

# Queen Anne High School



**S2 into S3**

**Continuing with Broad General Education**

**Curriculum Area Information Booklet**

**2018 – 19**

# Contents

1. Introduction .....	3
2. Your Child's Next Steps .....	3
3. The Role of Parents and Carers.....	3
4. The Role of Pupils.....	4
5. Making Informed Choices .....	4
6. The National Framework.....	5
7. Compulsory Subjects in S3 .....	6 – 7
a. Physical Education (Core) .....	6
b. Personal and Social Education.....	6
c. Religious and Moral Education.....	7
d. Learning Skills .....	7
8. Subject Information .....	8 – 32
a. English.....	8
b. Mathematics.....	9
c. French, German and Mandarin .....	10
d. Modern Languages for Life and Work .....	11
e. Biology .....	12
f. Chemistry.....	13
g. Physics .....	14
h. Geography .....	15
i. History .....	16
j. Modern Studies .....	17
k. Computing .....	18
l. Design and Manufacture .....	19
m. Engineering Science.....	20
n. Graphic Communication.....	21
o. Home Economics .....	22
p. Music Technology.....	23
q. Practical Woodworking .....	24
r. Art & Design.....	25
s. Dance.....	26
t. Drama .....	27
u. Music .....	28
v. Photography .....	29
w. Physical Education .....	30
x. Rural Skills & Animal Welfare .....	31
9. Example Trial Run Choice Form for Session 2018 – 2019.....	32

## 1. Introduction

This S2 into S3 Subject Information booklet provides an overview of all the courses available next year in S3. It offers advice in order to assist pupils in making appropriate and well-informed subject choices as they continue with their broad general education from S2 into S3.

This booklet also contains an overview of the curriculum area choice process as well as detailed information on subjects, what your child will learn and why, how they will learn, which skills they will develop and how they will be assessed. Information on progression from S3 into the Senior Phase (S4 and beyond) is also given.

## 2. Your Child's Next Steps

Throughout S1 – S3, your child receives a broad general education building on their earlier experiences and achievements. We deliver a broad general education offering depth and breadth of learning while embedding assessment approaches. We aim to continue the breadth across S3 while allowing more personalisation. This will help to raise standards of achievement through developing young people's skills for learning, life and work.

By the end of this choice process your child will have identified the subjects that they wish to pursue at greater depth in S3. By focusing on this personalised suite of subjects every pupil can follow a curriculum with increased pace and challenge offered to pupils which will form a solid foundation for progression into the Senior Phase.

All courses provide a progression route to the Senior Phase and towards the end of S3 pupils will be asked to make decisions about the seven courses (including English and Mathematics) that they wish to continue with into the Senior Phase and on to qualifications.

S3 is not the start of examination courses, rather it forms the final year of the general education that prepares young people for the demands of the senior phase and for work and/or study after Queen Anne.

## 3. The Role of Parents and Carers

Your child will make better choices about their S3 curriculum if you are involved in the process. You should be discussing with your child which courses in each curriculum area they are considering following next year and their reasons for making that choice. (See below about making good choices.)

To give us the best chance of offering the subjects wanted by every pupil, we will carry out a "trial run" in December. Pupils will be given a chance to tell us which courses they would like to follow in S3. We will use this information to help us plan the number of sections needed. You should note that pupils will not be making the choices for courses that will start in June 2018 but telling us what they are thinking of at this stage. The closer the choices made in February match the choices indicated in December, the more likely it is that we will be able to offer everyone the subjects they want.

Your child will receive guidance from many sources in school and to assist you in helping in that process of guiding your child to good choices there will be a Course Choice Information Evening for current S2 parents on Wednesday 10<sup>th</sup> January from 6:30 to 7:30pm. This evening will provide you with an overview of the choice process and advice on making good choices.

Please make every effort to attend the S2 Parents' Evening on Tuesday 6<sup>th</sup> February 2018 when you can get the most up to date information on how your child is progressing across their subjects. This is important information in deciding where your child's particular strengths lie and this will be helpful in determining which courses will be sensible choices for next year.

Every effort will be made to offer pupils their first choice subject within each curriculum area. However, staff availability and restrictions on class sizes may result in some pupils being asked to reconsider their choice(s). If such circumstances arise, guidance staff will discuss options with pupils and parents or carers.

## 4. The Role of Pupils

Please read this guide carefully. In addition to using this booklet to make subject choices, your guidance teacher will have discussed the curriculum area choice process with you during PSE before you choose your courses for 2018 – 2019 in February.

It is also important that your parents or carers are involved in assisting you to make curriculum area choices. Your S2 Report will help in identifying your strongest subjects. Your guidance teacher should be able to approve your choices.

Your Subject Choice Form should be returned **by Friday 9<sup>th</sup> February 2018**. Where appropriate, your guidance teacher will contact your parent or carer to discuss and agree your final choices.

## 5. Making Informed Choices

For every pupil, there are a number of good reasons for choosing a subject including:

- being good at the subject concerned;
- enjoying studying the subject;
- the subject is essential or useful for a particular career;
- the subject will help to broaden a choice of course at university, college or choice of career.

Reasons for choosing a subject which are not good would be:

- friends are choosing the subject;
- liking the teacher you had in S2 (you may not have the same subject teacher in S3);
- thinking the subject will be easy.

Making course choices will be informed by:

- the S2 Main Report (issued before Christmas);
- feedback from teachers at the S2 Parents' Evening (6<sup>th</sup> February);
- learning conversations and target setting in school between pupils and class teachers (throughout the session);
- attending the Skills, Learning & Careers Festival to find out more about further study and careers (10<sup>th</sup> January);
- discussions with guidance teachers about pupil progress and suitable course options (as required).

When making your curriculum area choices, it should be noted that certain careers or university and college courses might require certain subjects for entry. Pupils and their parents or carers are *strongly advised to check entrance requirements at this early stage for any courses or careers which are already under consideration*. You are also advised to bring this to the attention of guidance and careers staff who will be able to offer advice.

## 6. The National Framework

The tables below set out the National Qualifications and their level on the Scottish Credit and Qualifications Framework (SCQF) as well as possible progression routes from the Broad General Education into the Senior Phase (S4 – S6). The exact progression route that will be best for each pupil will be determined during the transition processes that occur when pupils move from one year to the next.

SCQF Level	National Qualifications
1 and 2	National 1
2	National 2
3	National 3 and National Progression Award Level 3
4	National 4 and National Progression Award Level 4
5	National 5 and National Progression Award Level 5
6	Higher (revised)
7	Advanced Higher (revised)

Broad General Education		Senior Phase		
End of S2	End of S3	S4	S5	S6
Level 2	Level 2	National 3 / NPA 3	National 4 / NPA 4	National 5 / NPA 5
Level 2	Level 3	National 4 (National 5 in some subjects) / NPA 4 / 5	National 5 (Higher in some subjects) / NPA 5	National 5 (Higher in some subjects) / NPA 5
Level 3	Level 3	National 4 or 5 / NPA 4 / 5	National 5 or Higher if attained National 5 in S4 / NPA 5	Higher or Advanced Higher if attained Higher in S5 / NPA 5
Level 3	Level 4	National 5 / NPA 5	Higher / NPA 5	Advanced Higher
Level 4	SCQF Level 5	National 5 / NPA 5	Higher	Advanced Higher

Note that vocational courses offered in school or in conjunction with Fife College, employers or other partners may form suitable progression routes in S4 – S6 for pupils of all abilities.

