



Belonging • Experiences • Aspirations • Teamwork • Honesty

Beath High School

S2 into S3

Learner Pathway

OPTIONS 2021-22





Belonging • Experiences • Aspirations • Teamwork • Honesty

Contents

- **Learner Pathway Information**
- **Business & Information Technology**
- **Design**
- **English**
- **Health & Wellbeing**
- **Mathematics**
- **Modern Languages**
- **Performing Arts**
- **Science**
- **Social Subjects & RME**
- **Supporting Learners**
- **Uniformed Cadet Course**
- **S3 Electives**





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S3 Learner Pathway

S2 pupils are now considering their S3 Learner Pathway as they move towards their third year at Beath High School. From the full range of courses on offer, pupils are required to choose seven different subjects to study during third year, including English and Maths. Pupils will also choose an Elective choice.

At the end of their third year, pupils will take their seven subjects forward into their fourth year and complete SQA Qualifications in the same seven subjects. It is therefore important that the correct choices are made. To ensure that they have as much information and guidance as possible, and in addition to all of the general advice given in Personal and Social Education classes, we provide pupils with an individual interview with their Guidance teacher.

A significant amount of work has been done to review our curriculum offer to deliver our curriculum rationale:

The Beath curriculum is designed to encourage the learning and development of all of our young people. Our curriculum allows learners to achieve their true potential through flexible pathways to success. Personalisation ensures that the needs of all learners are met. Our young people gain a portfolio of qualifications, experiences and skills from our curriculum. We utilise partnership working and we focus on improving attainment and achievement. Our learners are supported into a robust and sustained positive destination.

If you have any further questions, please do not hesitate to make contact with the school.



BUSINESS & INFORMATION TECHNOLOGY FACULTY

- **Administration and IT**
- **Business Management**



Subject: Administration & IT

Year Group: S3

Course Structure and Content:

Administration and IT is designed to teach you the computer based skills required to work in a modern business environment.

The course enables learners to appreciate the importance of Administration and to embrace and use it in Administration-related contexts. The course lays the foundation for lifelong learning and a successful working life.

The course is made up of two integrated units:

- Administration Theory in the Workplace
- IT Applications

Skills Development:

Pupils who study Administration & IT in S3 will develop skills in:

- Word Processing
- Access Databases
- Excel Spreadsheets
- Publisher
- PowerPoint
- Office 365 (for E-mail and E-diary)
- Internet Explorer

Skills for Learning, Life and Work :

- Literacy – reading, writing, listening and talking
- Numeracy – number processes, money, time and measurement and information handling
- Health and Wellbeing – personal learning
- Employability, enterprise and citizenship – employability, information and communication technology and enterprise •
Thinking skills – remembering, understanding, applying, creating

Progression into the Senior Phase and Beyond:

- S4 – National 3, National 4 or National 5 Administration & IT
- Further Progression S5/S6 Higher Administration & IT
- College or University for Administration & IT courses
- National 4 Business or N5 Business Management

Career/Opportunities:

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, Administrative & IT skills have extensive application not only in employment but also in other walks of life.



Methods of Assessment:

- Formal End of Unit Assessment
- Homework
- ICT Assessment
- Peer & Self-Assessment
- Project Based Assessment
- Teacher Observations



Course Structure and Content:

The key purpose of the course is to develop learners' understanding of the way in which businesses operate in the modern world. Our S3 Business course focusses on the development of entrepreneurial, problem solving, decision making and IT skills, essential to enhance your employment opportunities. The aim of this course is to development skills and knowledge in accessing, understanding and contributing to today's business environment.

The development of enterprise and employability skills, allow learners to gain a better understanding of the personal qualities and attributes required of people involved in business. This will be facilitated through practical activities which encourage risk taking and decision making, thereby enabling learners to cope more easily in our rapidly changing business environments.

Skills Development:

Pupils who study Business in S3 will develop the following skills:

- Knowledge and understanding of business concepts in a range of contexts
- Awareness of the processes and procedures businesses use to ensure customers' needs are met
- Enterprising skills by participating in practical activities in realistic business situations
- Financial awareness through a business context
- An insight into the impact of the economy on businesses and our daily lives, gaining economic awareness

Skills for Learning, Life and Work :

- Thinking skills – remembering, understanding, applying
- Literacy – reading, writing, listening and talking
- Numeracy – number processes, money, time and measurement and information handling
- Health and Wellbeing – personal learning
- Employability, enterprise and citizenship – employability, information and communication technology and enterprise

Progression into the Senior Phase and Beyond:

- S4 – National 3, National 4 or National 5 Business Management
- Further Progression S5/S6 Higher Business Management
- College or University for Business Management courses
- National 4 Business or N5 Administration & IT

Career/Opportunities:

A range of business-based career opportunities are available within all business sectors. By developing many transferable skills, the course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines.

