



ARMADALE ACADEMY



S3 COURSE CHOICE BOOKLET

2020-21

*Learning Together,
Achieving Together*

Introduction

In S1 and S2 at Armadale Academy your child has experienced a wide variety of different courses and subjects. As part of the Curriculum for Excellence within the Academy all S2 students have some choice regarding subjects that they want to study in S3 and beyond.

The move from S2 into S3 is an important stage in your child's education. The courses that they choose in S3 will provide them with the prior learning needed to progress into National courses in the Senior Phase. **Normally, students select their six S4 qualifications from the eight main subjects studied in S3 so it is important that a lot of thought goes into choices being made at this stage.** School staff will support with this.

How are subjects organised in S3?

Subjects are organised into 8 curriculum areas with most containing a range of courses:

Curriculum Area 1: Languages

- English
- Media
- French
- Spanish

Curriculum Area 2: Mathematics

- Mathematics

Curriculum Area 3: Expressive Arts

- Art and Design
- Drama
- Music
- Dance (also links to Health and Wellbeing)

Curriculum Area 4: Health and Wellbeing

- Hospitality
- Physical Education

Curriculum Area 5: Religious and Moral Education

- Religious, Moral and Philosophical Studies (RMPS)

Curriculum Area 6: Sciences

- Biology
- Chemistry
- Physics

Curriculum Area 7: Social Subjects

- Business
- Geography
- History
- Modern Studies
- People & Society (for a targeted small group of students)

Curriculum Area 8: Technologies

- Computing Science

Design and Manufacture
Graphic Communication
Practical Craft Skills

Further details about all of the above courses are contained in the following pages.

The Courses on Offer for S3

Students will choose **five options in addition to English, Maths and French**. This will enable them to complete their broad general education in S3 and go on to National Qualifications in the Senior Phase.

Your child should then select the **five courses (and one back up choice)** that they would most like to study from all the courses on offer. These courses should be from a range of the other curriculum areas. We strongly discourage course choices which are too “narrow”. All students will continue to study a course from each curricular area. Once students have made their choices the school will try to place students into these courses for the whole of their third year.

All students in S3 will also experience:

- two periods a week of PE
- one period a week of RME
- one period a week of Personal and Social Education (PSE)
- one period a week of Interdisciplinary Scottish Studies. This allows students to link their learning from different subject areas and achieve an SQA qualification by the end of S3
- one period a week of Personal Achievement time

There will be further discussion with S2 about choices for Scottish Studies and Personal Achievement time around Easter time.

Our S3 curriculum ensures that all students have the opportunity to complete a Broad General Education in line with Scottish government recommendations.

What Now?

There are several key dates and events which are part of the Course Choice process to support students in making an informed decision. These dates and events are outlined below.

- **Monday 20th January – Friday 21st February 2020:** Senior Leaders and Heads of House discuss course choice process with students through PSE. Students and parents can request individual meetings with Heads of House if desired.
- **Friday 28th February 2020–** S2 submit their course choice forms to Heads of House, signed by parents or carers.

The Role of the Parent/Carer

As a parent or carer, you have an important role in helping your child to make good choices by discussing the reasons for their choice and assisting them to make their own decisions.

Points for you and your child to consider when choosing subjects

Has your child made a balanced choice?

Certain core subjects are compulsory in order to ensure that all students follow a balanced programme. Do the other courses chosen help provide a balanced choice so that not too many similar subjects are being chosen?

Has your child kept his/her career options open at this stage?

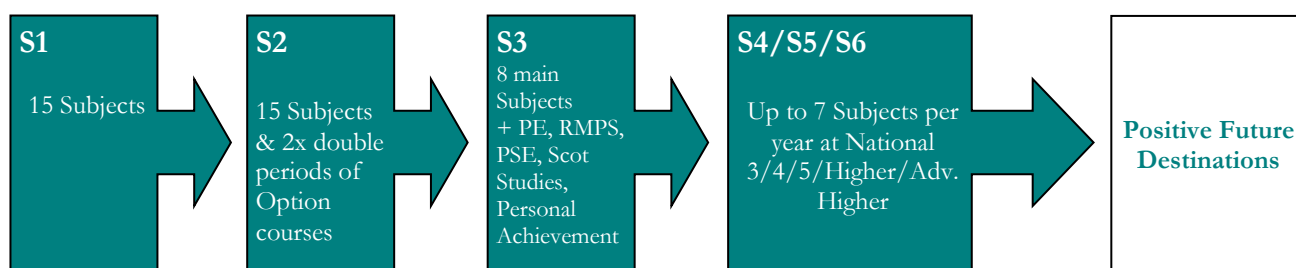
Their ideas about their future pathway may well change between S2 and leaving school. This is why it's a good idea to choose a range of subjects.

Is my child picking subjects for the right reasons, i.e. they enjoy and are good at the subject?

