Drummond Community High School

Learning Review for S2 in the Broad General Education 2020/21

INFORMATION FOR STUDENTS AND PARENTS/CARERS

INTRODUCTION

For Parents/Carers

Students in S2 are now more than half way through their Broad General Education (BGE) at Drummond Community High School. This is the point at which we encourage learners to reflect on their interests and strengths, and to review their progress in learning so far. This process informs the choices students make and enables them to follow a personalised curriculum in S3. This process is referred to as a "Review of Learning."

There is a wide range of courses available in S3, some of which will be new. Details of all courses offered are provided within this booklet. It is important that students have a good understanding about all the courses offered before making choices. Students can access further information from their subject teachers and Pupil Support Leaders.

Our Rationale

In S3 our ambition is to have a curricular experience that:

- Ensures the highest possible attainment in the Senior Phase through depth, challenge and pupil-led learning.
- Ensures the Health and Wellbeing of every young person through high quality relationships, effective implementation of GIRFEC by all staff and a specific focus on areas that we have identified as being barriers in our context. These are:
    - Self-regard as learners
    - Confidence in learning
    - Response to challenge

- Is in line with our Core Vision and Values, our S3 curriculum is designed to encourage all pupils to be ambitious and provide commitment, opportunities, respect and equity for all.
- Ensures that our young people develop the employability skills that will lead to a sustained positive destination and a happy and fulfilled life beyond school.

<u>What choices will learners make</u>?

All students will now study **eight** courses in S3. They will continue with English and Literacy, Maths and Numeracy, Modern Languages, Physical Education, Religious and Moral Education (RME) and Personal and Social Education (PSE).

They will make choices within the following curricular areas:

- Science
- Social Subjects
- Expressive Arts
- Technologies

While booklets are useful for reference, they are obviously no substitute for direct advice from teachers and our knowledgeable Pupil Support team. All students will be provided with time during their PSE lessons to discuss options. In addition to this a one-to-one interview will take place with their Pupil Support Leaders. Parents will be invited to attend these sessions with their son/daughter. It is vital that parents and carers discuss with their young people the options available and what their individual strengths/interests are.

It is important that you make choices that interest you. For example, if you are interested in science and technology, you may wish to select courses which allow you to develop these skills in S3. Choosing a course because your friends are doing it is not a good reason for a course choice! You will make lots of new friends in S3 in addition to keeping your old friends. This is an exciting part of starting S3.
It is also important that you know what the subject entry requirements are if you are considering a specific career choice and/or University entrance. The school library has information about all the Scottish Universities and Colleges, but you can also research online. Below, are some useful websites.

http://www.planitplus.net/schoolzone/
http://www.ucas.com/students/coursesearch/
http://myworldofwork.skillsdevelopmentscotland.co.uk/
https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/

We would also advise you to make use of the SDS (Skills Development Scotland) Career advice available in school from Joyce McAree.

Review of Learning Timeline

January 27th	Year group assembly led by S Sloan
February 3rd	One-to-one interviews with Pupil Support Leaders to record choices.

Parent/Carers - please do not hesitate to contact the appropriate Pupil Support Leader if you have any questions which you feel remain unanswered. It is essential that students start their courses in June with enthusiasm, commitment and the determination to succeed.

We will make every effort to accommodate student choices but please note sometimes we are unable to meet every combination so reserve choices are very important. Once your son/daughter's 8 subjects have been agreed a copy will be sent home.

S3 Experience at Drummond Community High School

Below is a diagram outlining our S3 curriculum courses.