Could you be the next Richard Branson (Virgin Group), Michelle Mone (Ultimo), or Bill Gates (Microsoft)? If you want to become the next world famous entrepreneur then this is the course for you!



Methods of Assessment:

- ✦ Formal End of Unit Assessment
- ✦ Homework
- ✦ Peer & Self-Assessment
- ✦ Project Based Assessment
- ✦ Teacher Observations

Progression into the Senior Phase and Beyond:

- S4 – National 3, National 4 or National 5 Travel and Tourism
- Further Progression S5/S6 Higher Travel and Tourism
- College or University for Travel and Tourism courses

Career/Opportunities:

There are many possible career paths in the travel and tourism sector including hotels, catering, tour operators, travel agencies, tourist information centres and the transport sector to name but a few.

Methods of Assessment:

- Formal End of Unit Assessment
- Homework
- ICT Assessment
- Peer & Self-Assessment
- Project Based Assessment
- Teacher Observations

DESIGN FACULTY

- **Art and Design**
- **Design and Manufacture**
- **Practical Wood**
- **Graphic Communication**



Subject: Art and Design

Year Group: S3

Course Structure and Content:

For the part of the course the focus will be on drawing skills and building a visual awareness. Using the visual elements of line, tone, shape, form, colour, texture and pattern will be the core skills surrounding all projects.

Expressive Unit

With support from the teacher a suitable theme will be chosen, and could be in the area of portrait or still life. Pupils will research their theme and experiment with a variety of materials before producing a high quality final outcome. Significant historic and contemporary artists will be introduced to inspire and contextualise art practice.

Design Unit

The context of the project could be jewellery, fashion or graphic design and pupils will be learn how to follow the creative process to create an eye-catching final outcome. Relevant contemporary and historic designers will be researched.

Skills Development:

Drawing skills and use of a wide variety of materials will be developed.

Progression into the Senior Phase and Beyond:

Career/Opportunities and Further Education

This Course may provide progression to:

- National Qualification courses in Art and design, fashion Design and Photography.
- University and FE courses in a wide range of creative subjects including: Fine Art, Photography, Computer Games Design, Architecture, Interior, Graphic and Product Design.
- Primary and Community teaching qualifications
- Careers in the creative industries.

Methods of Assessment:

Continuous assessment of skills based on the visual elements and use of materials. There will be a written task looking at the analysis of a work of art and piece of design.



Subject: Design and Manufacture

Year Group: S3

Course Structure and Content:

The course is made up of two integrated units

Materials and Manufacturing: Understanding Materials and their properties, Material processes and their applications. Also manufacturing prototypes of final designs in the workshop using a wide range of materials and tools.

Design: Carrying out the design process including: Research, Generating ideas, Design Development and Refinement and presentation of a Final Design Solution.

Each unit has a wide range of practical tasks as well as relative theory knowledge that will be incorporated into these tasks.

Skills Development:

This course provides the chance for you to think and act creatively and in an innovative way. This course provides a balance of practical craft and design skills in an interesting and demanding way.

Pupils who study Design and Manufacturing in S3 will develop the following skills:

- Manufacturing Skills: using a range of tools and materials.
- Knowledge of Manufacturing and Materials
- Design Skills
- Design Knowledge
- Creativity
- Innovation

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

Design and Manufacture provides opportunity to develop a wide a varied skills for both life and work. The course will lead to accreditation at either National 4 or National 5 Design and Manufacture at the end of S4.

Further progression in S5 would involve Higher Design and Manufacture and in S6 Advanced Higher Design and Manufacture.

Career/Opportunities:

Popular career pathways that lead on from this course include Product Design, Industrial Design, interior Design, Manufacturing, Construction, Engineering, Welding, Joinery, and Property Development.



Methods of Assessment:

Continuous assessment of a range of elements of the Design and Materials and Manufacturing units will take place throughout the year through project tasks designed to meet SQA outcomes and assessment standards.



Subject: Practical Woodworking

Year Group: S3

Course Structure and Content:

The course is made up of three units

- ***Flat Frame Construction***
- ***Carcase Construction***
- ***Machining and Finishing***

Each unit has a wide range of practical tasks as well as relative theory knowledge that will be incorporated into these tasks.

