital Punishment2. Racial Prejudice3. How one person can make a difference to the world. <p>There will be the opportunity for pupils to research and create a project on an appropriate figure of their choice related to the third topic above.</p>
SKILLS DEVELOPMENT	<p>Core RMPS will help develop the following skills:</p> <ul style="list-style-type: none">• Collaborative working and communication• Critical and independent thinking• Leadership and team working• Respecting the views of others• Research and enquiry skills
LITERACY, NUMERACY, HEALTH AND WELLBEING	<p>We will continue to develop these skills within Core RMPS. Pupils will regularly engage in discussion, debate and a variety of writing tasks.</p>
HOMEWORK	<p>There will be three homework projects completed throughout the session. Pupils will be issued with options for these projects in August, and given clear instructions and deadlines at this point.</p>
ASSESSMENT	<p>While there is no formal assessment in Core RMPS, pupils will undertake formative, class assessments which monitor their progress, both in understanding content and in developing skills.</p>
PROGRESSION	<p>Core RMPS continues as a compulsory subject for all pupils in S4. National Courses at level 4 or 5 in S4.</p>

**DEPARTMENT
OF
MATHEMATICS
AND
NUMERACY**

Principal Teacher: Mr S Smith

MATHEMATICS

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Mathematics and Numeracy)
COURSE OUTLINE	<p>Mathematics is an essential subject that gives pupils skills transferrable across their curriculum and in everyday life.</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Number, Money and Measure• Shape, Position and Movement• Information Handling• Numeracy
SKILLS DEVELOPMENT	<p>The study of mathematics enables pupils to:</p> <ul style="list-style-type: none">• develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work;• engage with more abstract mathematical concepts and develop important new kinds of thinking;• understand the application of mathematics, its impact on our society past and present, and its potential for the future;• develop essential numeracy skills which will allow me to participate fully in society;• establish firm foundations for further specialist learning;• understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills;• interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions;• apply skills and understanding creatively and logically to solve problems, within a variety of contexts;• appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.
LITERACY, NUMERACY, HEALTH AND WELLBEING	<p>Reading and interpreting questions, discussing solutions, presenting, in written form, answers and conclusions contributes to Literacy.</p> <p>Numeracy is contained within the Mathematics Outcomes.</p> <p>Mathematics contributes to Health and Wellbeing by giving pupils the skills that enable them to interpret numerical information and make informed decisions about lifestyles.</p>
HOMEWORK	<p>Homework will be issued regularly to consolidate learning. Pupils will be expected to complete a weekly exercise to practise their mathematics and numeracy skills, typically without the use of a calculator.</p>
ASSESSMENT	<p>Assessment will take place using a variety of methods. These will include</p> <ul style="list-style-type: none">• Teacher observation• Self assessment• Peer assessment• Marking of class work and homework• End of unit tests
PROGRESSION	National 3, 4 or 5 courses in S4.

**FACULTY
OF
MODERN LANGUAGES
AND
MUSIC**

Faculty Head: Mrs A Currie

MODERN LANGAUGES - FRENCH

EXPERIENCES AND OUTCOMES

Level 3 and 4 (Modern Languages)

COURSE OUTLINE

French is a very valuable language to learn and is spoken in more than 50 countries around the world. It is also the official language of many important global organisations such as the United Nations, NATO and The International Red Cross.

The S3 French course builds on prior knowledge from S1 and S2 and covers topics such as; daily life and routines, hobbies; cinema, TV, music tastes, including study of a French film, aspects of healthy living, (food/eating habits and active lifestyles) and a Paris exploration unit (cultural knowledge, tourist information). You will also participate in a tourism based group project, embracing your citizenship skills, branding Glasgow as a destination for French-speaking tourists.

Learners of French will acquire a greater knowledge French culture and learn about issues facing French-speaking countries throughout the world, as far away as Africa, enabling them to become global citizens.

Pupils' skills and knowledge will be developed in areas contributing to the aims of Curriculum for Excellence: pupils will be able to communicate competently in French and will be able to make links between languages (vocabulary and grammar structures) particularly with English and Spanish, thus developing literacy skills.

SKILLS DEVELOPMENT

- All four communication skills – Reading, Writing, Listening and Talking will be developed throughout the course.
- Analysis and Evaluation are strengthened through reading and writing exercises.
- Management and Organisation will be developed through effective study planning and completion of homework.