Take advice from teachers and from Heads of House. Your child's tracking and full reports will also be very useful. Your child should not choose subjects that they feel unable to cope with or feel they will not enjoy because, for example, their friends are taking it or they like the teacher. They should also not be put off taking a subject because they think it's not for boys/girls. All subjects are open to all students.

The Senior Phase (S4 – S6)

At the end of S3, your child will again complete a course choice selecting the 7 subjects that they will study in S4 progressing to certification at National 3, 4, 5 or Higher as appropriate. **We strongly recommend that these subjects are selected from the S3 choices they are already following.** In S4 and S5 they will again make course choices for pathways they wish to follow at that stage. This can be shown visually as:



Sample S3 Course Choice Sheet

Name:	A Student (Students will be issued with their own form in January through PSE)	Class:	2C1
--------------	--	---------------	-----

In Armadale Academy S2 students choose FIVE courses for S3 that will enable them to complete their Broad General Education and be well prepared to begin National Qualifications in the Senior Phase. **All students continue with English, French and Mathematics.** Students then make choices (at least one per curricular area) from the list of other courses available.

Students should rank their FIVE preferred options **in order of priority (1-5)** and **also identify a reserve choice. Both the student and parent/carer should then sign and date the form.**

Courses Available	Options										
Curricular Area	Please rank the course below, you must rank 5 options i.e. (1, 2, 3, 4, and 5) and a reserve (R): Subjects in bold are compulsory in S3 (C).										
Expressive Arts	Art and Design		Drama		Music		Dance				
Languages and Literacy	English	C	French	C	Spanish		Media				
Health and Wellbeing	PE Aesthetics		PE Games		Hospitality						
Mathematics and Numeracy	Maths	C									
Religious and Moral Education	Religious, Moral and Philosophical Studies										
Sciences	Biology		Chemistry		Physics						
Social Studies	Business		Geography		History		Modern Studies		People & Society		
Technologies	Graphic Communication		Computing Science		Design and Manufacture		Practical Craft Skills				

Please note: The selection of an option does not guarantee that a class will run in S3.

Pupil Signature : _____

Date: _____

Parent / Carer Signature : _____

Date: _____

SMT Signature : _____

Date: _____

This form must be completed and returned to registration teacher by Friday 28th February 2020

English

CfE Curricular Area: Literacy and English

Aims of Course:

- To develop skills through Reading, Writing, Listening and Talk
- To allow pupils to enjoy English through the use of both classic and modern texts
- To improve on general knowledge through the study of texts in a variety of mediums like newspapers, film, adverts and documentary
- To increase awareness of the relevance of English in the world of work today and show how what is learned in class can be used in college, university and the workplace

Description of the Course:

English consists of four areas: Reading, Writing, Listening and Talk. Each of these areas is covered in depth throughout the S3 course, as is Literacy as a whole. We want pupils to love English and enjoy the texts that they read, listen to and watch. English is a subject that opens up a world of possibilities and we want to convey our own enthusiasm for the subject.

The work that we do in class will range from critical essays writing to debating, from tragedy to comedy. We will work to improve creative writing skills, group work, project based work, personal/reflective writing and talk, as well as listening activities and media work. The texts that we use will not simply be poetry, novels and drama, but will also involve film, newspapers, magazines, radio and examples of texts that we all encounter in our day to day activities.

Learners will also study a range of Scottish texts for textual analysis to help them with the progression to the Senior Phase. These texts could be a range of poems or short stories depending on pupil and staff choice.

Assessment will be carried out through a combination of formal and informal assessment. Informal assessment will take place through teacher observation (written form in jotters and verbally), student self and peer assessment, with pupils being encouraged to identify what they want and need to learn in the future. Formal assessment (testing) will continue to take place in folio work, close reading assessments and talk activities. Whatever they are working on and however they are being assessed, learners should be able to see the value in what they are doing and gain enjoyment from every task.

Future Progression Routes in Subject:

English is available to be studied at National 3, National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.

Students in the Senior Phase can combine the study of English with two Modern Languages at Higher and Advanced Higher levels to study for the Languages Baccalaureate.

Media

CfE Curricular Area: Languages

Aims of the Course:

- To develop the media skills introduced in English
- To be able to critically analyse different texts including print and visual media
- To allow pupils to create their own media texts both individually and in groups
- To build on interpersonal and project management skills
- To build on their skills of Literacy, Numeracy and Health and Wellbeing

Description of the Course:

‘Whoever controls the media, the images, controls the culture.’

The teaching of Media is no longer just an extension of English. Throughout the course pupils will learn how media affects their everyday lives and how important it is to be able to identify the techniques used to persuade. They will learn how different colours, type-set and images are used in order to influence our decisions.