Skills Development:

This course aims to develop practical skills in the creation of products and develop knowledge and understanding of practical woodworking activities.

Pupils who study Practical Woodworking in S3 will develop the following skills:

- Hand Manufacturing Skills: using a range of tools and wood materials.
- Machine Manufacturing Skills: using a range of machines and wood materials.
- Knowledge of Manufacturing and wood properties

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

Practical Woodworking provides opportunity to develop a wide a varied skills for both life and work. The course will lead to accreditation at either National 4 or National 5 Practical Woodworking at the end of S4.

Further progression would involve NPA Construction Skills, and/or National 5 Practical Metalworking in S5 or S6.

Career/Opportunities:

Popular career pathways that lead on from this course include Construction, Building and Engineering industries, DIY and Handcraft, Joinery, Property Maintenance.

Methods of Assessment:



Continuous assessment of a range of elements of the three units will take place throughout the year through project tasks designed to meet SQA outcomes and assessment standards and class tests.



Subject: Graphic Communication
Year Group: S3

Course Structure and Content:

The course is made up of two integrated units

2D Graphic Communication: 2D sketching, Orthographic drawing, Graphic Designing.

3D Graphic Communication: 3D Cad modelling, CAD rendering, 3D Sketching and drawing.

Each unit has a wide range of practical tasks as well as relative theory knowledge that will be incorporated into these tasks.

Skills Development:

This course provides the chance for you to learn the skills that will allow you to communicate using graphics, drawings and sketches. Graphic Communication is a universal language that allows you to express and transfer idea ideas and information

Pupils who study Graphic Communication in S3 will develop the following skills:

- Sketching and Rendering
- CAD Modelling
- Drawing standards and protocols.
- Graphic Design

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

Graphic Communication provides opportunity to develop a wide a varied skills for both life and work. The course will lead to accreditation at either National 4 or National 5 Graphic Communication at the end of S4.

Further progression in S5 would involve Higher Graphic Communication and in S6 Advanced Higher Graphic Communication.

Career/Opportunities:

Popular career pathways that lead on from this course include Graphic Design, Interior Design, CAD Technicians, Engineering, Animation, Web Design, Game Design, Printing and Publishing, Packaging, Fashion and Textiles.

Methods of Assessment:

Continuous assessment of a range of elements of the 2D and 3D Graphic Communication units will take place throughout the year through project tasks designed to meet SQA outcomes and assessment standards.



ENGLISH FACULTY

- **English**



Subject: English

Year Group: S3

Course Structure and Content:

The course is made up of four integrated units:

Analysis and Evaluation: to understand, analyse and evaluate through the study of texts

Creation and Production: to create and produce language in written and oral form

Literacy: to read, to listen, to understand functional/informational texts to express detailed information and ideas in technically accurate writing and talking

Added Value Unit: to plan and research a chosen topic of individual interest in order to present findings on literature, language or media.

Skills Development:

Pupils who study English in S3 will develop the following skills:

- reading
- writing
- listening and talking

all with the aim of allowing pupils to access, understand and use language.

Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

English is essential for providing skills for both life and work. The course will lead to accreditation at either National 3, National 4 or National 5 English at the end of S4. Further progression in S5 and S6 would involve Higher English or Advanced Higher English.

Career/Opportunities:

Some of the careers requiring English skills are: management, broadcasting, journalism, law, acting, writing, teaching, advertising and marketing, administration, civil service, local government, clerical work, call centre work, public relations, speech therapy, publishing, copyrighting, printing, archive work, library and information work.

Methods of Assessment:

Continuous assessment of reading, writing, talking and listening will take place throughout the year through tests designed to meet SQA outcomes and assessment standards.



HEALTH AND WELLBEING FACULTY

- **Physical Education**
- **Dance**
- **Childcare**
- **Practical Cookery**
- **Practical Cake Craft**
- **Health and Food Technology**
- **Fashion and Textile Technology**



Subject: Physical Education

Year Group: S3

Course Structure and Content:

This course will be of interest to all learners who enjoy performing in physical education and have an enthusiasm for developing their performance skills. The course will be physically demanding and performers will take part in a range of activities that may include: Athletics, Badminton, Basketball, Netball, Gymnastics, Handball and Softball. In each activity performers will work towards improving their practical performance / fitness and knowledge and understanding.

The course has a theoretical element which looks at the four main factors (Physical, Emotional, Mental & Social) that impact on performance development. This section of the course will be developed through practical experiential learning, classroom sessions, the completion of a written workbook which will include monitoring and reflecting on personal performance development. There will also be written homework exercises required.