## 7. Curriculum Area Choice Form

An example of the Choice Form is provided at the back of this booklet. Each pupil will be issued with their own copy of the form for their use. Pupils will complete the trial run course choice form in school in December. Parents and pupils will complete the real course choice form at home in February.

The real Curriculum Area Choice Form (which will be issued in February) should be completed, signed and dated by both pupil and parent or carer and returned to your Guidance Teacher **no later than Friday 9<sup>th</sup> February 2018**.

## 8. Compulsory Subjects in S3

In addition to the courses chosen by each pupil all pupils will study the following compulsory subjects:

- English;
- Mathematics;
- Physical Education (Core PE);
- Religious Education (RME);
- Personal and Social Education (PSE).

### Health and Wellbeing (compulsory subjects)

All pupils will take the following three compulsory Health and Wellbeing subjects in S3.

#### 1. Physical Education (“Core PE”)

Every S3 pupil has two periods of Physical Education in their timetable as a compulsory ‘core’ part of their course. The S3 PE programme is a continuation of the activities followed in S1 and S2 developed to a higher level. The programme is broadened with the inclusion of activities not previously covered in earlier years. An increased emphasis is given to knowledge of fitness within the PE curriculum.

The importance of regular physical activity is stressed to all pupils and they will be expected to participate fully in all PE lessons unless a medical condition prevents them from doing so.

Note that Physical Education also appears as a course option for those pupils who wish to study this subject with the possibility of taking a National course in Physical Education in S4.

#### 2. Personal and Social Education (“PSE”)

The Personal and Social Education of pupils is developed through all aspects of their experiences at Queen Anne High School. In addition, pupils will receive one period of PSE per week which will focus on the following key themes:

- Mental, emotional, social and physical wellbeing;
- Planning for choices and changes;
- Substance misuse;
- Relationships, sexual health and parenthood.

The PSE programme aims to develop self-awareness, self-esteem and confidence. Pupils will also develop skills in decision-making and problem solving, as well as clarifying personal attitudes and values. Pupils will have opportunities to develop their interpersonal skills as well as develop knowledge and understanding of a range of issues and topics relevant to them.

### 3. Religious Education (“RME”)

All S3 pupils will have one period of Religious and Moral Education (RME) per week. The classes study at least one of the six major world religions, a contemporary moral issue with responses from both religious and non-religious groups and a philosophical question, again exploring both religious and non-religious responses. In S3, classes will focus on:

- World Religion: An in-depth study of either Islam or Buddhism.
- Morality and Belief: Conflict – is war ever justified?
- Religious and Philosophical Questions: Is there life after death?

These topics help to develop a broad knowledge and understanding of the world and the wide variety of people in it. The main aims of the RME course in Queen Anne High School are to develop students who can:

- Analyse information by drawing links between various ideas and understand the potential impact of them.
- Evaluate opinions by weighing up their merits and learning to make judgements based on sound reasoning.
- Reflect on their learning and apply it to their own circumstances.
- Empathise with others and respect them in their situations.

In S4 pupils will have the opportunity to choose to study the SQA National 5 course Religious, Moral and Philosophical Studies.

## 9. Subject Information

The following section provides an overview of all subjects which are available to study in the S3 Broad General Education at Queen Anne High School.

## Core Subject: English

### What can I study?

All pupils in S3 will continue to study English and develop their literacy skills.

The course will include English language and literature covering the four key areas of:

- Reading;
- Writing;
- Talking;
- Listening.

### What will I learn and why?

The subject of English is concerned with improving your communication skills through reading, writing, talking and listening activities. As English is generally considered to be one of the most important subjects, these skills are vital in all aspects of life and good communication in English will help you read, think and talk about a variety of topics.

### How will I learn?

In S3 you will be required to work towards covering all the Experiences and Outcomes in the S3 Curriculum for Excellence course.

In Writing, you will be given the chance to work on a variety of types of writing. For Reading, the texts studied will be novels, short stories, plays and poetry and you will be asked to complete written and spoken responses to these. Texts will also include study of language development in modern mediums such as media, blogs, text messages and/or emails.

There may be the opportunity to use ICT resources to word process your work and to research topics to help you develop ideas in your own writing. In the Listening and Talking elements you will complete various tasks including following and giving verbal instructions, solo talks and group discussions.

### Which skills will I develop?

You will develop the four main skills of Reading, Writing, Talking and Listening. You will consider different situations, audiences and purposes. This will develop your communication skills and prepare you for the challenges of life after school - at home and in the work place.

### How will I be assessed?

Over the course of S3 you will produce a bank of work which will form evidence for assessment purposes. You will be given guidance on key targets for each task you do and the opportunity to improve upon earlier achievements.

You will complete Close Reading assessments each term which, along with your writing pieces and talk and listening performance, will combine to provide evidence of your achievements at Level 3 or Level 4.

## Core Subject: Mathematics

### What can I study?

All pupils in S3 will continue to study numeracy and mathematics.

### What will I learn and why?

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives pupils access to the wider curriculum and the opportunity to pursue further studies and interests.

### How will I learn?

Pupils will develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. An emphasis on collaborative learning will encourage pupils to reason logically and creatively through discussion of mathematical ideas and concepts. Through their use of effective questioning and discussion, teachers will use misconceptions and wrong answers as opportunities to improve and deepen pupil's understanding of mathematical concepts.

Teachers will use a mix of approaches, including:

- planned active learning;
- modelling and scaffolding the development of mathematical thinking skills;
- learning collaboratively and independently;
- opportunities for discussion, communication and explanation of thinking;
- developing mental agility;
- using relevant contexts and experiences, familiar to young people;
- making links across the curriculum.

Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems. Problem solving is at the heart of our learning and teaching.

### Which skills will I develop?

Because mathematics is rich and stimulating, it engages and fascinates pupils 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.

### How will I be assessed?

Assessment in mathematics will focus on pupils' abilities to work increasingly skillfully with numbers, data and mathematical concepts and processes and use them in a range of contexts. Teachers can gather evidence of progress as part of day-to-day learning about number, money and measurement, shape, position and movement and information handling. The use of specific assessment tasks will be important to decide the most appropriate course in S4.

## Subject: French, German and Mandarin (Curriculum Area: Languages)

### What can I study?

In S3, French, German and Mandarin will be offered and most pupils will continue with the language they have been learning in S1 and S2. There will be an opportunity for pupils to learn a second Modern Language.

### What will I learn and why?

French, German and Mandarin are important international languages and today many employers look for people with a basic knowledge of a foreign language. The ability to speak simple French, German or Mandarin can open up job opportunities both abroad and particularly here in Scotland in industry, business and tourism.

Speaking a foreign language can also help to develop your cultural awareness, providing you with a means of communicating directly with people from different cultures. Once you have studied one foreign language, you will find it easier to pick up another if you want to later in life. Your study of a Modern Language can also help you with your language skills in English.