Pupils will analyse a variety of texts including film trailers, documentaries, articles and print advertising before creating their own examples using storyboards, camera work, written work and posters. The course will cover the National 3 course specification as well as other more advanced skills to ready pupils who wish to move on to National 5 in the Senior Phase.

Future Progression Routes in the subject:

Media is available to be studied at National 4, National 5 and Higher level in Armadale Academy.

French

CfE Curricular Area: Modern Languages

Aims of Course:

- To develop an ability to communicate in the language through the skills of Listening, Talking, Reading and Writing using various media
- To learn about other cultures through the language
- To enhance awareness of the relevance of Modern Languages in the world of work today and the value employers place on additional languages

Description of the Course:

Students study relevant topics including family, leisure, holidays, education, future plans and language in work situations. They learn about French culture, other French speaking countries and the relevance of Modern Languages in today's world. Resources include digitalised recording systems, various ICT programmes and video devices which further enhance their ICT skills. Assessment is carried out through a combination of formal assessments and continuous teacher observation.

Learners will reflect on how they have acquired and learned their first language and how this can assist them in French. Throughout the course of the year they will interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language. They will also work in individual, paired and group situations, and establish and maintain contact with French speakers.

Future Progression Routes in Subject:

French is available to be studied at National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.

Students in the Senior Phase can combine the study of Advance Higher French with another Modern Language and Advanced Higher English to study for the Languages Baccalaureate.

The SQA Languages for Life and Work award will also be offered, where appropriate, to students in S3.

Any other Info:

As it becomes increasingly important for firms to compete on a global scale, employers are placing more and more value on those who can offer an additional language.

Spanish

CfE Curricular Area: Modern Languages

Aims of Course:

- To develop an ability to communicate in the language through the skills of Listening, Talking, Reading and Writing using various media
- To learn about other cultures in Spain and throughout the Americas
- To enhance awareness of the relevance of Modern Languages in tourism and the value employers place on additional languages

Description of the Course:

Students study relevant topics including family, leisure, holidays, education, future plans and language in work situations through Listening, Talking, Reading and Writing. ICT skills are improved as pupils use a variety of resources including digitalised recording systems, various ICT programmes and video devices. Assessment is carried out through a combination of formal assessments and continuous teacher observation.

Learners will reflect on how they have acquired and learned their first language and how this can assist them in Spanish. Throughout the course of the year they will interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language. They will also work in individual, paired and group situations, and establish and maintain contact with Spanish speakers.

Future Progression Routes in Subject:

Spanish is available to be studied at National 4, National 5 and Higher within Armadale Academy and to Advanced Higher across the West Lothian Learning Campus. The entry point on this route depends on performance in S3.

Students in the Senior Phase can combine the study of Spanish at Higher or Advanced Higher level with another Modern Language and Advanced Higher English to study for the Languages Baccalaureate.

Students should only select Spanish as a second Modern Language if they have been recommended to do so by their Modern Languages teacher.

Mathematics

CfE Curricular Area: Mathematics and Numeracy

Aims of Course:

- Prepare students for National 4 and National 5 Mathematics
- Improve numeracy skills in order that students are prepared numerically for the world of work
- Extend knowledge of Mathematics and apply these skills to real life situations

Description of the Course:

The mathematics experiences and outcomes are structured under three main organisers, each of which contains a number of divisions:

- Number, money and measure
 - Estimation and rounding
 - Number and number processes
 - Multiples, factors and primes
 - Powers and roots,
 - Fractions, decimals and percentages
 - Money / Time / Measurement
 - Patterns and relationships
 - Expressions and equations
- Shape, position and movement
 - Properties of 2D and 3D objects
 - Angle, symmetry and transformation
- Information handling
 - Data and analysis
 - Ideas of chance and uncertainty

The mathematics course includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advance of society, and the relevance it has for daily life.

Future Progression Routes in Subject:

At the end of S3 students will (with advice from their Maths teacher) progress to either National 3, 4 or 5 Mathematics in S4. This then provides progression to Higher Mathematics and Advanced Higher Mathematics in S5 and S6, or to the Personal Finance level 5 award.

Art and Design

CfE Curricular Area: Expressive Arts

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

Aims of Course:

- To prepare students for National 3, National 4 and National 5 Art & Design
- To enable students to enhance their creative talent and develop their skills
- To develop knowledge and understanding of artists and designers and their practice
- To learn about and experiment with new creative and imaginative skills and techniques
- To cultivate lifelong, transferable skills - developing creativity, problem solving, critical thinking, resolving outcomes, and working towards deadlines

Description of the Course:

The Course is practical and experiential and the key focus is creativity. It combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design units. This course is structured using a similar format as National 4/ National 5 Art and Design and is divided into two units:

- **Expressive with critical activity**

This Unit will develop an understanding of factors that influence and inspire artists' work and consider how they use art materials, techniques and/or technology. Knowledge and understanding of expressive artists and art practice will be assessed through written work. Learners will produce observational drawings and studies, showing understanding of the subject matter, using visual elements expressively. They will develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways in 2D and/or 3D formats. Learners will develop skills of evaluation through reflecting on their application of materials and techniques, and overall success of their expressive work.