Skills Development:

Pupils who study Physical Education in S3 will develop the following skills:

- Movement and performance skills/competencies in a range of individual and team activities
- Knowledge and understanding of principles and approaches to take to improve and refine skills, physical, emotional and mental fitness and tactical understanding and application
- Creating movements and sequences
- Planning and implementing solutions in straightforward performance situations
- Reflecting on the factors impacting on performance and monitoring performance
- Working independently and collaboratively within teams to develop thinking and interpersonal skills
- Analysing, evaluating, planning, decision making and problem solving skills
- In addition pupils will begin to explore Factors Impacting Performance in more depth theoretically.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum:

Progression into the Senior Phase and Beyond:

You will be able to continue your study of Physical Education as follows:

- National 3
- National 4
- National 5
- Higher
- Sports Leadership level 4 and level 5 (including Sports Development NPA)
- Sport and Fitness NPA (Team Sports)

Career/Opportunities:

- Employment in Health, Leisure and Recreation industries
- Further study at College or University to help become:
- PE teacher, Primary teacher, Active Schools Coordinator, Sports Development Officer
- Sports Coach, Fitness advisor, Analyst, Nutritionist, Personal trainer



Methods of Assessment:

- Ongoing Practical assessment
- Written tasks – including a Factors Impacting on Performance Task
- Homework tasks
- Peer and Self assessment
- Special performance event – Practical assessment



Subject: Dance

Year Group: S3

Course Structure and Content:

This course will be of interest to learners who have an interest in dance and performing. The course will develop confidence and understanding in a range of technical skills and choreography across different dance genres.

Candidates will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice. They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performance of others.

This is a specialist Dance course, therefore prior dance experience is favourable as well as having a passion for dance and performing. As well as performing teacher-led solo routines, pupils will be asked to choreograph, perform, and evaluate their own dance.

Skills Development:

Pupils who study Dance in S3 will develop the following skills:

- Confidence in performance
- Skills in design and choreography
- Critical thinking and creativity in performance
- Technical skills across a range of different dance genres
- The ability to evaluate and analyse different dance performances.

Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum:

Progression into the Senior Phase and Beyond:

You will be able to continue your study of Dance as follows:

- NPA Dance
- National 5 Dance

Career/Opportunities:

- Employment in Health, Leisure and Recreation industries
- Further study at College or University to help become:
- PE teacher, Primary teacher, Active Schools Coordinator, Sports Development Officer
- Sports Coach, Fitness advisor, Analyst, Nutritionist, Personal trainer, Dance Teacher



Methods of Assessment:

- Ongoing Practical assessment – 2 different styles of dance
- Written tasks – Choreography review
- Choreography of Dance for self/others
- Homework tasks
- Peer and Self assessment



Subject: Childcare

Year Group: S3

Course Structure and Content:

This course provides an introduction to the care, learning and development of children aged 0 – 16 years. Pupils will have practical opportunities to sample areas of study within Childcare. This will involve different play activities whilst developing knowledge of child development. There will also be opportunities to learn practical first aid skills.

Creative Childcare offers entry level for students who have identified Early Learning and Education as their possible career path.

Skills Development:

Pupils who study Creative Childcare in S3 will develop the following skills:

- Use and further develop knowledge and understanding skills
- Further develop practical and organisational skills – through food product development
- Develop an understanding of play provision in the childcare profession
- Introduce candidates to aspects of child development and the key milestones of development for children aged 0–16 years
- Problem solving
- Researching skills
- Health and safety risk assessments
- Communication and presentation skills
- Skills for work
- Team working

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Early Learning & Childcare: National 4; National 5, Higher

Practical Cookery: National 4; National 5 progressing to National 5 – Practical Cake Craft

Health & Food Technology: National 4; National 5, Higher and Advanced Higher

Fashion & Textile Technology: National 4, National 5, Higher

Career/Opportunities:

The skills developed will be applicable in a wide range of careers specific to all aspect of the care industry and beyond. They are also transferrable to job opportunities and further study of courses such as teaching.

Assessment:

Assessment is ongoing throughout the course and good class attendance is required.



Subject: Practical Cookery

Year Group: S3

Course Structure and Content:

This course will suit learners interested in food and cooking, who enjoy being creative with food. There is a significant practical component, supported by related theory, to develop extensive subject knowledge and skill precision.