Throughout the course, you will develop your knowledge of simple but detailed language in familiar contexts, such as:

- Society – friends and family, free-time activities, healthy lifestyles, life in your hometown, comparing town and country life;
- Learning – opinions about school subjects, teachers, the importance of learning a foreign language;
- Culture – studying a film in the foreign language.

### How will I learn?

A wide range of learning and teaching techniques will be used in order to ensure that you have a complete understanding of the language being used and that you are able to retain and recall vocabulary effectively. These techniques will be both active and practical, ensuring that you have a thorough grasp of the language being studied. Practical activities will include role play and the use of ICT.

Throughout the course, you will be encouraged to work in groups as well as individually to communicate ideas and information, to use your creative and critical thinking skills to put together ideas and arguments and to explore the interconnected nature of languages.

### Which skills will I develop?

You will continue to develop the four main skills of Reading, Listening and Talking and Writing. You will also develop the skills you require to use different media effectively for learning and communication. Literacy skills are firmly embedded in the course, allowing you to develop a deeper understanding of how Modern Languages work and how this relates to English.

### How will I be assessed?

Throughout the course, there will be ongoing formative assessments of Reading, Listening and Talking and Writing skills. In assessments, you will be asked to show that you can understand language using your reading and listening skills and use language, using your talking and writing skills. At the end of S3 you will complete the Added Value Unit which counts towards a National 4 Qualification.

## Subject: Modern Languages for Life and Work Award (Curriculum Area: Languages)

### What can I study?

The Modern Languages for Life and Work Awards develop learners' language and employability skills, through studying one or two modern languages in practical and relevant contexts for life and work. This is a very useful course to help you prepare for entering the world of work and finding a job.

### What will I learn and why?

This course is split into 3 Units. You will study these units at SCQF level 3 or 4.

1. **Modern Languages for Life** – learning about life in a different country; learning to talk about your life in a different language;
2. **Modern Languages for Work Purposes** – learning about the world of work in a different country; learning how to talk about your skills in a different language;
3. **Building Employability Skills** – learning how to write a CV, how to find out about different jobs and careers, how to behave in a job interview.

The language you study these units in will be decided between you and your teacher at the start of the year. The Building Employability Skills unit is delivered in English.

### How will I learn?

A wide range of learning and teaching techniques will be used in order to ensure that you have a complete understanding of the language being used and that you are able to retain and recall vocabulary effectively. These techniques will be both active and practical, ensuring that you have a thorough grasp of the language being studied. Practical activities will include role play and the use of ICT.

### Which skills will I develop?

You will continue to develop the four main skills of Reading, Listening and Talking and Writing. You will also develop the skills you require to use different media effectively for learning and communication. Literacy skills are firmly embedded in the course, allowing you to develop a deeper understanding of how Modern Languages work and how this relates to English.

### How will I be assessed?

Throughout the course, there will be ongoing formative assessments of Reading, Listening and Talking and Writing skills. In assessments, you will be asked to show that you can understand language using your reading and listening skills and use language, using your talking and writing skills. In the Employability Skills Unit you will be assessed on the CV that you produce.

*Note that this course is not available for every pupil. Parents and pupils will be advised if the school thinks this is an appropriate course.*

## Subject: Biology (Curriculum Area: Sciences)

### What can I study?

Biology affects everyone and aims to find solutions to many of the world's problems. Biology (the study of living organisms) plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. The course develops pupils' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of biology. This will enable pupils to become scientifically literate citizens, able to review the science-based claims. The course covers major areas of biology including environmental biology.

### What will I learn and why?

Biology focuses on environmental issues and the natural world around us. The main areas of study are:

- Sampling, Biodiversity and Niche – what's living, how and why do we need to measure it?
- Energy and Recycling – the sun's energy flows through to us via food chains;
- Adaptation and Variation – the correct organism in the correct place – how?
- Human Impact – how humans affect the planet, good and bad.

Biology is a desirable and often an essential qualification for science-based careers e.g. environmental science, biochemistry, pharmacy, analytical sciences, medicine and health care. It also gives valuable background knowledge for non-science based careers and courses.

### How will I learn?

Most biology lessons adopt a variety of teaching methods. Depending on the needs of the class there are likely to be planned practicals, pupil driven investigations as well as direct teacher lead activities. Models and computer animations might also be used in some lessons. A wide range of practical skills should be developed throughout the course in a fun and safe environment. Pupils will be expected to make notes, complete homework and practice test skills to prepare for assessments.

### Which skills will I develop?

In addition to developing thinking and numeracy skills, you will have the opportunity to develop the following skills:

- interpreting information to solve problems and planning, designing and carrying out experiments;
- selecting and presenting information, drawing valid conclusions and giving explanations;
- identifying sources of errors and making predictions and generalisations;
- communicating findings.

### How will I be assessed?

Pupil progress will be monitored by a variety of regular small assessments covering knowledge and understanding and problem solving. Practical skills will be assessed through investigation work.

Pupils studying biology will have many new words and meanings to learn. There is a homework package, which should be completed regularly to maximise chances of success in assessments. There are larger assessment pieces later in S3 which can contribute towards National Qualifications in S4.

## Subject: Chemistry (Curriculum Area: Sciences)

### What can I study?

Chemistry, the study of matter and how it reacts, has given essential knowledge and understanding across all aspects of our lives. Chemistry explains what we see happening in our world by considering subatomic particles and their forces.

In the modern world we are surrounded by ever increasing numbers of chemicals. Challenges about the environment are constantly in the news. In S3 you will be finding out more to help you understand and handle potential solutions to these problems.

### What will I learn and why?

The course will develop your interest in and enthusiasm for chemistry. The third year course leads into National 3, 4 and 5 Chemistry in S4. It covers a variety of topics including chemical reactions, the structure of the atom, how atoms combine, properties of compounds, identifying unknown compounds, chemical formulae, acids and bases.

Practical work forms a large part of the course including designing and carrying out experiments. This provides useful experience for future employment in the modern business and industrial world. Chemistry also offers a broad, versatile and adaptable set of skills which are valued in the work place.

Chemistry is a desirable and often an essential qualification for science-based careers e.g. chemical engineering, biology, geology, pharmacy, analytical sciences, medicine and material and physical sciences. It also gives a valuable background knowledge for non-science based careers and courses.

### How will I learn?

We all learn in different ways. The range of activities offered in chemistry will help you learn the content and develop your skills in a way most suited to you. There will be times you will need to work on your own or in pairs and at other times in larger groups. You will regularly design and carry out experiments and investigations. Homework and assessments will be used to help you see how well you are learning.

### Which skills will I develop?

In addition to developing thinking and numeracy skills, you will have the opportunity to develop the following skills:

- interpreting information to solve problems and planning, designing and carrying out experiments;
- selecting and presenting information, drawing valid conclusions and giving explanations;
- identifying sources of errors and making predictions and generalisations;
- communicating findings.

### How will I be assessed?

You will be assessed in different ways throughout your time in Chemistry. These include investigative work, research tasks and group challenges. You will also sit regular class tests to show you and your teacher how well you are understanding chemistry. There are regular homework exercises to complete.