- **Design with critical activity**

This Unit will help to develop understanding of designers' working practices and factors that inspire and influence their work. Knowledge and understanding of designers and design practice will be assessed through written work. Learners will plan, research and develop creative design ideas in response to a 'design brief'. Learners will produce investigative studies and market research and will develop their creativity and problem-solving skills as they consider the design opportunities and constraints of the brief. They will experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats. Learners will develop skills of evaluation by reflecting on their application of materials and techniques and overall success of their design.

Future Progression Routes in Subject:

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

Drama

CfE Curricular Area: Expressive Arts

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

Aims of Course:

- To prepare students for National Qualifications in Drama
- To enable students to enhance and develop their skills and techniques in drama and production performances
- To develop knowledge and understanding of social and cultural influences on drama
- To use drama and production skills to present a drama performance and communicate the meaning to an audience
- To cultivate transferable skills – developing creativity, problem solving and teamwork

Description of the Course:

The course covers both the practical and written elements of Drama. It provides opportunities for students to develop skills creating and presenting drama, focusing on the development and use of drama and production skills. The course uses an integrated approach to learning which develops practical skills as well as knowledge of drama. Students will experiment with presenting through portrayal of character by exploring a variety of styles of Drama.

The course is structured into six mini projects that will develop students' practical skills by exploring themes and topics that will allow them to draw on a diverse range of drama skills. It will also allow students the opportunity to consider the impact that their performance could have on an audience. Students will explore a range of devised and scripted work. Regular performance opportunities will be embedded within the course and will allow students the chance to perform within the class and on a larger scale.

Future Progression Routes in Subject:

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

Music

CfE Curricular Area: Expressive Arts

The Expressive Arts play an important role in enhancing our personal, social and cultural identity. It helps our students to recognise and value the variety and vitality of culture, developing lifelong appreciation of, and participation in, expressive arts and cultural activities. The S3 Music course builds on skills developed in S1/S2 and allows learners to explore a variety of musical styles using instruments and technology.

Aims of Course:

- To work together and individually and to perform in groups and solo
- To develop confidence in performing
- To compose music using a range of technologies
- To explore a variety of musical styles and understand theory in music
- To cultivate transferable skills - developing creativity, problem solving and teamwork

Description of the Course:

Performing Skills – learners will perform a full range of songs/arrangements and will develop skills on 2 selected instruments and through regular practise and self- reflection, develop technical and musical performing skills. Learners will have opportunities to perform throughout the session in school through concerts etc.

Composing Skills – learners will experiment using a wide range of compositional methods and music concepts to create original music. Learners will self-reflect on the impact and effectiveness of their creative choices and decisions.

Understanding Music – through listening, learners will develop knowledge and understanding of a variety of music concepts and music literacy. They will identify and recognise specific music styles and concepts, and music styles and symbols used in music notation.

Future Progression Routes in Subject:

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

Additional Information:

The highlight of the course will be performances in school and at local primary schools in the summer term. Support is offered to any music student wishing to make use of the facilities at lunchtimes for additional practice, by arrangement with staff.

Dance

CfE Curricular Area: Expressive Arts

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

Aims of Course:

- Prepare students for Senior Phase Dance courses
- Students realise their creative potential – as choreographers and as dancers
- To develop knowledge and understanding of technical dance skills in Contemporary, Jazz, Hip Hop and Classical Ballet styles.
- To create effective, expressive performances using dance and theatre skills
- To learn about the methods and practices of choreographers and dance companies
- To inspire a lifelong appreciation of expressive dance and refine skills in creativity, problem solving, teamwork and working to deadline.

Description of the Course:

Learners will build a technical base in a variety of styles and lay a foundation for creating effective choreography. They will combine technique classes in various styles with creative choreographic workshops, linking these skills and culminating in their creative work being performed at school events. During S3, learners will work towards a National Progression Award at SCQF Level 4 to validate their achievements over the year. Learners will benefit from the expertise of visiting professionals who deliver masterclasses during their lessons.

The course is split into two distinct areas:

Dance Performance: Technical Skills

Learners take twice-weekly technique classes which focus on shaping them into stronger, more flexible dancers, with experience and skill across 4 different dance genres; Contemporary, Jazz, Hip Hop & Classical Ballet. Learners will be taught routines in these styles to enhance and deepen their understanding of genre. Body Conditioning and safe Dance practice will also be covered on a weekly basis in class.

Choreography

Pupils take part in choreographic workshops that explore various methods of creating unique and original dance from a stimulus. Learners will study the work of world-leading choreographers to understand their influences, methods and approaches. From here, learners build their own dances that are showcased at school events throughout the year. Throughout the course, pupils are given opportunities to work individually, and as part of larger groups.