There are three areas of study:

Cookery Skills, Techniques and Processes

Developing cookery skills, techniques and processes used within the hospitality industry. Precision is required throughout preparation and in the presentation of the final products. **Understanding and Using Ingredients**

Sourcing ingredients, use of local ingredients, linking to current dietary advice in the development of recipes.

Organisational Skills for Cooking

Effective time management to produce dishes and meals, combined with sensory and product evaluations.

Skills Development:

Pupils who study Practical Cookery in S3 will develop the following skills:

- Use and further develop knowledge and understanding skills
- Further develop practical and organisational skills
- Design skills
- Problem solving
- Researching skills
- Evaluating skills
- Enterprise, business development and product marketing skills
- Health and safety risk assessments
- Communication and presentation skills
- Skills for work
- Team working

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Health & Food Technology: National 4; National 5, Higher and Advanced Higher

Practical Cookery: National 4; National 5

Practical Cake Craft: National 5

Career/Opportunities:

The skills developed will be applicable in a wide range of careers. Examples of specific career opportunities are linked to each particular area studied:

Practical Cookery & Cake Craft: Food industry, college, chef, wholesale & retail food industry, setting up own catering business.

Health & Food Technology: Food industry, college / university, product development, dietician, nutritionist, HE & primary teacher, sport industry & personal trainer, environmental health department.



Methods of Assessment:

- Practical skills
- Recipe adaption and sensory evaluation
- Practical assignment – two course meal
- Knowledge and understanding formative assessments



Subject: Practical Cake Craft

Year Group: S3

Course Structure and Content:

This course will suit learners interested in developing specialist skills in baking a range of cakes and baked items. There is a significant practical component, supported by related theory, to develop extensive subject knowledge and skill precision. An understanding of the functional properties of ingredients and the baking process will combine with practical skills to create chosen cake designs. This course consists of two areas of study:

Cake Baking

In this section, learners will be required to provide evidence of their knowledge and skills to:

- produce a range of cakes and other baked items
- work safely and hygienically

Cake Finishing

In this section, learners will be required to provide evidence of their knowledge and skills to

- develop specialised cake decorating finishing techniques
- creatively apply finishing techniques to a range of cakes and other baked items
- design and manufacture cakes for given specifications
- work safely and hygienically

Skills Development:

Pupils who study Practical Cake Craft in S3 will develop the following skills:

- Use and further develop knowledge and understanding skills
- Further develop practical and organisational skills
- Design skills
- Problem solving
- Researching skills
- Evaluating skills
- Enterprise, business development and product marketing skills
- Health and safety risk assessments
- Communication and presentation skills
- Skills for work
- Team working

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Health & Food Technology: National 4; National 5, Higher and Advanced Higher

Practical Cookery: National 4; National 5

Practical Cake Craft: National 5

Career/Opportunities:

The skills developed will be applicable in a wide range of careers. Examples of specific career opportunities are linked to each particular area studied:

Practical Cookery & Cake Craft: Food industry, college, chef, wholesale & retail food industry, setting up own catering business, speciality cake designer, product development.

Health & Food Technology: Food industry, college / university, product development, dietician, nutritionist, HE & primary teacher, sport industry & personal trainer, environmental health.



Methods of Assessment:

- Practical skills – baking and finishing decoration techniques
- Cake design assignments
- Knowledge and understanding formative assessments



Subject: Health and Food Technology
Year Group: S3

Course Structure and Content:

The course will suit learners who have an interest in food, nutrition and health combined with creativity, developing skills to create new food products. The course is a mixture of practical and the associated knowledge, consisting of three areas of study:

Food for Health

- Food choice in relation to nutrition and health

Food Product Development

- Functional ingredients and their use
- Development and manufacture of new food products

Contemporary Food Issues

- Researching and developing knowledge of technological developments within the food industry
- Recognising the need for consumer protection and consumer law
- Experience a range of practical activities to develop an awareness of technological developments

Skills Development:

Pupils who study Health and Technology in S3 will develop the following skills:

- Use and further develop knowledge and understanding skills
- Further develop practical and organisational skills
- Design skills
- Problem solving
- Researching skills
- Evaluating skill
- Enterprise, business development and product marketing skills
- Health and safety risk assessments
- Communication and presentation skills
- Skills for work
- Team working

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Health & Food Technology: National 4; National 5, Higher and Advanced Higher

Practical Cookery: National 4; National 5

Practical Cake Craft: National 5

Career/Opportunities:

The skills developed will be applicable in a wide range of careers. Examples of specific career opportunities are linked to each particular area studied:

Practical Cookery & Cake Craft: Food industry, college, chef, wholesale & retail food industry, setting up own catering business, speciality cake designer, product development.