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<tr><td colspan="5">1 2 3 4 5</td><td colspan="5">6 7 8 9 10</td><td colspan="3">11 12 13</td><td colspan="3">14 15 16</td><td colspan="3">17 18 19</td><td colspan="3">20 21 22</td><td colspan="3">23 24 25</td><td colspan="3">26 27 28</td><td colspan="2">29 30</td><td>31</td><td>32</td></tr>
<tr><td colspan="5">Choice 1</td><td colspan="5">Choice 2</td><td colspan="3">Choice 3</td><td colspan="18">Choices 4-8</td><td colspan="2" rowspan="9">PE</td><td rowspan="9">PSE</td><td rowspan="9">RME</td></tr>
<tr><td colspan="5">Column A 5-ppw</td><td colspan="5">Column B - 5ppw</td><td colspan="3">Column C - 3ppw</td><td colspan="18">pupils should pick 5 options from the courses below, each option will run for all of S3. Each Option will have 3 ppw.</td></tr>
<tr><td colspan="5">Maths</td><td colspan="5">English</td><td colspan="3">French</td><td colspan="3">Technology</td><td colspan="3">Social Subjects</td><td colspan="3">Expressive Arts</td><td colspan="3">Health & Wellbeing</td><td colspan="3">Science</td></tr>
<tr><td colspan="5" rowspan="6"></td><td colspan="5" rowspan="6">In order to support the raising of attainment in the senior phase, all S3 have a dedicated period per week looking at 'Reading for understanding analysis & evaluation'.</td><td colspan="3">Spanish</td><td colspan="3">Computing</td><td colspan="3">History</td><td colspan="3">Art & Design</td><td colspan="3">PE</td><td colspan="3">Biology</td></tr>
<tr><td colspan="3">Languages for Life and Work</td><td colspan="3">Design Technology</td><td colspan="3">Modern Studies</td><td colspan="3">Drama</td><td colspan="3" rowspan="2"></td><td colspan="3">Chemistry</td></tr>
<tr><td colspan="3" rowspan="2">Curriculum Support Group</td><td colspan="3">Craft Technology</td><td colspan="3">Geography</td><td colspan="3">Music</td><td colspan="3">Physics</td></tr>
<tr><td colspan="3" rowspan="3">Food Consumer Technology</td><td colspan="3" rowspan="3"></td><td colspan="3" rowspan="3"></td><td colspan="3" rowspan="3"></td></tr>
<tr><td colspan="3">Pathways</td></tr>
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Art and Design

is for you if you enjoy:

- Working in creative ways, solving problems and using your imagination.
- Expressing your ideas visually
- Drawing, painting, printmaking, constructing and working in 3 dimensions.
- Experimenting with new techniques and materials
- Researching, investigating and talking about artists and designers

You need to be enthusiastic about Art & Design and be keen to learn new creative skills

COURSE OUTLINE

There are three elements to the S3 course: Design, Expressive, and Art and Design Studies. You will produce a folio of practical work in both Expressive and Design as well as studying the work of designers and painters in Art and Design Studies. We will also work through industry led resources from The Daydream Believers website to develop your creativity, problem solving and critical thinking. The skills you develop in S3 will help to prepare you for senior courses in the department.

Design

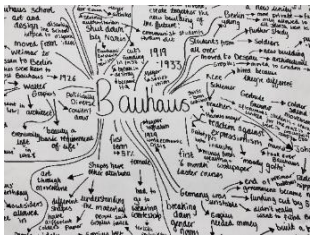
In S3 you will work on a series of mini design projects and become familiar with working to a design brief. You will work through a design process from research and investigation, developing ideas to creating a final outcome. You will also experiment with and use a range of materials, techniques and technology, and reflect on what makes a good outcome.

Expressive

You will learn how to develop your drawing, painting and print-making skills through still life and landscape units. In addition to this, you will select stimuli and produce analytical drawings and studies, investigating a chosen theme and developing and refining expressive ideas.

Art & Design Studies

You will study the work of important artists and designers from the past and present. You will learn how to analyse and write about their work, commenting on the social and cultural factors that have influenced their work and practice. The written work you do in S3 helps to prepare you for Art and Design Studies in the Senior phase.



EMPLOYABILITY – What creative industries can I work in after studying Art and design?

Creativity is one of the key skills employers look for in the workplace today so the skills you learn will prepare you for a wide range of jobs and professions. Specific Art and Design roles include Architect, Animator, Art & Design teacher, Fine Artist, Furniture designer, User-Experience consultant, Graphic designer, Costume/Fashion designer, Stylist, Fashion journalist, Games designer, Jewellery designer, Interior designer, Illustrator, Medical illustrator, Photographer, Product designer, Set designer, Textile designer and many more.

PROGRESSION

Students can later progress to the Senior Phase National Qualifications at National 4, 5 and Higher level. They can later choose to study Advanced Higher Art or Design in S5 & 6. Students can then apply to study at Foundation, HNC, HND or University level at Art College.

Biology

WHAT WILL I LEARN?