Future Progression Routes in Subject:

Dance can be studied at National 5 and Higher. The entry point on this route depends on performance in S3

Hospitality

CfE Curricular Area: Health & Wellbeing

Aims of Course:

- Become familiar with a range of basic cookery skills, simple food preparation techniques and cookery processes
- Follow simple recipes to produce dishes/meals and present them appropriately
- Develop an awareness of the impact that the choice of ingredients has on health and wellbeing
- Understand the importance of food safety and hygiene and work safely and hygienically

Description of the Course:

The Hospitality course consists of: Cookery Skills, Processes and Techniques, Understanding and Using Ingredients, Organisational Skills for Cooking and Producing a Meal. Students will develop their cookery skills, food preparation techniques and cookery process when preparing and cooking simple dishes/meals.

Students will develop a basic ability to select and use ingredients in the preparation of simple dishes while acquiring the ability to plan and follow this plan to prepare and cook simple dishes for specific occasions.

Future Progression Routes in Subject:

In the Senior Phase Home Economics can be studied in a range of courses at various levels. Currently these are Hospitality: Practical Cookery (National 5 Level) and Practical Cake Craft (National 5 Level)). Courses at Higher level and above are presently provided through the West Lothian Learning Campus.

Additional Information:

- Practical Cookery contains a significant practical element therefore a keen interest in food and cooking is essential
- Although this is a very practical course there is an element of related theory/written work involved
- The course uses real-life hospitality contexts, which makes it relevant to the world of work
- The course develops a range of essential transferable skills which will stand students in good stead regardless of the career path they choose

Physical Education

CfE Curricular Area: Health and Wellbeing

Aims of Course:

- Develop practical performance in a range of Physical Activities
- Investigate how fitness, skills and tactics can improve performance
- Develop student self-evaluation and communication skills
- Develop the four factors that impact on performance: mental, emotional, social and physical
- Develop knowledge and understanding through one period per week of theory

Description of the Course:

The courses below are Option courses, leading to qualifications in the Senior Phase. All students will continue to experience Core PE in their S3 timetable. Throughout the year the prime focus of this course will be the development of practical performance. Through the practical lessons students will explore and develop Physical, Mental, Social & Emotional Factors which influence performance.

Students will be offered two groups of activities to complete the aims of the course.

All students will complete a block of swimming, whichever course they opt into, unless there is a recorded medical condition.

Games Course: Football, Badminton, Swimming, Rugby, Volleyball, Badminton, Trampolining and Fitness.

Aesthetics Course: Dance, Gymnastics, Trampolining, Netball, Hockey, Swimming, Badminton, Aerobics / Boxercise.

Outdoor Education Course: Outdoor Education activities will be integrated into this course, including Orienteering, Mountain Biking, Kayaking and Swimming.

There will be a one period classroom based theory lesson each week, in which students will study the key concepts discussed in the practical lessons in greater depth.

Future Progression Routes in Subject:

Physical Education is available to be studied at National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.

A range of other courses including Skills for Work: Sport and Recreation (National 5) and Exercise and Fitness Leadership (Higher level) courses are also offered by the Department in the Senior Phase.

Additional Information:

- It is essential that students are enthusiastic, well motivated, bring the correct kit and regularly participate in Physical Education lessons. Students should only select PE as an option course if they are strongly considering qualifications in PE in the Senior Phase and have a track record of commitment to the subject in S1 and S2.
- Students will be required to participate in all Physical Activities within the course
- Students will be encouraged to further develop performance through participating in one or more after school club(s) and representing Armadale Academy in a variety of competitions

Religious, Moral and Philosophical Studies (RMPS)

CfE Curricular Area: Religious and Moral Education

Aims of Course:

- To be able to discuss and explain a range of beliefs & values
- To identify moral issues and how moral choices influence decision making
- To develop higher order critical thinking skills
- To develop tolerance and understanding of a wide variety of moral values and understand how our own beliefs shape who we are

Description of the Course:

Judaism – Values and Issues: This unit explores Jewish beliefs and values in Scotland as well as broaching the issues of Sectarianism and Social Action. It looks at the impact of early Christian teaching and how it has shaped the beliefs and values in a modern Scotland.

Values & Issues: This unit looks and values and issues, for example regarding Abortion, Medical Ethics and Evil and Suffering. Links are made with historical events such as the Holocaust.

Development of Beliefs and Values: This unit is used to work on an individual or group project that will explore a specific moral issue. The topic is independently researched and a report is produced and presented to the class on their findings. This can vary from 'Does God Exist' to the rights and wrongs of Organ Donation.

Future Progression Routes in Subject:

Religious, Moral and Philosophical Studies is available to be studied at National 4, National 5, Higher and Advanced Higher levels in the Senior Phase.