LITERACY, NUMERACY, HEALTH AND WELLBEING

As in S1 and S2 these skills will continue to be developed in S3 French through coursework including listening and talking exercises, reading and writing tasks, and pair and group work and research tasks.

HOMEWORK

As the course becomes more complex in S3, the homework expectation is at least 30 minutes per week on Linguascope revising topics and exploring other interesting topics. Other homework may be written or may involve learning vocabulary or revising grammar notes.

ASSESSMENT

Ongoing assessments both formal and informal (paired speaking assessments, group presentations) involving the four communication skills and also including ICT as appropriate.

PROGRESSION

National 4 or 5 courses in S4.

MODERN LANGAUGES - SPANISH

EXPERIENCES AND OUTCOMES

Level 3 and 4 (Modern Languages)

COURSE OUTLINE

Spanish is one of the most spoken languages in the world and may become more widely spoken than English in the next decade.

The course builds on prior knowledge from S1 and S2. Learners will continue to gain cultural knowledge of Spain and Latin America and acquire a greater knowledge of the cultures and traditions in the Hispanic world, enabling them to become more tolerant and become global citizens. You will also participate in a tourism based group project, embracing your citizenship skills, branding Glasgow as a destination for Spanish-speaking tourists.

Pupils' skills and knowledge will be developed in areas contributing to the aims of Curriculum for Excellence: pupils will be able to communicate competently in French and will be able to make links between languages (vocabulary and grammar structures) particularly with English and French, building on previous knowledge, thus developing literacy skills.

Topics covered in the course will allow pupils to have conversations with Spanish speakers and cope with a number of travel scenarios and will allow them to discuss their hometown and describe their holidays. Other exciting and relevant topics include TV, Technology and lifestyles (food and free time activities).

SKILLS DEVELOPMENT

- All four communication skills – Reading, Writing, Listening and Talking will be developed throughout the course.
- Analysis and Evaluation are strengthened through reading and writing exercises.
- Management and Organisation will be developed through effective study planning and completion of homework

LITERACY, NUMERACY, HEALTH AND WELLBEING

As in S1 and S2 these skills will continue to be developed in S3 Spanish through coursework including listening and talking exercises, reading and writing tasks, pair and group work and research tasks.

HOMEWORK

As the course becomes more complex in S3, the homework expectation is at least 30 minutes per week on Linguascope revising topics and exploring other interesting topics. Other homework may be written or may involve learning vocabulary or revising grammar notes.

ASSESSMENT

Ongoing assessments both formal and informal (paired speaking assessments, group presentations) involving the four communication skills and also including ICT as appropriate.

PROGRESSION

National 4 or 5 courses in S4.

MUSIC

EXPERIENCES AND OUTCOMES

Level 3 and 4 (Music and Expressive Arts)

COURSE OUTLINE

The course will seek to incorporate the principles as stated in Curriculum for Excellence. The course will be practically based where pupils will develop their knowledge and understanding through experiential performance and the creating of music.

Areas of Study

- Performing Skills
- Composing Skills
- Understanding Music

SKILLS DEVELOPMENT

The study of music will encourage learners to develop important skills including:

- Creating and responding to and evaluating performance
- Communication skills
- Appropriate, effective use of technology
- Critical thinking skills
- Cultural awareness of the expressive arts
- Collaborative and independent learning

LITERACY, NUMERACY, HEALTH AND WELLBEING

We will continue to develop these skills within the study of music.

HOMEWORK

Homework will be issued to consolidate learning.
Regular practice on instruments

ASSESSMENT

Assessment will take place using a variety of methods. These may include:

- Observation
- Peer and self assessment
- End product eg piece of music, solo performance
- End of unit/term assessments
- Recordings of class/solo work

PROGRESSION

National 4 or 5 courses in S4.

**FACULTY
OF
SCIENCE**

Faculty Head: Mrs L Taylor

BIOLOGY (SCIENCE)

EXPERIENCES AND OUTCOMES

Level 3 and 4 (Sciences)

COURSE OUTLINE

Through learning in biology, children and young people will develop their interest in, and understanding of their living world and their role in it. Our course is designed to develop the skills needed for success in the senior phase in an innovative and engaging environment.