You will gain knowledge and understanding of the biology of both animals and plants and develop skills through a variety of approaches including practical activities. You will develop skills specific to science, such as experimentation and investigation, and skills for learning, life and work. You will study 3 units:

Biology: Cell Biology

In this unit, you will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. This will include cell structure and processes within cells such as transport in and out of the cell, photosynthesis and respiration, as well as the study of DNA, proteins and biotechnology.

Biology: Multicellular Organisms

In this unit, you will develop new skills and carry out practical learning activities related to the study of whole organisms. This will include a comparative approach to the study of plants and animals through areas such as reproduction and inheritance, the need for transport within organisms, digestion, control and communication and health.

Biology: Life on Earth

You will carry out practical and other learning activities related to the study and investigation of life on earth. This includes ecosystems, and the study of their diversity, living and non-living factors, animal interactions, behaviours and adaptations as well as the processes of evolution and natural selection.

PROGRESSION AND CAREERS

You can continue to study Biology at National 4 or 5, Higher and Advanced Higher levels. This course also provide progression into National 5 Laboratory Science.

Possible career-paths include:

Dentist	Forensic Scientist	Vet	Conservationist
Psychologist	Molecular Biologist	Nurse	Zoo Keeper
Brewer	Geneticist	Hairdresser	Marine Biologist
Optician	Physiotherapist	Teacher	Biomedical Scientist
Pharmacist	Food Tester	Radiographer	Doctor
Horticulturist	Gardener	Beautician	Dietician

In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result, students with STEM qualifications may have a wider choice of careers.

CDT – Design Technology

In S3 we are offering our students the opportunity to focus their learning on particular aspects of Craft, Design & Technology. By offering specialised learning in S3 our aim is to provide students with experiences that better prepare them for the different National 4/5 CDT courses available in S4. We do this by offering two different CDT courses in S3:

- Design Technology
- Craft Technology

COURSE DESCRIPTION – DESIGN TECHNOLOGY

This course has been designed to prepare students to study N5 Graphics and SCQF 5/6 Design Engineer Construct in S4. DCHS is proud to be the world leader in this subject area.
Students will learn about and use graphics techniques in line with N4/5 outcomes as well as undertaking the design of an eco-classroom using industry practices and software.
This course best suits students who like to work to deadlines, work independently and find their own ways of achieving outcomes using their creativity and existing skills while developing new ones.

WHAT WILL I LEARN?

Some of the topics you will learn about and work through are:

The Design Process	Design Thinking	Complex problem solving
Critical thinking	Creativity	Building design
Sustainability	Industry job roles and skills	Practical Modelling and Manufacturing Skills
3D Computer Modelling (CAD)	Manual Graphic Skills	Graphic Design and Visual Communication

EMPLOYABILITY

The World Economic Forum identify the top three employability skills needed **across all sectors** after 2020 as; complex problem solving, critical thinking and creativity.
In addition to developing these wider contemporary skills this course offers learning with direct links to the following career opportunities:
Architecture, Architectural engineering, Road, Rail, Infrastructure and global development. Graphic Design, Product Design, Creative Industries, Advertising & Marketing, Games Development, Engineering, Aerospace, purchasing and procurement, management, project management. Civil Engineering. Computer modelling & simulation. Computer animation.

PROGRESSION

- National 4/5 Design and Manufacture
- National 4/5 Graphic Communication
- SCQF 5/6 Design Engineer Construct
- Progression to Higher and Adv. Higher in both subjects is offered in S5-6.
- Progression to DEC L3 (SCQF7) “DEC for the worlds Infrastructure” in the Connected Digital Academy.

CDT – Craft Technology

COURSE DESCRIPTION - CRAFT & ENGINEERING

Students will continue their CDT learning through a mainly practical experience.
Learning will focus on developing specialist knowledge, understanding and skills in the use of technology, tools, machines and materials, and their application in a variety of project based contexts. Students will engage with practical 'hands-on' projects that develop learning in aspects of craft, manufacturing and elements of design. Students will also develop and consolidate their learning through the completion of written record books and theory lessons. This course best suits students who prefer following set tasks, enjoy practical, independent working and can work within Health & Safety procedures and expectations.

WHAT WILL I LEARN?