The entry point on this route depends on performance in S3.

Additional Information:

- Students may take this subject in addition to studying core Religious Education in S3
- Students will be encouraged to use ICT and participate in fieldwork activities

Biology

CfE Curricular Area: Science

Aims of Course:

- To encourage an enquiry-based approach to the life sciences
- To foster an appreciation of the increasing importance of science
- To allow pupils to make more informed decisions on relevant issues
- To help develop further skills in Literacy, Numeracy and Health and Wellbeing.

Description of the Course:

Reproductive Biology - Human reproduction, embryonic development, and assisted conception.

Animal Survival - How humans and other animals detect external and internal changes and respond.

Genetics – DNA, genes and inheritance.

Cell Processes – osmosis, diffusion, active transport

Future Progression Routes in Subject:

Biology is available to be studied at National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.

Additional Information:

It is possible to take a second science course but this should only be done after the student has spoken with their science teacher.

The S3 Course involves a wide range of practical activities and problem solving.

Chemistry

CfE Curricular Area: Science

Aims of Course:

- develop students' experimental, investigative and problem solving skills in chemistry
- develop understanding of relevant applications of chemistry in society
- provide enjoyment and challenge in chemistry

Description of the Course:

The course will consist of a series of practical experiments, research investigations and class work relating to the following topic areas.

Materials under the microscope: we look at what all substances are made of, what they do and how they react.

Materials from Earth: we look at how oil is used by us in society and what chemicals are in oil.

Future Progression Routes in Subject:

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

Additional Information:

It is possible to take a second science course but this should only be done after the student has spoken with their science teacher.

The course requires a commitment to work, and will build skills in investigation, research and problem solving. These skills are vital in all aspects of life today.

Having a good grounding in the scientific method will allow students to look objectively at problems and have the skills to attempt to solve them.

These skills are transferable across subject areas and are not only restricted to science.

Physics

CfE Curricular Area: Science

Aims of Course:

- develop students' experimental, investigative and problem solving skills in physics
- develop understanding of relevant applications of physics in society
- provide enjoyment and challenge in physics

Description of the Course:

The course will consist of a series of practical experiments, research investigations and class work relating to the following topic areas.

Energy production in Scotland: Fossil fuel and renewables. How Scotland can go forward and meet its carbon emission targets.

Electricity and electronics: Household electricity and safety, design and building of practical electronics systems.

Transport: Speed and acceleration measurement methods, investigation of road safety.

Space: Investigating the Solar System and beyond, building and firing rockets. Investigating the possibility of extra-terrestrial life.

Forces: gravity, friction and magnetism.

Waves: properties of light and the electromagnetic spectrum

Future Progression Routes in Subject:

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

Additional Information:

It is possible to take a second science course but this should only be done after the student has spoken with their science teacher.

The course requires a commitment to work, and will build skills in investigation, research and problem solving. These skills are vital in all aspects of life today.

Having a good grounding in the scientific method will allow students to look objectively at problems and have the skills to attempt to solve them.

These skills are transferable across subject areas and are not only restricted to science.

Business

CfE Curricular Area: Social Subjects

Aims of Course:

- To develop an understanding of what businesses do and why they are important to all of us.
- To develop an understanding of how businesses start and how they work.
- To develop an understanding of what the main areas of business do: marketing, finance, human resources and production.
- To prepare students for National 3, 4 and 5 Business.
- To provide an enjoyable and challenging introduction to the world of business.

Content of Course:

Businesses play a crucial role in all of our lives. We all rely on businesses and entrepreneurs to create wealth, jobs, prosperity and provide us with much needed goods and services. The course aims to develop learners' understanding of:

- how and why businesses start, develop and operate; the role of business and entrepreneurship within society; finding out how and why people set up in business; the qualities and skills required by entrepreneurs and the actions taken by businesses to meet customers' needs.
- how businesses are organised by exploring the functional activities of marketing, finance, operations and human resources, looking at which activities are carried out in these departments.
- the internal and external factors that can have an impact on a business and how these can affect the survival and success of a business.

Future Progression Routes in Subject:

The course progresses to Business Studies at National 4 level and Business Management at National 5 and Higher levels. Advanced Higher Business Management is also available through the West Lothian Learning Campus.

Additional Information:

This course will prepare our students for everyday life and the world of work. It also provides a pathway that allows progression in the study of other business related disciplines. The course will help develop many transferable skills that are essential for today's society such as ICT, Numeracy, Literacy and Citizenship.

Geography

CfE Curricular Area: Social Studies

Aims of Course:

- Broaden student understanding of the changing world we live in by learning about human culture and activities locally and worldwide
- Identify links between physical geography and human activity, and how people interact with their environment both nationally and globally
- To continue to develop skills by applying them in new and more complex contexts
- To establish firm foundations for lifelong learning of the world we live in

Description of the Course:

Environmental Concerns— involving a study of local, national and global environmental issues that affect us and people in different parts of the world. This unit will look at the threats the environment is facing, both physical and human, as well as potential solutions to these problems and their effectiveness.