Health & Food Technology: Food industry, college / university, product development, dietician, nutritionist, HE & Primary teacher, sport industry & personal trainer, environmental health.



Methods of Assessment:

- Practical skills
- Product development
- Knowledge and understanding formative assessments



Subject: Fashion and Textile Technology

Year Group: S3

Course Structure and Content:

This course will suit learners with an interest in fashion and textiles would like to develop practical textile skills. The course allows pupils the opportunity to develop areas of personal interest within fashion and textiles.

The areas that are covered within the course:

- Develop practical textile skills
- Demonstrate a range of textile construction techniques
- Knowledge and understanding which support fashion/textile-related activities.
- Design of fashion / textile items, including the planning, manufacturing and evaluation processes.

Skills Development:

Pupils who study Fashion and Textile Technology in S3 will develop the following skills:

- Use and further develop knowledge and understanding skills
- Further develop practical textile and organisational skills
- Design skills
- Problem solving
- Researching skills
- Evaluating skills
- Enterprise, business development and product marketing skills
- Health and safety risk assessments
- Communication and presentation skills
- Skills for work
- Team working

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Fashion and Textile Technology: National 4; National 5 **Career/Opportunities:**

The skills developed will be applicable in a wide range of careers.

Fashion, textiles – design & manufacture, wholesale & retail fashion industry, interior designer, sewing alterations, textile science and research.

Progression to food based courses:

Health & Food Technology: National 4; National 5, Higher and Advanced Higher

Practical Cookery: National 4; National 5

Practical Cake Craft: National 5

Career/Opportunities:

Practical Cookery & Cake Craft: Food industry, college, chef, wholesale & retail food industry, setting up own catering business, speciality cake designer, product development.

Health & Food Technology: Food industry, college / university, product development, dietician, nutritionist, HE & Primary teacher, sport industry & personal trainer, environmental health.



Methods of Assessment:

- Practical textile skills
- Design and manufacture of textile items
- Knowledge and understanding formative assessments



MATHEMATICS FACULTY

- **Mathematics**
- **Applications of Mathematics**



Subject: Mathematics
Year Group: S3

Course Structure and Content:

The course is made up from various units of work.

These include Numeracy, Algebra, Statistics, Trigonometry, Geometry and Shape.

Skills Development:

Pupils who study Mathematics in S3 will develop the following skills:

- Understand and use mathematical concepts and relationships
- Select and apply operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical concepts
- Select and apply skills in numeracy
- Use mathematical models
- Use mathematical reasoning skills to interpret information, to select a strategy to solve a problem and to communicate solutions

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Mathematics is essential for providing skills for both life and work. The course will lead to accreditation at either National 3/4/5 Applications of Mathematics or National 4/5 Mathematics at the end of S4. Through discussion with your parents/carers, mathematics teacher and guidance teacher, the best course to meet your needs will be offered. Further progression in S5 and S6 could involve N4/N5 Applications of Mathematics or N5/H/AH Mathematics. Please note that the National 5 Applications of Mathematics does not offer a route to Higher Mathematics.

Career/Opportunities:

Some of the careers requiring Mathematical skills are: Data analyst, Accountant, Software engineer, Statistician, Teacher, Game designer, Financial trader, Meteorologist, Quantity surveyor, Insurance underwriter, CAD technician, Actuary, Banker

Methods of Assessment:

Continuous assessment will take place throughout S3 and S4 through tests designed to meet SQA outcomes and assessment standards.

These assessments will provide the mathematics department with valuable information when deciding later about choosing the correct presentation level eg National 3 Applications of Mathematics, National 4 Applications of Mathematics, National 5 Applications of Mathematics, National 4 Mathematics or National 5 Mathematics.



MODERN LANGUAGES FACULTY

- **French**
- **German**
- **Spanish**



Subject French

Year Group: S3

Course Structure and Content:

In S3 pupils will work on language units based on the topics of society, education and the world of work. Pupils will also deepen their knowledge and understanding of French speaking countries by looking at cultural aspects such as television, cinema, music, famous people, customs and celebrations. Pupils will learn about global citizenship and cultural comparisons and have opportunities to investigate lifestyles in different countries.

Skills Development:

Pupils who study French in S3 will develop the following skills:

Communication skills, independent thinking, research skills, enquiry skills, thinking skills and organisational skills. Pupils will also learn to further develop reading, writing, listening and speaking skills. An important part of the course enables learners to be involved in team work and group work. There will also be co-operative learning tasks and an appreciation and awareness of different cultures and customs in the world.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Depending on progress in S1-S3 learners will be able to continue with French at the following levels:

Languages for Life and Work (Level 3 and Level 4)

National 4

National 5

Higher

Advanced Higher

Is it really going to be useful to you to keep up your language(s)?