Some of the topics you will learn about, and work through in the course are:

- Safe and skilled use of tools, equipment and materials.
- Reading and interpreting drawings and diagrams.
- Measuring and marking out.
- Safe working in workshop environment
- Knowledge of materials.
- Maintenance of tools and equipment.
- Design process]
- Design thinking

EMPLOYABILITY

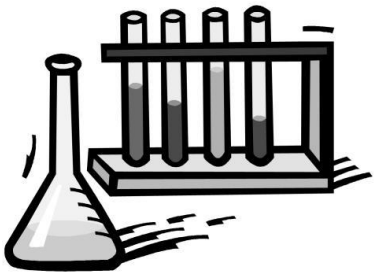
The skills developed in this course offers learning with direct links to the following career opportunities:
Product design, Joiner, Plumber, Roofer, Painter & Decorator, Plasterer, Stone Mason, Mechanic, Building Services, Welding, Machining, Industrial Fabrication & Assembly.

PROGRESSION

Based on your progress throughout the year, you could continue in these subjects:

- National 4/5 Practical Woodwork
- National 4/5 Design & Manufacture

Chemistry



Chemistry is involved with materials of every description. Their source can be the earth, the atmosphere or anything living there.

WHAT WILL I LEARN?

You will develop important and relevant skills, attitudes and attributes related to chemistry including: developing scientific and analytical thinking skills, developing an understanding of chemistry's role in scientific issues, acquiring and applying knowledge of chemistry concepts, developing understanding of chemical products and how they are formed and applied in society. There are 3 units:

Atoms, Acids and Alkalis

You will build on detailed chemical concepts and use these in analytical applications. You will develop skills and awareness of ethical and environmental issues in a local and international context.

Nature's Chemistry

You will build on the understanding of natural resources and associated products to gain knowledge and develop skills. You will apply these skills when considering ethical and environmental implications of the application of chemical knowledge to fuelling and feeding a modern society.

Chemistry in Society

You will be introduced to important chemical concepts and apply skills in areas such as the development and use of novel and new materials, including forms of energy generation and the reactions and applications of metals.

PROGRESSION AND POSSIBLE CAREER PATHS

You can progress to National 4 or 5, Higher or AH Chemistry. This course also provides progression to National 5 Laboratory Science.

In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result, students with STEM qualifications can expect to have a wider choice of careers and expect to earn more than non-STEM subjects. A chemistry certificate or degree can be a useful entry to non-scientific pursuits. Success in this subject also shows an ability to assimilate information, to reason clearly and to present a coherent solution to a theoretical or practical problem.

Possible careers paths include but are not limited to:

Analytical Chemist	Biotechnologist	Chemical Engineer
Healthcare Scientist	Clinical Biochemistry	Forensic Scientist
Nanotechnologist	Pharmacologist	Research Scientist (Physical Sciences)
Scientific Laboratory Technician	Toxicologist	

Computing Science

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

In S3, pupils will experience a wide range of activities that will prepare them for the certificate courses we offer. These activities provide opportunities for pupils to enhance transferable skills in planning and organising, working independently and in groups, critical thinking, problem solving and decision making, research, communication and self-and peer-evaluation, in a range of contexts. The Cyber Security aspect of the course allows pupils to develop their knowledge and skills in data security, digital forensics and ethical hacking. They will also gain practical skills in a range of software applications and tools.

WHAT WILL I LEARN?

There will be an emphasis on skills development and the application of those skills

- Computational thinking
- Computer Architecture
- Software Development Process
- Programming (Scratch, LiveCode, HTML)
- Databases
- Web Design
- Cyber Security
- Internet Safety

PROGRESSION

- National 4 and 5 Computing Science
- Level 5 National Progression Award (NPA) in Cyber Security

EMPLOYABILITY

In a recent government study it was found that there is an increase in demand for students with STEM qualifications (Science, Technology, Engineering and Maths). As a result students with STEM qualifications may expect to have a wide choice of careers.

DRAMA

Drama is for anyone who wants to develop **their communication, confidence and ability to work with others.** You don't have to be aiming for an acting career! Drama is an exciting, enjoyable and rewarding course which prepares you for life after school. You learn to **be organised, plan, review and turn your ideas into action.** Drama is an excellent choice of course for anyone interested in working with people in the future.