Weather, Climate and People— this unit will look at how our weather affects us, both good and bad, with topics like ‘why do we get so much rain in Scotland?’. There will be an opportunity to look at how we measure, record and present weather information as meteorologists. The final section will look at examples of extreme weather, such as hurricanes, and at the impact of such on people and communities.

Population and Development— involves comparing and contrasting development levels between countries in the world, by exploring why some countries grow richer while others remain very poor. Population change, health and disease, international aid, world trade imbalance and globalisation are all covered within this continually changing topic.

Future Progression Routes in Subject:

Geography is available to be studied at National 4, National 5 and Higher levels in the Senior Phase. Advanced Higher is also available through the West Lothian Learning Campus. The entry point on this route depends on performance in S3.

Studying this course in S3 will allow students to progress on and study other SQA qualifications in the Social Studies suite of courses.

Additional Information:

Students will be encouraged to use ICT and participate in fieldwork activities. Ordnance Survey map skills will permeate the course.

History

CfE Curricular Area: Social Studies

Aims of Course:

- To help build a picture of the past and to understand what has shaped the world we live in today
- To help understand the ideas and beliefs of people in other places and times
- To develop the ability to look at evidence from all points of view and come to a balanced conclusion
- To provide an experience which will be interesting and enjoyable and lay the foundations for skills to be further developed in the Senior Phase

Description of the Course:

Theme: Persecution of groups of people throughout History. The Course is delivered in three sections:

Black People of the Americas - This topic looks at the persecution of African Americans by looking at:

- The Atlantic slave trade
- The American Civil War
- The Civil Rights Movement

Witches of the World - This topic looks at the persecution of women from the 15th to the 17th century through investigations of:

- Mother Shipton
- Pendal Witch Trials
- Salem Witch Trials
- Scottish Survey on Witches

Jewish People throughout History - This topic looks at the persecution of people of the Jewish religion.

Future Progression Routes in Subject:

History is available to be studied at National 4, National 5 and Higher levels in the Senior Phase. Advanced Higher is also available through the West Lothian Learning Campus. The entry point on this route depends on performance in S3.

Studying this course in S3 will allow students to progress to other SQA qualifications in the Social Studies suite of courses.

Modern Studies

CfE Curricular Area: Social Studies

Aims of Course:

- To develop students' knowledge and understanding of political, social and international issues
- To develop skills such as literacy, numeracy, critical thinking and investigation
- To encourage students to develop informed decisions and attitudes towards different values, cultures and beliefs

Description of the Course:

Political Issues

Students will learn about how they can influence how the country is run. This will be done through the study of **pressure groups** and how they can bring about change in society. Students will also evaluate the role of the **media** in a democracy, assessing its importance in informing and influencing citizens.

Social Issues

Students will learn about poverty in the UK and the impact that poverty has on groups in society. Students will also look at the extent to which individuals, organisations or the state should meet the needs of people.

International Issues - Terrorism:

Students will learn about the actions and motives of terrorist organisations which seek to achieve their aims by non-democratic means. They will also learn about the role and actions of international organisations and how effective they are in preventing terrorist activities.

Future Progression Routes in Subject:

Modern Studies is available to be studied at National 4, National 5 and Higher levels in the Senior Phase. Advanced Higher is also available through the West Lothian Learning Campus. The entry point on this route depends on performance in S3.

Studying this course in S3 will allow students to progress on and study other SQA qualifications in the Social Studies suite of courses.

People & Society

CfE Curricular Area: Social Studies

Aims of Course:

- To help build a picture of society today from a historical, geographical and political perspective by using investigative skills
- To help understand the ideas and beliefs of people in other places and times and make decisions.
- To develop the ability to look at evidence from all points of view and compare and contrast

Description of the Course:

People & Society allows for a high level of personalisation and choice for students. Therefore, there are not set contexts that must be taught. Students will be given a choice of what they would like to learn.

The three Units are:

1. Comparing and Contrasting
2. Making Decisions
3. Investigating Skills

Experiences:

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress.
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning.
- Collaborative learning: learners can work in groups; inter-curricular projects with the sciences and other social studies.
- Space for personalisation and choice: learners may choose their Added Value Unit topic and methods of researching and presenting evidence, including field work.
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Future Progression Routes in Subject:

People & Society is available to be studied at National 4 in the Senior Phase. Students may also decide to move into discreet Social Studies courses as well.