- 94% of the world do not speak English as their first language.
- 75% do not speak English at all.
- 72% of UK firms employ people with languages skills
- Most common languages used regularly in Science, Technology and Engineering firms:

French (47%) and German (37%) And one very sad fact:

- 47% of British companies have lost business because of lack of employees with skills in languages.

Career/Opportunities:

Business services, manufacturing, wholesale & retail, health & community services, social services, transport & communications, banking, civil service, insurance, travel & tourism, leisure, law, education, security, armed forces and many more.

Language skills can open doors for you!

Methods of Assessment:

- Reading assessment
- Writing assessment
- Speaking assessment
- Homework pieces
- Projects & research work
- Peer & self-assessment
- Co-operative learning tasks
- Listening assessment



Subject German

Year Group: S3

Course Structure and Content:

In S3 pupils will work on language units based on the topics of society, education and the world of work. Pupils will also deepen their knowledge and understanding of German speaking countries by looking at cultural aspects such as television, cinema, music, famous people, customs and celebrations. Pupils will learn about global citizenship and cultural comparisons and have opportunities to investigate lifestyles in different countries.

Skills Development:

Pupils who study German in S3 will develop the following skills:

Communication skills, independent thinking, research skills, enquiry skills, thinking skills and organisational skills. Pupils will also learn to further develop reading, writing, listening and speaking skills. An important part of the course enables learners to be involved in team work and group work. There will also be co-operative learning tasks and an appreciation and awareness of different cultures and customs in the world.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Depending on progress in S1-S3 learners will be able to continue with German at the following levels:

Languages for Life and Work (Level 3 and Level 4)

National 4

National 5

Higher

Advanced Higher

Is it really going to be useful to you to keep up your language(s)?

- 94% of the world do not speak English as their first language.
- 75% do not speak English at all.
- 72% of UK firms employ people with languages skills
- Most common languages used regularly in Science, Technology and Engineering firms:

French (47%) and German (37%) And one very sad fact:

- 47% of British companies have lost business because of lack of employees with skills in languages.

Fancy a career in...

Business services, manufacturing, wholesale & retail, health & community services, social services, transport & communications, banking, civil service, insurance, travel & tourism, leisure, law, education, security, armed forces and many more.

Language skills can open doors for you!

Methods of Assessment:

- Reading assessment
- Listening assessment
- Writing assessment
- Speaking assessment
- Homework pieces
- Projects & research work
- Peer & self-assessment
- Co-operative learning tasks



Subject Spanish
Year Group: S3

Course Structure and Content:

In S3 pupils will work on language units based on the topics of society, education and the world of work. Pupils will also deepen their knowledge and understanding of Spanish speaking countries by looking at cultural aspects such as television, cinema, music, famous people, customs and celebrations. Pupils will learn about global citizenship and cultural comparisons and have opportunities to investigate lifestyles in different countries.

Skills Development:

Pupils who study Spanish in S3 will develop the following skills:

Communication skills, independent thinking, research skills, enquiry skills, thinking skills and organisational skills. Pupils will also learn to further develop reading, writing, listening and speaking skills. An important part of the course enables learners to be involved in team work and group work. There will also be co-operative learning tasks and an appreciation and awareness of different cultures and customs in the world.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Depending on progress in S3 learners will be able to continue with Spanish at the following levels:

Languages for Life and Work (Level 3 and Level 4)

National 4

National 5

Higher

Advanced Higher

Is it really going to be useful to you to keep up your language(s)?

- 94% of the world do not speak English as their first language.
- 75% do not speak English at all.
- 72% of UK firms employ people with languages skills
- With 329 million native speakers, Spanish is second most spoken language in the world (after

Mandarin) And one very sad fact:

- 47% of British companies have lost business because of lack of employees with skills in languages.

Fancy a career in...

Business services, manufacturing, wholesale & retail, health & community services, social services, transport & communications, banking, civil service, insurance, travel & tourism, leisure, law, education, security, armed forces and many more.

Language skills can open doors for you!