WHAT YOU WILL LEARN

You will learn experientially (this means you will experience what you are learning: you will actually 'do' it). You will **respond, create, present and evaluate pieces of drama.** You will learn about the **key categories** and **write about your ideas** in relation to this. You will explore the **production areas: sound, lighting, costume, props, set design and acting.** You will begin to understand the creative process. Choices, alternatives, failures and doubt: The creative person works all of them out!

EMPLOYABILITY

Choosing Drama is an excellent way to build confidence and develop personal and social skills, including working in a group. You will learn essential skills for life as well as developing your writing skills.

A few examples of jobs directly linked with Drama:
Scenographer
Make Up Artist
Costume Designer
Stage Manager
Arts Administrator
Drama Teacher
Drama Therapist
Television Production Assistant
Radio Presenter
Theatre Director
Playwright/Writer/Author
Sound/Lighting Technician

Types of work where Drama would be useful:
Nursery Assistant
Primary/Secondary Teacher
Youth & Community Worker
Management/Leadership Roles
Social Worker
Customer Service Roles
Journalist
Nurse/Doctor
Lawyer/Solicitor
Politician
Marketing, HR and sales
Retail/Catering

PROGRESSION

In S4: National 3, 4 or 5 Drama.
In S5: National 6 (Higher)
In S6: National 7 (Advanced Higher)

'The word theatre comes from the Greeks. It means the seeing place. It is the place people come to see the truth about life.' Stella Adler

Food Consumer Technology

WHAT WILL I LEARN?

You will gain skills and understanding related to the Hospitality and Food and Health Technology Industries. The course will be delivered through a combination of practical activities and project based work and will be split into Hospitality and Health and Food Technology Units. In these units, you can expect:

Hospitality:

- To develop practical skills
- To learn about food ingredients
- To produce and present food
- To learn how to manage time throughout practical work

Health and Food Technology:

- Develop an understanding of Contemporary Food Issues
- Develop an understanding of Food for Health
- Develop an understanding of Food Product Development

Pupils must be committed to completing all the practical activities and managing their time in order to be successful in this course

PROGRESSION

Pupils can progress from this course into National 4, 5 Hospitality or National 4 and National 5 Health and Food Technology.

EMPLOYABILITY

Choosing this course will allow you develop skills and knowledge in a growth industry. Possible career options include Chef, Catering, Event Planning, Nutritionist, Food technologist, Dietician.

Geography

COURSE DESCRIPTION

Geography is the study of the world and everything within it, including ourselves. As Geography students you will learn about other cultures and societies, the environment, important issues facing us and how landscapes are formed and altered.

Geography is relevant to every part of humanity. It teaches us about the physical environment and the ways in which people interact with their environment. The study of Geography develops a sense of responsibility to the world. By studying Geography, you will not just ask what, but why by developing a knowledge and understanding of current events locally to the global perspective. It will provide you with a range of skills such as critical thinking, map reading, ICT, research and problem solving as well as practical data collection. The course develops active learning, teamwork and the ability to think critically about the world. You will develop skills which will appear in many different subjects around the school and prepare you for everyday life and further study.

WHAT WILL I LEARN?

S3 will be split into 5 topics, each focusing on a physical, human or environmental aspect of Geography, entitled 'The Why? Series'.:

Why don't we have hurricanes? A study into the extreme side of weather and the physical elements that cause this weather. Alongside this, delving into the human impacts these events have.

Why are people moving around the world? A look into the reasons for migration around the world and the impacts that this movement has on countries and areas. This focuses on topical examples and real life stories.

Why do we explore the oceans? Exploring the oceans through Geography by looking at the natural life around the world and how humans are impacting these marine environments.

Why are people living longer? Examining the reasons for longer lives across the world in the social and economic spheres and the setbacks that can happen to limit the lives of humans in developed and developing countries.

Why is the climate changing? Discussing the role of humans in climate change and what impacts natural and human climate change is having on the Earth, as well as identifying what can be done to respond.

PROGRESSION AND CAREERS

This course will prepare you to further study Geography at National 4/5 and Higher. However, the skills we develop will be useful in other subjects, particularly other Social Subjects and all three Sciences.

Through Geography you are required to explore complicated issues, allowing you to develop useful argument and critical thinking skills. Aside from the skills you develop, a Geography qualification is of immediate relevance to many careers including Energy and Power Supply, City Planning, Surveying and Map Making, Architecture, Education, Transportation, Tourism, International Aid and Charity work, Armed Forces, Environmental Expert and even Law or Government. It is a subject which combines and integrates well with a wide range of other study areas which can be seen in the courses and options available at Universities and Further Education Colleges. If you have any questions speak to Mr Tuft.