Computing Science

CfE Curricular Area: Technologies

- To enable learners to complete level 4 Outcomes and Experiences in the BGE
 - Develop knowledge and understanding of key facts and ideas in Computing Science
 - Develop aspects of computational thinking in a range of contexts
 - Apply analysis, design, modelling and evaluation to a range of problems
 - Develop an understanding of the impact of Computing Science in the wider world

Description of the Course:

The course has five areas of study:

Software design and development

Learners will move onto text-based programming using Python, one of the world's most popular programming languages. They will develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical tasks.

Computer systems

Building on the computer hardware section in S2, learners will study the cutting edge and emergent technology that could shape the way future generations will live from machines that can print bone to fully-automated homes and any stop in between.

Database design and development

Learners will develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This will provide a foundation for the skills to analyse, design, implement, test, and evaluate practical solutions in simple databases created in MS Access.

Web design and development

Learners will develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This will enable them to create simple multi-page websites using HTML.

The Environmental Impact of Computing Technology

Learners will discover the impact, both good and bad, that computing technology has had on the environment from mining raw materials, through lifetime carbon footprints and through disposal/recycling of old devices. They will develop a sense of what can be done to mitigate any damage done.

Future Progression Routes in Subject:

This course provides progression to National 4 and 5 Computing Science and to the NPA Web Design.

Design and Manufacture

CfE Curricular Area: Technologies

Aims of Course:

- The course provides a broad practical introduction design, materials and the manufacturing process
- It provides opportunities for learners to gain skills in both designing and communicating design proposals
- It allows learners to explore the properties and use of materials and to make models and prototypes of products

Description of the Course:

The course is divided up into areas of study:

Design

- Identify factors that influence design and apply these in a simple design task
- Develop and communicate the design concept and evaluate an existing product

As part of this element of the course, a series of design tasks are completed by the student.

Materials and Manufacture

- Investigate materials for manufacturing and prepare for manufacturing in a workshop context
- Plan and implement a manufacturing sequence for a prototype
- Review the manufacturing process

Students are required to manufacture a series of small projects which include the use of wood, metal, plastic and recycled materials during this element of the course. There will be nominal fee of £5 to cover materials used. Finally, the student has to design and manufacture a product in response to a given brief.

Students will also experience the use of Computer Aided Design and Computer Aided Manufacturing Technology.

Future Progression Routes in Subject:

Design and Manufacture will be offered at National 4, National 5, Higher and Advanced Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.

Graphic Communication

CfE Curricular Area: Technologies

Aims of Course:

- Develop skills in graphic communication techniques, including the use of equipment, materials and software
- Extend and apply knowledge and understanding of graphic communication standards and protocols, when these apply
- Develop an understanding of the impact of graphic communication technologies on our environment and society

Description of the Course:

- This course is a broad based qualification suitable for students with an interest in graphic communication – both digital and paper based. Students will be required to complete a series of different drawings, both manually and electronically
- At the end of the course students should be able to develop and communicate ideas graphically, interpret graphic communications information (drawings, use the graphic communication equipment software and materials effectively, apply the knowledge and understanding of graphic communication standards. Students will gain a knowledge and understanding of the 3 P's – preliminary, production and promotional graphics
- Students will develop design skills, including creativity and the understanding of the impact of graphic communication
- Students will also be required to complete a portfolio of work within a required brief, creating pieces such as DTO advertisements, display work and CAD examples

Future Progression Routes in Subject:

Graphic Communication will be offered at National 4, National 5 and Higher levels in the Senior Phase. The entry point on this route depends on performance in S3.

Additional Information:

This course provides experience and skills that could be shared in other subjects including the Expressive Arts and ICT, as well as in Craft, Design and Engineering.

Practical Craft Skills

CfE curricular area: Technologies

Aims of the course:

- Develop skills in interpreting and reading drawings and diagrams
- Identify, select and use a range of workshop tools, materials and equipment
- Develop basic skills in measuring and marking out of materials
- Develop basic skills in cutting, shaping, fixing and joining materials
- Apply safe working practices in a workshop or similar environment
- Take account of good practice regarding sustainability and recycling

Description of the course:

Students will work on a variety of woodwork and metalwork projects in order to develop their skills in and knowledge of:

- a range of common tools and equipment
- measuring and marking out
- cutting and shaping
- fixing and joining materials
- reading and interpreting simple working drawings
- selecting and using tools safely
- apply appropriate finishing techniques
- reviewing their completed item.

Future progression routes in subject:

Practical Woodwork and Practical Metalwork are both offered at National 4 and National 5 level in the Senior Phase. The entry point on this route depends on performance in S3.

Additional Information:

This course is mainly a practical course and due to the use of machinery, tools and equipment, the highest standards of safety and good behaviour are expected from students at all times.

Due to the rising cost of materials, students are asked to contribute £5 for taking part in this course. There may be other small costs for extras such as mirrors, mechanisms etc. but these would be optional. If there is any difficulty with making this contribution, the school can assist.