There will be assessments at the end of each full unit of work; some of these may be completed in S3 and carried on into S4 for SQA purposes. In addition to these, your teacher will be formatively assessing your jotter work, your ability to ask and answer questions in class, how well you work on your own or with others and any class presentations you will give. These will all be used to assess your progress and guide you to learn more effectively.

## Subject: Physics (Curriculum Area: Sciences)

### What can I study?

The topics studied in the 3rd year Physics course are:

- Electricity;
- Magnetism;
- Light;
- Waves and Sound;
- Motion;
- Electronics;
- Properties of matter
- Space.

These topics are covered at two levels: level 4 and level 4+. Level 4+ work provides the basis of work covered in the senior phase. The emphasis is on student practical work throughout.

### What will I learn and why?

Students will learn to use a wide range of physics apparatus. Students will learn to solve physics problems in a systematic method. This involves writing the relevant physics equation and using algebra to change the subject of the formula. Students are taught understanding of physics and how to explain physics concepts. The topics covered are relevant to many physics jobs and physics courses in the senior phase.

### How will I learn?

Physics lessons are a mixture of pupil practical work, direct teaching, pupil problem solving with one-to-one support, demonstration experiments and computer interfacing and simulations. Our aim in the department is to try to have physics practical work in every physics lesson. The course is 'hands on' from the start with enough apparatus for students to work in pairs.

### Which skills will I develop?

Skills developed in the 3rd year physics course are:

- Practical skills using physics apparatus;
- Systematic problem solving skills, including algebra;
- Thinking skills and reasoning;
- Scientific report writing skills;
- Internet research skills;
- ICT skills in plotting excel graphs and computer interfacing;
- Study and organising skills;

### How will I be assessed?

- End of topic tests (at level 4 and level 4+);
- Homework – regular homework is issued in 3rd year physics. Study support classes are offered at lunchtime to help with homework. Every student is provided with a ring binder containing a poly wallet, ruler and jotters;
- Practical investigations – every student will complete a practical report on an experiment (e.g. Resistance of an LDR) which can be used as part of the assessment in 4th year physics;

Assessment in end of course 3rd year physics exams (level 4 and level 4+) provides reliable evidence of future success in senior phase physics.

## Subject: Geography (Curriculum Area: Social Studies)

### What can I study?

You can choose to continue to study Geography in S3. Geography is the most interdisciplinary subject, sitting in a unique position as a bridge between social subjects (Human Geography) and the natural sciences (Physical Geography). Human Geography topics are concerned with understanding cultures, societies and economics, and Physical Geography topics investigate the environment and the processes that shape the Earth's landscape. Geographers study the interactions between human and physical processes, drawing on (and integrating) a range of other subject areas from Physics to Sociology. Geography therefore teaches us to think in a 'joined-up', holistic way about issues at local, national and global scales.

### What will I learn and why?

Geography will help you to be more aware of the everyday lives of the people who live around you, in other parts of the UK, and around the world. Often, the top media stories, such as migration across the Mediterranean, the spread of Ebola in west Africa and the impacts of earthquakes in Nepal, are underpinned by Geography, making Geography a hugely exciting, relevant and dynamic subject to study.

Geographers study the majority of today's most pressing challenges and in understanding complex issues more fully, are best placed to offer solutions. Geography provides us with knowledge and understanding that allows us to tackle local problems, as well as global issues.

In S3 you will learn about:

- Physical Environments e.g. geology – rocks and landscapes, rivers features and landscapes;
- Human Environments e.g. Introducing India looking at physical landscapes, climate, urban landscapes, population and economic activities.
- Global issues e.g. Climate change.
- Skills e.g. OS maps including the use of digital maps and Geographical Information Systems.

### How will I learn?

Learning in the classroom will be both active and practical with both investigating and critical thinking activities with the use of ICT and Global Information Systems. The tasks will challenge and support you appropriately, working both independently and in groups.

Activities outside will involve fieldwork around school, for example studying aspects of settlement and weather. There are opportunities to further these skills on field trips to further destinations such as Borneo (July 2018), Iceland (October 2017), Yorkshire – caving (2017).

### Which skills will I develop?

Many of the transferable skills that are developed through studying Geography include research and data collection skills, report writing, time management and organizational skills, use of IT, numeracy, problem-solving and group work skills, will help you in the future, no matter what your future path might be.

Subject-specific skills include producing sketches and graphs, as well as the practical skills of fieldwork and data collection and analysis

### How will I be assessed?

Throughout the course there will be ongoing formative assessment. Key internal class assessments will follow units of work.

## Subject: History (Curriculum Area: Social Studies)

### What can I study?

All pupils can choose to continue to study History in S3. As individuals we are all shaped by our own and our family's past. The same is true for the country we live in. It is impossible to fully understand the issues affecting Scotland today without having an understanding of how Scotland was shaped by events in the past. Scotland has a rich heritage and in order to understand this we need to study key events in Scottish history. To fully appreciate the Scotland we live in today we must study past events within Scotland and Britain, in Europe and across the wider world. Through this we aim to help you to become effective learners and confident individuals with a sound understanding of the events which shaped your nation to enable you to develop as responsible citizens. The skills you will gain can be used in everyday life as well as in the study of a variety of different courses.

### What will I learn and why?

The aim of the S3 History course is to provide you with a broad knowledge and understanding of events in the 20th century. You will develop skills in planning, analysis, research, identifying different points of view and making conclusions. You will be challenged to study 20<sup>th</sup> century events and discover the lessons that we today can learn from them.

- **1914 – 1918:** You will study the First World War and the horrors of trench warfare;
- **1918 – 1939:** You will consider the foreign policies of Germany, Britain and France in order to decide why a Second World War took place only 21 years after the end of World War 1;
- **In the Shadow of the Blitz:** You will study life in Scotland and Britain during the period 1939-45. This will provide an excellent basis for understanding the problems facing Britain after 1945 which still affect our modern world;
- **Dunkirk to D Day:** You will study the war in the west from Hitler's invasion of Poland in 1939, the fall of France, the British evacuation at Dunkirk to the D day landings and the end of the war in 1945;
- **Pearl Harbor to Hiroshima:** You will study the war in the east during the period 1940 - 1945. This will include the Japanese attack on Pearl Harbor and the atomic bombings of Hiroshima and Nagasaki;
- **A warning from history:** You will study what it was like in Germany at the end of WWI and German reaction to the Treaty of Versailles. This will provide the link into the National 4 and 5 History courses.

### How will I learn?

Learning will be active and you will use a variety of study forms – paired work, group activities, role-play, discussions, creating power points, using ICT, DVDs, multimedia activities as well as teacher-led activities. There will be the opportunity for individual research. This will take the form of a project/investigation. There will be the opportunity for a residential visit to France and Belgium.

### Which skills will I develop?

You will develop the following skills:

- literacy, discussion and debating skills;
- skills in using sources to evaluate, to compare and to assess reliability;
- investigation skills by researching an aspect of life in Nazi Germany – you will develop skills in planning, researching, organising and presenting your work.

### How will I be assessed?

Throughout the course there will be continuous formative assessment. There will be internally recorded class assessments at the end of each unit of work. The investigation will assess progress in Level 4 Experiences and Outcomes, equivalent to SCQF Level 4.