History

COURSE DESCRIPTION

In S3 History, young people develop their understanding of the world by learning about people, events and values. Young people will learn about the past and develop an appreciation and understanding of the forces which have shaped the world. It is hoped that students who study History leave the class with a greater sense of curiosity and ability to think critically about the world today.

WHAT WILL I LEARN?

You will continue to develop techniques to explain and present information and draw conclusions about important historical themes and events. You will also develop crucial skills in History to help you to become confident in examining sources at Level 4 and then Level 5. This can lead you to achieve success in this subject from S3 into S4 and beyond.

Topics

Our Broad General Education (BGE) Level 4 content in History starts with *Co-Operation & Conflict* which examines the Causes of WW1 and Peace Settlement (unit 1) and the Impact of WW1 (unit 2) which focuses on the experience for soldiers, and social, political and industrial impact on Scotland. The third unit of work will either be *Nazi Germany, Slave Trade* or *Changing Life in Britain* depending on prior learning of the pupils.

PROGRESSION

It is hoped that Young people can continue to study History to achieve success at National 4, National 5, Higher and AH History. They may also follow other Social Subjects at National 4, 5 or Higher.

Skills

Researching, reading, writing, listening, presenting, analysing, evaluating, understanding.

EMPLOYABILITY

History is seen as desirable for jobs as: archaeologists; archivists; broadcast journalists; conservation officers; curators; human resource managers; print and digital journalists; lawyers; lecturers; market researchers; politicians; public relations officers; teachers; tour guides, police officers.

Modern Languages

French, Spanish, Languages for Life and Work

Pupils entering S3 will continue to study a Modern Language. They may choose to study French, Spanish or Languages for Life and Work. All students will have studied these languages during the course of S1 or S2 and will be able to build on the skills they have already developed.

FRENCH

This course expands what has been learned in primary, S1 and S2, increasing the range of topics studied whilst also increasing the depth and level of expertise. The essential skills of reading, speaking, listening and writing are developed. Communication, presentation and interpersonal skills feature strongly. Culture will also feature strongly.

SPANISH

Students will develop essential skills of speaking, reading, listening and writing and learn more about Spanish language, life and culture.

With millions of people speaking Spanish, it has overtaken other languages to become one of the most widely spoken languages in the world. Outside Spain itself, it is the main language of many South American countries and is now the second language in the USA. Many people spend their holidays in Spain. Spanish is widely used for business and commerce and many of today's big names in film and music have connections with Spain or the Spanish – speaking world.

LANGUAGES FOR LIFE AND WORK/BUSINESS LANGUAGE CHAMPIONS

This award is for students who want to combine their knowledge and understanding of Modern Languages with other skills for life and work such as employability skills.
Comprising 3 units:

1. Languages for Work Purposes – language 2
2. Languages for Life – language 1
3. Developing Own Employability Skills – language 2

As part of the course, students will study two languages: either French or Spanish.
Students may also take part in a project with a local business.

EMPLOYABILITY

People who can speak one or more European/World languages are in great demand. When the UK leaves the European Union (Brexit), language skills will become even more important for the country's economy. Many careers and Higher Education courses now require a qualification in a Modern Language.

Modern Studies

COURSE DESPCRIPTION

The S3 Modern Studies course is focused on developing pupil's knowledge and understanding of some decisive contemporary issues that have occurred within the last ten years by examining our key themes of **'Democracy', 'Conflict' and 'Social inequality'**. Pupils will develop their understanding of democracy through a detailed study of the **United States of America**. This will steer us to explore the concept of conflict which will lead into a study of one of the most horrifying examples of injustice in the 21st century - the international use of **child soldiers**. Lastly, we will pull these themes together in a local context by exploring **poverty and social inequalities** in Scotland.

WHAT WILL I LEARN?

Social Issues – Social inequalities

- Why different groups in society are more likely to experience inequalities in the UK. We will look at key arguments surrounding health and wealth in the UK, discrimination against minority groups, how the government responds to these issues and the causes and consequences of living in poverty in the UK.

International Issues – World power: USA

- What makes the US a global superpower by looking at the political structure of the US and how this contributes to social and economic issues in the US. What life in America is like within the Trump era.