Areas of Study

Cell Biology

- Producing new cells
- DNA
- Micro-organisms

Biological Systems

- Fighting Infection
- Homeostasis & Learned Behaviour

Inheritance

- Variation
- Reproduction

Biodiversity

- Ecosystems
- Human Impacts and Sampling
- Natural Selection and Adaptation

SKILLS DEVELOPMENT

The study of Biology will help develop the following skills:

- Knowledge and understanding
- Inquiry and investigative skills
- Creativity and critical thinking
- Decision making
- Scientific analytical thinking skills
- Literacy
- Numeracy
- Health and Wellbeing
- ICT

LITERACY, NUMERACY, HEALTH AND WELLBEING

We will continue to develop these skills which are all integral to the study of biological systems

HOMEWORK

Homework will be issued on a regular basis and will be used to extend and consolidate knowledge as well as to develop scientific skills.

Homework may take a number of forms; revision of notes, problem solving, analytical review or research

ASSESSMENT

- Self assessment
- Peer assessment
- Observation
- Informal assessment
- Formal written assessment
- Research Activities

PROGRESSION

National 4 or 5 courses in S4.

CHEMISTRY (SCIENCE)

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Sciences)
COURSE OUTLINE	<p>Through learning in chemistry, children and young people will develop their interest in, and understanding of the materials from which their world is made and how these interact. Our course contains a wide range of activities including practical experiments, demonstrations, molecular modelling, group work and investigations.</p> <p>Areas of Study: Areas of Study <u>Unit 1</u></p> <ul style="list-style-type: none">• Chemical Reactions• Periodic Table and Atomic Structure• Chemical Bonding <p><u>Unit 2</u></p> <ul style="list-style-type: none">• Fuels and Hydrocarbons,• Plastics, Alcohols, Biofuels and Medicines• Chemical Equations and The Mole <p><u>Unit 3</u></p> <ul style="list-style-type: none">• Fertilisers and Chemical Analysis• Nuclear Chemistry
SKILLS DEVELOPMENT	<p>The study of Chemistry will help develop the following skills:</p> <ul style="list-style-type: none">• Knowledge and understanding• Inquiry and investigative skills• Creativity and critical thinking• Decision making• Scientific analytical thinking skills• Literacy• Numeracy• ICT
LITERACY, NUMERACY, HEALTH AND WELLBEING	We will continue to develop these skills which are all integral to the study of our chemical world
HOMEWORK	<p>Homework will be issued on a regular basis and will be used to extend and consolidate knowledge as well as to develop scientific skills.</p> <p>Homework may take a number of forms; personal revision of notes, problem solving, written questions analytical review or research</p>
ASSESSMENT	<p>Assessment will take a variety of forms;</p> <ul style="list-style-type: none">• Self assessment• Peer assessment• Observation• Informal assessment• Formal written assessment• Research Activities
PROGRESSION	National 4 or 5 courses in S4.

PHYSICS (SCIENCE)

EXPERIENCES AND OUTCOMES	Level 3 and 4 (Sciences)
COURSE OUTLINE	<p>Through learning in physics, children and young people will develop their interest in, and understanding of, matter and energy and how they relate and interact</p> <p>Areas of Study</p> <p>Dynamics and Space</p> <ul style="list-style-type: none">• Average and Instantaneous Speed, Newtons Laws of Motion, Forces and Friction, Satellite Motion <p>Waves and Radiation</p> <ul style="list-style-type: none">• Properties of Waves, Sound incl. Sound Cancellation, The Electromagnetic Spectrum <p>Electricity and Energy</p> <ul style="list-style-type: none">• Series and Parallel Circuits, Resistance, Electrical Safety, Introduction to Energy
SKILLS DEVELOPMENT	<p>The study of Physics will help develop the following skills:</p> <ul style="list-style-type: none">• Knowledge and understanding• Inquiry and investigative skills• Creativity and critical thinking• Decision making• Scientific analytical thinking skills• Literacy• Numeracy• ICT
LITERACY, NUMERACY, HEALTH AND WELLBEING	<p>We will continue to develop these skills which are all integral to the study of our physical world</p>
HOMEWORK	<p>Homework will be issued on a regular basis and will be used to extend and consolidate knowledge as well as to develop scientific skills.</p> <p>Homework may take a number of forms; revision of notes, problem solving, analytical review or research.</p>
ASSESSMENT	<p>Assessment will take a variety of forms;</p> <ul style="list-style-type: none">• Self assessment• Peer assessment• Observation• Informal assessment• Formal written assessment• Research Activities
PROGRESSION	National 4 or 5 courses in S4.