## Subject: Modern Studies (Curriculum Area: Social Studies)

### What can I study?

You can choose to continue studying Modern Studies in S3.

This is a course in which you will be helped to understand the political, social and economic forces which affect individuals and groups. It deals with issues for today in Britain and the rest of the world. You will be encouraged to consider these in an objective, tolerant and rational way.

### What will I learn and why?

Modern Studies will look at a range of issues facing the world today. We will look mainly at:

- **Law and Order in Scotland:** looking at problem with the Scottish Prison system, Scotland's policing, why people get involved in crime and how can the police use modern technology to solve crimes?
- **Tackling international problems:** looking at the problems of global terrorism and how the United Nations and NATO try to help developing countries;
- **Scottish and British Politics:** looking at who runs Scotland? How can we change government laws we disagree with?
- **Investigating Crime Unit:** you will produce a report looking at crime in Scotland today.

### How will I learn?

As Modern Studies is about what happens now, you will be encouraged to find out answers for yourself, using newspapers, magazines, books, television/DVD, the internet and radio.

You will visit the local community to find out information by interviewing people, visiting such places as local police stations, the Sheriff court and the Scottish Parliament.

You will write to people asking for information. You will also get the opportunity to visit other parts of Scotland, for example, to study how elections are organised by visiting constituencies during by-elections.

There will be regular homework which will comprise reviewing classwork, keeping yourself informed of political and social events and preparing for test questions.

### Which skills will I develop?

As well as developing your own extended writing skills, you will also get the chance to work on debating, reporting and journalism skills, role play and a range of problem solving abilities.

### How will I be assessed?

Your performance is assessed in two areas of your work and these are Knowledge and Understanding and Enquiry Skills.

Investigating Skills will be assessed as a marked report.

## Subject: Computing (Curriculum Area: Technologies)

### What can I study?

All pupils can choose to begin studying Computing Science in S3.

In the modern world we have fast become a “Digital Age”, there is no escaping the reality that computers and their programs are an essential part of our everyday lives. Computer systems are heavily embedded into our lives and have had a massive effect on the ways we communicate with each other, shop, and even do our banking to name but a few. To fully appreciate the importance of our “Digital Age”, in S3 we will be looking to provide you with a set of skills that will allow you to understand how a computer functions, to design and create your own websites and manipulate information systems.

### What will I learn and why?

The aim of the S3 course is to cover a broad knowledge of Computing Science at level 4 and level 4+. We are aiming to developing both your understanding of computers and their purpose in the world but also develop your practical skills when using computers.

The computing industry is growing three times faster than other industries and pays on average nearly double the UK’s average annual salary. Technology employs more than 1.5 million people across the U.K. not only within technology but across a wide variety of industries such as:

- Finance
- Healthcare
- Retail
- Security & Crime Prevention

Therefore it is crucial that you have a solid understanding of one of the country’s leading areas and have the necessary skills to be part of digital future. The future is digital and this course will give you the opportunity to be part of this future.

### How will I learn?

Our learning will be active and you will be given the opportunity to learn using a variety of learning techniques such as: paired work, group activities, discussions, creating your own presentations, using on-line tutorials, DVDs, multimedia activities as well as teacher-led activities. In addition to theory based lessons, we will be doing a lot of “hands-on” learning and will be creating our own websites, completing research projects on the latest developments within the computing world. We will also build our own information systems and learn how to manipulate these to provide websites such as Amazon, Netflix and many more with the necessary information to operate.

### Which skills will I develop?

Whilst covering the topics within Computing Science we will build up a vast bank of transferable skills that can help you in any given career choice, as every industry uses computers so naturally computer scientists can work in any industry of their choice. These skills will include:

- Abstraction;
- Decomposition;
- Pattern Recognition;
- Generalisation;
- Problem Solving, such as algorithm development;
- Literacy & Numeracy;
- Creativity;
- Leadership & working in teams;
- Internet research skills;
- Study and organising skills;

### How will I be assessed?

Throughout the course there will be ongoing formative assessment. Key internal class assessments will follow each topic of work, these will be both practical and theoretical.

## Subject: Design and Manufacture (Curriculum Area: Technologies)

### What can I study?

In S3 Design and Manufacture you will study the following topics: **Design Concepts; Investigate Materials; Design Folios; Design Influences; Manufacturing Techniques; Prototyping; Product Evaluation; CAD/CAM** and **Model Manufacture**.

### What will I learn and why?

You will be given the opportunity to develop:

- skills in the design and manufacturing of models, prototypes and products;
- knowledge and understanding of manufacturing processes and materials;
- an understanding of the impact of design and manufacturing technologies on our environment and society.

Underpinning these aims are the activities which support them — creative, iterative and designedly thinking, problem solving, understanding the relationship between cause and effect of decisions taken, an engagement with a variety of technologies in both design and manufacture, dialogue and discussion, and the articulation, communication and realisation of ideas. Students will also investigate and use Computer Aided Design (CAD) software and Computer Aided Manufacture (CAM) to make prototype models.

The 3<sup>rd</sup> year Design and Manufacture course at Queen Anne is ‘hands on’ project-led approach that allows pupils to work individually and in groups. Students will apply knowledge and understanding of key design concepts and ideas; understand the relationships between the consumer, the design process and manufacturing; apply skills in analysis, design, construction and evaluation to a range of design problems; and develop an understanding of the role and impact of the designer in changing and influencing our environment and society.

Our 3<sup>rd</sup> year Design and Manufacture course mimics real design scenarios and encourages co-operative and collaborative learning approaches which support and encourage learners to achieve their full potential. We have links to local and international engineering companies – FMC provide the opportunity for our student to see first-hand the processes at work when we visit their factory.

### How will I learn?

Whole-class, direct teaching opportunities are balanced by activity-based learning on practical tasks. An investigatory approach is used, with students actively involved in developing their skills, knowledge and understanding by investigating a range of real-life and relevant design and manufacturing systems, problems and solutions.

### Which skills will I develop?

The content of the course is intended to develop skills that will help you in the workplace or university when you leave school. Design and Manufacture students develop design skills by learning how to evaluate a product or model through research and practical investigative. ICT and problem solving skills are also an important skill that you will develop on the course. You will also develop knowledge and understanding of the principles of design and layout; skills in manual rendering using marker pens, colour pencils; opportunities to demonstrate and develop your ability to show ideas and solutions; develop craft based skills using a variety of materials, processes and machinery.

### How will I be assessed?

All worked is internally assessed and will be based on course work Students are given the opportunity to model aspects of a solution to an design challenge (related to the project studied) to show how what happens in the classroom relates to the skills and roles of designers in projects, and to consolidate Design and Manufacture knowledge and skills.

## Subject: Engineering Science (Curriculum Area: Technologies)

### What can I study?

In S3 Engineering Science you will study the following topics: **Digital Electronics; Mechanical drive systems; Bridge Design Project; Analogue Electronics; Pneumatic Systems; Wind Turbine Project; Programmable Control; Renewable Energy; Engineering Contexts; Systems Approach; Structures & Materials and Engineering & the Environment.**

### What will I learn and why?

Engineering students learn Engineering, mathematical, ICT and problem solving skills that are skills for life and transferable across other subjects in school and beyond. The subject also develops the skill of Engineering report writing.