Political issues – Democracy in the UK and Scotland

- The role of MSPs in the Scottish Parliament and the contemporary debates surrounding Scottish Independence.

PROGRESSION

Students can study National 4, National 5, Higher and Advanced Higher Modern Studies. They may also follow another Social Subject at National 4, 5 or Higher.

EMPLOYABILITY

Modern Studies provides the opportunity for learners to develop skills which will allow opportunities to follow a career in many fields.

Skills	Career Opportunities
Literacy skills	Journalism
Problem solving	Civil service
Analysing	Human resources
Evaluating	Lawyer
Team work	Marketing and media
Communication	Police
Leadership	Teaching

Music

Music is a practical-based course that develops your skills in three areas; Performing music, Understanding/ Listening to music and Creating music. This course may appeal to you if you:

- Enjoy performing music on two or more instruments
- Want to develop your skills in reading and understanding music
- Want to explore creating your own music.

COURSE OUTLINE

There are three elements to this course. All three are learned throughout the year

- Developing your performing skills on 2 or more instruments
- Learning how to listen to music and identify what you hear/ discuss what is happening in music
- Creating your own music

Performing

You will select two instruments to focus and develop your skills on. You can choose from: keyboard, tuned percussion, voice or ukulele. If you receive instrumental lessons in or out of school these instruments can be included; guitar (acoustic, lead or bass), woodwind, brass or string instrument. You will build on the skills that you learned during S1 and S2 BGE Music and use them to perform.

Understanding

You will learn the meaning of key music concepts ad develop you listening skills to identify these when listening to a wide range of music. You will develop you skills in music literacy and understanding how to read music notation.

Composing

You will explore musical ideas, solve problems and make personal decisions about style and the use of compositional techniques. By composing your own music you will develop creativity and express individuality.

PROGRESSION

Progress to Senior Phase National Qualifications at National 3/4/5 and Higher level Music. Students can then apply to study music at College, University, or gain employment as a musician.

EMPLOYABILITY

Performer, DJ, Composer/Lyricist, working in the gaming industry crating soundtracks, Sound Technician, Music Teacher, Concert Promoter, working in a music Venue, Sound Recording Engineer, Community Arts worker.

Physical Education

WHAT WILL I LEARN?

You will gain knowledge and understanding of the factors that impact on Sports Performance. The course will involve learning through practical experience and theoretical understanding. The course is largely practical in nature, but will involve classroom lessons to develop theoretical knowledge. Activities in the course may include activities such as Football, Badminton, Volleyball, Basketball, Table Tennis, Swimming, Fitness, Dance and Gymnastics.

The main aims of the course are to enable learners to:

- Develop a range of movement and performance skills in a variety of different activities and situations.
- Develop decision making and problem-solving thinking skills in a performance setting.
- Develop physical fitness and understanding of the theory of physical fitness.
- Develop an understanding of how Mental, Social, Emotional and Physical factors Impact on Sports Performance.
- Lead their own learning in monitoring, planning and evaluating their own performance improvement.

Pupils must be prepared to bring appropriate PE kit for every lesson and must be prepared to take part in every activity in order to complete this course

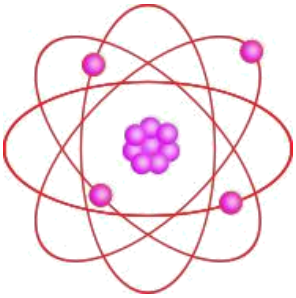
PROGRESSION

The most common route for progression is into National 5 or 4 in S4 and on to Higher or Advanced Higher PE in the Senior Phase.

EMPLOYABILITY

Choosing Physical Education is an excellent way to build confidence and develop personal and social skills, including working in a group or as a team. You will learn essential skills for life including creativity, collaboration, communication, negotiation and problem solving. In the Senior Phase there are many opportunities to link with and gain experiences in conjunction with industry partners. Possible career options include Sport Scientist, PE teacher, Sports Coaching, Recreation Manager, Physiotherapy, Fitness manager, Personal trainer, Police Officer, Fire Service.

Physics



COURSE DESCRIPTION

You will develop important and relevant skills, attitudes and attributes related to Physics, including: scientific and analytical thinking skills in a Physics context; an understanding of the role of Physics in scientific issues; the ability to apply knowledge and understanding of concepts in Physics; and an understanding of relevant applications of Physics in society.