We have our own web site <http://engineering.gahs.org.uk/> that will give you a better insight in to what we do!

The 3<sup>rd</sup> year Engineering Science course at Queen Anne is a 'hands on' project-led approach that allows pupils to work individually and in groups. Students will apply knowledge and understanding of key engineering facts and ideas; understand the relationships between engineering, science and mathematics; apply skills in analysis, design, construction and evaluation to a range of engineering problems; and develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Our 3<sup>rd</sup> year Engineering Science course mimics real engineering scenarios and encourages co-operative and collaborative learning approaches which support and encourage learners to achieve their full potential. We have links to local and international engineering companies – Babcock International have helped develop our Wind Turbine project and their graduate engineers come on campus to mentor out students.

Engineering is vital to everyday life; Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT, and transport. Our society needs more engineers, and more young people with an informed view of engineering. The Course provides a broad and challenging exploration of engineering. Because of its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in Science, Engineering, or one of its many branches.

### How will I learn?

Whole-class, direct teaching opportunities are balanced by activity-based learning on practical tasks. An investigatory approach is used, with students actively involved in developing their skills, knowledge and understanding by investigating a range of real-life and relevant engineering systems, problems and solutions.

### Which skills will I develop?

The content of the course is intended to develop skills that will help you in the workplace or university when you leave school. Engineering students develop numeracy skills by learning how to use mathematic equations in context and practical investigative, ICT and problem solving skills, engineering report writing skills,

### How will I be assessed?

All worked is internally assessed and will be based on course work Students are given the opportunity to model aspects of a solution to an engineering challenge (related to the project studied) to show how what happens in the classroom relates to the skills and roles of engineers in projects, and to consolidate engineering knowledge and skills.

## Subject: Graphic Communication (Curriculum Area: Technologies)

### What can I study?

In S3 Graphic Communication you will study the following topics: **2D Manual Graphics; 2D CAD; Web Design; 3D Manual Graphics; 3D CAD; 3D Modelling; Marker Rendering; Computer Rendering and Draughtmanship.**

### What will I learn and why?

Graphics pupils learn manual graphic, computer graphic, ICT and creative problem solving skills that are skills for life and transferable across other subjects in school and beyond. The subject also develops project based skills within a real life context.

We have our own web site <http://cdt.qahs.org.uk/junior-phase/s3-options/graphic-communication/> which will give you a better insight in to what we do!

The 3<sup>rd</sup> year Graphic Communication course at Queen Anne is a project-led approach that allows pupils to work individually and in groups. Students will apply knowledge and understanding of key graphics and design theories and ideas; understand the relationships between graphics, engineering and the global market; apply skills in manual 2D and 3D graphics; design; ICT; and develop an understanding of the role and impact of graphics and design in changing and influencing our environment and society.

Our 3<sup>rd</sup> year Graphic Communication course mimics real graphic design scenarios and encourages co-operative and collaborative learning approaches which support and encourage learners to achieve their full potential.

In the ever-changing world of communication this course will make pupils aware of a variety of different graphic methods used to communicate information and ideas. The S3 course delivers key skills required for modern day Graphic Design, Computer Design and 3D Modelling. Due to the course focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in Graphics, Design, Engineering and Architecture or one of its many branches.

### How will I learn?

Whole-class, direct teaching opportunities are balanced by activity-based learning on practical tasks. A creative approach to projects is encouraged, with students actively involved in developing their skills; expanding knowledge and understanding by researching a range of real-life graphic examples; using graphic design relevant to the projects and their surrounding environment/society to develop work. The course is sufficiently flexible to take account of emerging technologies in 3D Modelling and CAD/CAG Software.

### Which skills will I develop?

The content of the course is intended to develop skills that will help you in school, the workplace or university. Embedded within the coursework and projects are opportunities for pupils to develop literacy, numeracy and ICT skills.

### How will I be assessed?

All worked is internally assessed and will be based on course work. Pupils build up a portfolio of work which will showcase their best 2D/3D Graphics in both manual and computer graphic format.

## Subject: Home Economics (Curriculum Area: Technologies)

### What can I study?

Fourth Level Home Economics will allow pupils to build on their confidence in practical skills and relevant theory. This will enable progression to National 4/5 courses in either Health and Food Technology or Hospitality: Practical Cookery in S4.

### What will I learn and why?

The course aims to develop the necessary knowledge to make appropriate food, lifestyle and consumer choices which will have a positive impact on your own health and that of others. Home Economics aims to develop learners' life skills and enhance their personal effectiveness in terms of basic cookery and textile skills. Areas of study include: skills for food preparation, functional properties of ingredients, health and nutrition, product development, food safety and hygiene, sustainability, consumer rights and responsibilities, time management, textile skills. It also develops their basic organisational skills, which have an application in a wide variety of contexts. You will have the opportunity to study for the **Royal Environmental Institute of Scotland's Elementary Food Hygiene Certificate** which could be useful for you if you wanted to get a job in the Hospitality industry, whether a career or simply a part-time job. The cost towards this course is £30 for the year, if your child is in receipt of free school meals, or is in SIMD deciles 1 or 2 then there is no additional charge.

### How will I learn?

The course structure will provide different levels of activities which should enable you to reach your own potential. This will include a wide range of practical sessions including cookery, sensory appraisal and tasting and product design. Along with other rich tasks and activities enabling you to achieve all the Experiences and Outcomes of the course.

### Which skills will I develop?

- Planning and organising skills;
- Managing time;
- Applying and presenting solutions;
- Interpreting and evaluation skills;
- Working with others;
- Physical wellbeing;
- Practical cookery skills;
- ICT used in the production of a Health Guide;
- Thinking critically and creatively;
- Numeracy and Literacy skills will be developed across the whole course.

### How will I be assessed?

Assessment will be continuous throughout the course and will consist of written, self and peer assessment as well as practical assessments which will also assess your organisational skills.

## Subject: Music Technology (Curriculum Area: Technologies)

### What can I study?

Pupils in S3 will be able to study Music Technology.

### What will I learn and why?

The Music Technology qualification provides opportunities for learners to use music technology in sound production and to develop skills in musical analysis. Learners will develop their knowledge and understanding of music technology and musical concepts.

### How will I learn?

The course offers 3 overlapping areas of study:

#### **1. Music Technology Skills**

In this Unit, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

#### **2. Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music**

In this Unit, learners will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20<sup>th</sup> and 21<sup>st</sup> century musical developments.

#### **3. Music Technology in Context**

In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

### Which skills will I develop?

By following the course, learners will be developing the following skills:

- Correct equipment setup;
- Use of industry standard recording suite (Pro Tools 11);
- Record and edit audio;
- Master a mixture of audio performance;
- Identify various musical genres, instruments and music technological concepts.

### How will I be assessed?

The assessment of the Units in this Course will be as follows:

#### **Music Technology Skills**

In this Unit, the learner will be required to provide evidence of practical skills in the use of music technology hardware and software to capture and manipulate audio.

#### **Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music**

In this Unit, the learner will be required to provide evidence of knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century styles and genres, and how these relate to music technology.

#### **Music Technology in Context**

In this Unit, the learner will be required to provide evidence of the use of practical skills and musical understanding in at least two different contexts.

The Added Value Unit will be assessed with both a question paper and an audio assignment.

## Subject: Practical Woodworking (Curriculum Area: Technologies)

### What can I study?

This course will allow pupils to build confidence and skills in the construction of wooden products. This course can help pupils who wish to follow a career in construction either at college or as an apprentice or pupils who just have an interest in making things.

Your work will be based around three main topics:

- Carcass Construction;
- Flat Frame Construction;
- Machining and Finishing.

### What will I learn and why?

The course allows pupils to manufacture in wood, working through a series of topic based tasks and skills which will incorporate:

- Interpreting information from pre-prepared drawings;
- Working to accurate tolerances;
- Identify different materials, their properties and uses;
- Safe working practices within a workshop environment.

### How will I learn?

The course is primarily a practical subject with the majority of the time being spent in a craft room. You will work from detailed drawings which outline all the information required to manufacture a wood-based artefact.

### Which skills will I develop?

You will develop the following skills:

- interpreting drawings and dimensions;
- an understanding of tolerances and how to work with them;
- safe working practices;
- traditional joinery and manufacture;
- the use of a range of tools and machinery.

Built throughout the course are opportunities to develop you literacy and numeracy skills.

### How will I be assessed?

All worked is internally assessed and will be based on course work.

A topic based task (producing a finished artefact in wood) will be the final assignment which will encompass all skills that have been taught over the year.

## Subject: Art and Design (Curriculum Area: Expressive Arts)

### What can I study?

Pupils may continue to study Art and Design in S3.

### What will I learn and why?

People who have an Art and Design education have a broad range of qualities from a curiosity about today's world to a strong visual intelligence that's very necessary to understand a contemporary working environment. Art and Design has made the UK a world leader in culture, heritage and style. Creativity is at the core of Art and Design as participants make and share their work. In the creative economy of today's society the people who are adaptable enough to work in an ever changing context are probably better placed than students from some of the more traditional disciplines.

The Art and Design course has three main elements: **expressive, design and related critical**. All units of work adhere to the same structure, beginning with investigation and research, followed by development of ideas and compositions before producing final outcomes in a 2D or 3D format.

### How will I learn?

Pupils will follow a thoroughly planned calendar of units which will cover Level 4 Design, Expressive and related critical experiences and outcomes. Whilst Art and Design involves primarily working solo, pupils will also be expected to work in partnership with peers and outside organisations. Pupil art and design projects will be exhibited in our own art gallery, GoFA (Gallery of Future Artists), on the school website and around the school's public areas.

### Which skills will I develop?

Pupils will develop the ability to draw, experiment with materials, as well as expressing personal and social themes. Pupils will work to a design brief, through the stages of the design process to create an effective design solution. Pupils will have opportunities to demonstrate and develop their ability to show ideas and solutions to others in a gallery context and to explain through presentation and discussion. Pupils will also practise and develop their ability to understand the cultural and social meanings contained in Art and Design.

### How will I be assessed?

Pupils will be assessed against the assessment standards: formally by the staff and informally through self and peer evaluation at regular intervals.

The course will prepare pupils for studying a National Qualification in Art & Design in S4.

## Subject: Dance (Curriculum Area: Expressive Arts)

### What can I study?

This course will be of interest to all learners who have a genuine interest in Dance and developing technical and choreographic skills. Although a background in Dance is not essential, it would be advantageous. Throughout the course, pupils will have the opportunity to study different dance styles, improve their technical skills, learn about safe dance practice and work in groups to choreograph.

### What will I learn and why?

- During the Technical Skills unit, pupils will learn and develop choreography in different dance styles. They will gain an understanding of safe dance practice and dance appreciation.
- The Choreography unit will see pupils develop their knowledge and understanding of choreographic principles. They will act as a choreographer and create and present a short dance sequence. They will also learn how to evaluate strengths and developments.

### How will I learn?

In this course, pupils will experience an integrated approach to learning. There will be a mix of practical learning and knowledge and understanding. Pupils will work collaboratively to create a variety of dances in different styles.

### Which skills will I develop?

- Pupils will develop a range of technical dance skills;
- Understand and apply knowledge of a range of choreographic skills to create a dance;
- Work imaginatively and demonstrate individual creativity;
- Cooperate, support and work with others.

### How will I be assessed?

All units are internally assessed with a pass or fail. Pupils will be monitored and assessed on their technical skills, choreography and cooperation.

## Subject: Drama (Curriculum Area: Expressive Arts)

### What can I study?

Pupils in S3 will be able to continue studying drama and develop their drama and production skills.

### What will I learn and why?

Drama allows pupils to work with each other and to share and use dramatic ideas when creating and presenting. It relates to the world around us by developing an awareness of social influences and lets us experience, through practical tasks, how people behave in different situations. It allows pupils to exercise their imagination in a positive way. It helps us build up confidence by focusing on appropriate voice and movement skills and using these when presenting to others.

Drama skills are used in many situations, after leaving school, as it develops creativity, adaptability and confidence which many employers are looking for. People who have studied drama are able to express themselves in different ways and are able to appreciate differences in others. It gives people the confidence to work in group situations and to communicate with colleagues.

### How will I learn?

There are two main elements of the course – **Drama Skills** and **Production Skills**. Teachers will lead you through a series of Drama Skills units while introducing the different Production Skills as required.

- **Drama Skills:** Voice, Characterisation, Mime, Movement, Role Play and Dance/Drama
- **Production Skills:** Sound, Props, Lighting, Make-up, Costume and Set

These units will be inter-related and will grow in complexity as pupils gain experience. As pupils develop practical skills in creating and presenting, they will also develop an awareness of cultural and social influences on drama. They will investigate how the use of language and movement can develop their dramatic ideas. They will enjoy the experience of using imaginative and creative ways to solve problems. They will explore and develop a range of drama techniques in a collaborative environment. They will also investigate the use of production techniques to enhance drama.

### Which skills will I develop?

By following the course, learners will be developing the following skills:

- responding to stimuli when creating drama;
- exploring voice, movement and characterisation skills;
- working with others, in order to share and use dramatic ideas;
- showing awareness of social and cultural influences when creating drama;
- gaining knowledge and understanding of basic production techniques;
- exploring drama form and structure and using drama and production skills when presenting;
- presenting drama to communicate meaning to an audience;
- using reflective skills to evaluate progress.

### How will I be assessed?

Pupils will be continuously assessed in practical and written tasks including tests, evaluations and log books. Some presentations will be recorded to allow pupils to reflect on their and others' work.

**Drama Skills:** In these Units, pupils will provide evidence to demonstrate their knowledge of drama techniques. This will be generated through the use of log books and evaluations. They will be assessed on their practical skills when they are creating and presenting dramas.

**Production Skills:** Pupils will have to provide evidence to demonstrate their knowledge of production techniques. This will be generated through the use of log books. They will be assessed on their use of basic production skills when they present drama.

## Subject: Music (Curriculum Area: Expressive Arts)

### What can I study?

Pupils in S3 will be able to continue studying Music and develop their musical skills.