Dynamics and Space
The Unit covers key areas of: speed and acceleration; relationships between forces; motion and energy; Newton's Laws of Motion; satellites and cosmology.

Electricity and Energy
The Unit covers the key areas of: electrical current and electric fields; potential difference (voltage); Ohm's law; practical electrical and electronic circuits; electrical power.

Waves and Radiation
The Unit covers the key areas of: Wave parameters and behaviours; sound; light; and electromagnetic spectrum.
In each unit, learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

EMPLOYABILITY

Possible careers from studying physics are:

Acoustics Aeronautical Engineer Agricultural Engineer Air Traffic Controller Airline Pilot Archaeologist Architect Astronomer	Audio Engineer Broadcasting Cartographer Chartered Surveyor Civil Engineer Climatologist Clinical Scientist Computing	Designer Doctor Electrical Engineer Energy Engineering Environment Environmental Scientist Forensic Scientist
Gas Engineer Geologist Health Services Journalist Laboratory Technician	Marine Engineering Mathematician Mechanical Engineer Medical Physicist Meteorologist	Naval Architect Naval Career Nuclear Scientist Oceanographer Operational Research
Patent Agent Patent Examiner Pharmacist Radiation Protection Radiographer	Scientific Officer (Government) Space and Remote Sensing Teacher Transport	Water Management

PROGRESSION

National 4, National 5, Higher Physics, Advanced Higher Physics. National 5, Higher, AH Engineering Science. National 5 Laboratory Science.

Personal and Social Education (PSE)

COURSE OUTLINE

Pupils receive one period of PSE per week with their own Pupil Support teacher.

It is our aim to deliver aspects of Curriculum for Excellence Health and Well Being through the following topics:

- Planning for Choices and Change
- Drug and Substance misuse
- Sexual Health and Relationship Education (SHARE)
- Careers Education
- Study and Revision techniques
- Respecting others
- Goal Setting and Aiming High

<u>The key areas that we focus on in S3 include</u>:

- Making course choices for S4
- Examining future opportunities and careers using My World of Work website
- The impact of drug use on long term physical and mental health
- Building resilience
- Youth Philanthropy Initiative (YPI) where they will work & compete in teams to secure funding for a local charity
- What makes healthy & positive relationships with a focus on aspects of sexual health
- What is needed to build positive relationships with peers and future partners.

We aim to ensure all pupils receive accurate, up-to-date information on each of these topics. Our PSE lessons give pupils the chance to develop their own values through class discussion, group work and individual activities.

Where appropriate the relevant partnership agencies are invited in to support and help us deliver a stimulating programme.

RME/RMPS

COURSE OUTLINE

IN S3 all pupils continue with their legal entitlement to one period a week of RME (Religious and Moral Education), with the option to choose RMPS (Religious, Moral and Philosophical Studies) as one of their National subjects when they take their S4 course choices.

RMPS is the academic study and critical analysis of religious and non-religious viewpoints. Pupils have the opportunity to debate concerning important moral issues of our time. Philosophical thinking develops important academic and life skills.

Our S3 RME course follows the three unit structure of National 4/5 and Higher SQA RMPS courses, developing our pupils' skills to allow them to succeed in Senior Phase RMPS.

WHAT WILL I LEARN?

<u>World Religion</u>

Buddhism

- The story of The Buddha
- Suffering and Karma
- The Eightfold Path

<u>Moral Issue</u>

Medicine and the Human Body

- Euthanasia versus Palliative Care
- Organ Donation – issues relating to consent and beating heart donation
- Abortion – pro-choice versus pro-life viewpoints

<u>Philosophical Issue</u>

Does God Exist?

- Philosophical arguments for the Existence of God
- Philosophical arguments against the Existence of God
- Scientific arguments

PROGRESSION

Students can progress to National 4, National 5, and Higher RMPS. They may also follow another Social Subject at National 4, 5 or Higher.

EMPLOYABILITY

Skills		Career Opportunities	
• Analysing • Evaluating • Literacy skills • Problem solving	• Team work • Communication • Leadership	• Advocate • Community Development Worker • Forensic Psychologist • Government/Local Government	• Health Care • Psychotherapist • School Teacher • Social Care • Solicitor