### What will I learn and why?

Through practical involvement in Music, the course aims to enrich the lives of pupils of all levels of ability by developing the skills and insights which are part of the full enjoyment of Music.

### How will I learn?

The course offers three overlapping areas of study:

#### **1. Performing**

You will learn to play two instruments. The performance can be either solo and/or in a group. The programme of music on both instruments should last eight minutes in total.

Instruments are generally provided by the Music Department, although you would be encouraged to bring and use your own, if you have one.

#### **2. Composing**

You will be encouraged to use your imagination and with the help of a wide range of resources create new ideas.

You will be able to compose pieces of your own, learn how to improvise and to arrange music.

#### **3. Understanding Music**

This involves you in an investigation of the background of music and composition.

Together these three activities will build your skills and allow you greater opportunities to enjoy your music-making. However, instrumental skills need to be practised and you may be asked to develop a composition or undertake a related listening unit.

### Which skills will I develop?

By following the course, learners will be developing the following skills:

- Play and perform two musical instruments or voice;
- Compose short pieces of music in various styles;
- Show awareness of social and cultural influences when creating and listening to music;
- Identify various musical genres and instruments from various parts of the world.

### How will I be assessed?

Music is assessed in the following course elements:

- Performance;
- Composing;
- Understanding Music.

Pupils will be continuously assessed in the practical tasks of Performance. They will also be assessed in Composition and Understanding Music through tests and evaluations. Some of their performances will be recorded to allow pupils to reflect on their work and that of other pupils.

## Subject: Photography (Curriculum Area: Expressive Arts)

### What can I study?

Pupils may begin to study Photography in S3.

### What will I learn and why?

Photography has recorded human history since its inception. Now more than ever it is a medium that young people use to express their thoughts and ideas about the world around them. It's a way that learners can express themselves in a creative way and develop an artistic eye. With a continual exposure to media this course offers learners the chance to experiment with traditional techniques and modern technologies. Pupils will learn how to appreciate their own and others' work, by sharing photographs and studying the work of noted photographers.

You will develop techniques of research to gain inspiration in the development of preparatory ideas. You will make outcomes choosing from a range of themes to encourage individuality. You will create a personal Photography Diary which organises and showcases your creative development of an idea through to its solution. Valuing pupils' identity and personal choices through Photography is central to the process of creativity. Pupils will learn to think, to create and to review. All of these skills are 'life skills' that embody knowledge, responsibility, understanding, awareness, individuality and creativity.

### How will I learn?

Pupils will learn the basic rules of composing a successful photograph, using the DSLR camera, Transferring and editing images and presenting final solutions. Pupils will work independently and with peers with the opportunity to work collaboratively across departments in the school. Pupils will learn how to research photographers to expand their knowledge of high quality photography.

### Which skills will I develop?

Pupils will experience an introduction to photography and then build on skills in manual photography, lighting, composition, editing and research. Pupils will develop skills in independence, leadership and collaboration to achieve their personal best. They will build confidence in photography while learning to express their thoughts and ideas.

### How will I be assessed?

Activities will be broken down into projects, with each one centered on a theme. In each theme the pupil will research, develop and present a project in their photography diary, blog and exhibition.

### Progression

This course would lead to a National Progression Award at Level 4 / Level 5 in S4.

## Subject: Physical Education (Curriculum Area: Health and Wellbeing)

### What can I study?

This course will be of interest to all learners who enjoy performing in physical education and have a genuine enthusiasm for developing their performance skills. The course will be challenging and physically demanding. Performers will have the chance to improve their skills base whilst developing their knowledge of methods for enhancing performance. Pupils will participate in a range of activities. These might include badminton, dance, basketball, netball, football, rugby, hockey, and gymnastics. It is intended that pupils will have a degree of choice in the activities they follow.

The course comprises 2 units:

1. **Practical Performance;**
2. **Added Value Unit.** The Added Value Unit may take the form of participating in a 'special' event, organising and running a sporting event or gaining an external award.

### What will I learn?

The course aims to enable the learner to:

- develop and demonstrate knowledge of the principles and factors which underpin and impact on performance;
- describe factors which impact positively and negatively on engagement and performance in physical activities, and build capacity to enhance effective performance;
- reflect on, and monitor, performance to inform and influence personal improvement.

### Skills and Knowledge

- knowledge and application of basic approaches for improving or refining skills, fitness, performance composition and tactics;
- knowledge and implementation of the basic principles that underpin performance;
- planning and implementing solutions in straightforward performance situations.

### How will I learn?

In this course, there will be an emphasis on skills development and the application of those skills. It will provide learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities of Curriculum for Excellence as well as skills for learning, skills for life and skills for work.

### Which skills will I develop?

The following skills will be developed in the course:

- movement and performance skills in familiar contexts;
- basic approaches for enhancing performance skills, performance composition, fitness and tactics;
- planning, decision making and problem solving.

As well as the above skills, it is expected that learners will also develop broad generic skills through this course including literacy, health and wellbeing, enterprise, citizenship and thinking skills

### How will I be assessed?

All units are internally assessed and they will be assessed against National benchmarks using teacher judgement.

**Performance:** Learners will demonstrate basic skills of performance in a straightforward context.

**Factors Impacting on Performance:** Learners will demonstrate knowledge of factors which impact positively and negatively on performance in physical activities. Learners will reflect on and monitor their impact on the development of personal performance.

## Subject: Rural Skills & Animal Welfare (Cross-Curriculum)

### What can I study?

This new and exciting course will allow you to develop some of the theory and basic practical skills required in the land-based industries. You will also find out about the various career pathways available in the sector. These may include careers or further study in agriculture, animal care (including poultry), aquaculture, environmental conservation, estate management, farriery, game & wildlife management, equine, horticulture, landscaping, land-based engineering, forestry and veterinary care. A big focus of the course will be practical, hands-on care and welfare of our school's free-range chicken flock.

### What will I learn and why?

You will study the following units in this course:

**Estate Maintenance:** Learn how to use tools and equipment commonly used in estate maintenance and carry out a range of maintenance tasks.

**Land-based Industries:** Investigate a range of land-based industries and gain knowledge, understanding and experience of the jobs and career pathways available in them.

**Employability Skills for Land-based Industries:** Develop your work and employability skills including health and safety.

**An Introduction to Animal Husbandry:** Identify basic characteristics of animals and contribute to the practical care of animals, including maintenance of accommodation and daily care.

**An Introduction to Animal Handling:** Assist with the safe movement and control of animals, including the restraint of animals for the purpose of examination.

### How will I learn?

The course is primarily a practical subject involving:

- Learning in real and simulated workplace settings
- Learning through role play activities
- Carrying out case study work
- Planning and carrying out practical tasks and assignments
- Planning, reviewing and reflecting on learning experiences

### Which skills will I develop?

The course is designed to develop the following employability skills:

- Communication and time-management
- Self-evaluation skills
- Positive attitude to learning – “growth mindset”
- Flexible approaches to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experiences

### How will I be assessed?

All work is internally assessed and will be based on carrying out practical work and creating a portfolio. Your portfolio will include information on land-based industries, career pathways, risk assessments and self-evaluation.