Methods of Assessment:

- Reading assessment
- Writing assessment
- Speaking assessment
- Homework pieces
- Projects & research work
- Peer & self-assessment
- Co-operative learning tasks
- Listening assessment



PERFORMING ARTS FACULTY

- **Drama**
- **Music**
- **Music Technology**



Subject: Drama

Year Group: S3

Course Structure and Content:

This course is made up of 3 units:

Drama Skills Pupils

will:

- Explore acting and performance
- Contribute to the drama process

Production Skills Pupils

will:

- Use technical production skills in drama
- Develop ability in production skills

Production

Pupils will prepare for, participate in and reflect on a small-scale drama performance in a selected role.

Skills Development:

In addition to the production skills developed through these courses, pupils will develop the following skills:

- Working cooperatively with others
- Interpersonal skills
- Listening and talking skills
- Thinking skills
- Problem solving
- Skills for work
- Evaluative skills
- Planning and preparation; time management - Literacy, numeracy and health and wellbeing.
- ICT Skills

Progression into the Senior Phase and Beyond:

National 4

National 5

Higher

Advanced Higher

NPAs (National Progression Award; S6 only)

Further Education

Career opportunities in the following sectors:

Theatre performance

Theatre direction.

Technical theatre (lighting, sound, design, etc.)

Television/Film

Stage management

Project management

Teaching



Methods of Assessment:

Continuous assessment of participation in group led planning and rehearsal will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of individual contribution to both performance and the planning process.



Subject: Music

Year Group: S3

Course Structure and Content:

The course is made up of three units.

Performing: develop performing skills on two selected instruments, or on one instrument and voice. Learners will prepare and perform a programme of music displaying musical accuracy and fluency.

Composing: compose their own music showing an understanding of melody, rhythm and harmony. Be able to selfreflect and identify areas for improvement.

Understanding music: study various styles of music, learning to recognise different features and musical concepts and developing musical literacy.

Skills Development:

Pupils who study Music in S3 will develop the following skills

- Working cooperatively with others
- Interpersonal skills
- Listening and talking skills
- Thinking skills
- Problem solving
- Skills for work
- Evaluative skills
- Planning and preparation; time management • Literacy, numeracy and health and wellbeing.
- ICT Skills

Progression into the Senior Phase and Beyond:

National 4

National 5

Higher

Advanced Higher

Further Education

Career opportunities in the following sectors:

Music performance Sound
engineer

Music journalist

Music producer DJ

Event manager

Television/Film

Teaching

Methods of Assessment:

Continuous assessment of performing, composing and listening will take place throughout the year through class tests, solo and group performing and compositional exercises.



Subject: Music Technology
Year Group: S3

Course Structure and Content:

The course is made up of three units: Music Technology Skills, Understanding 20th and 21st century music and Music Technology in Context

Unit: Music Technology Skills

Using hardware and software to record and edit audio

For example, plan a short, creative sound production using basic recording techniques, editing and mixing skills e.g. create a recording of a musician; interview; pod cast. Units:

- Audiobook
- Multitrack
- Foley
- Radio Broadcast

Unit: Understanding 20th and 21st Century Music

Developing knowledge and understanding of a range of 20th and 21st century musical concepts, styles and genres – from 1950s rock'n'roll to dance/electronica

Unit: Music Technology in Context

Producing audio masters in straightforward context i.e. produce a final recording of a performance on CD

Skills Development:

Pupils who study Music Technology in S3 will develop the following skills

- Working cooperatively with others
- Interpersonal skills
- Listening and talking skills
- Thinking skills
- Problem solving
- Skills for work
- Evaluative skills
- Planning and preparation; time management • Literacy, numeracy and health and wellbeing.
- ICT Skills

Progression into the Senior Phase and Beyond:

National 4

National 5

Higher

Advanced Higher

Further Education

Career opportunities in the following sectors:

Music performance

Sound engineer Music

journalist

Music producer

DJ

Event manager

Television/Film

Teaching

Methods of Assessment: (or 'evidence of learning') will demonstrate music technology skills across a wide range of possible contexts (creating sound effects, recording a musical performance, using mixing software to create sampled sounds, creating an advertising jingle).



Assessment will be through a “logging” process throughout the course – keeping track of knowledge and skills gained and evidencing these. Evidence may take the form of screen shots, a blog, written text, presentations, etc.



SCIENCE FACULTY

- **Biology**
- **Chemistry**
- **Physics**



Subject: Biology

Year Group: S3

Course Structure and Content:

In third year we will introduce a number of different units. Cell Biology looks at cell structure and how cells work, along with essential cellular processes. In Multicellular Organisms we study body organs, how these work in our body and conditions which would impact on how these work. In the third term we start to study Life on Earth, this unit is a complete study of the environment, the world around us and how energy flows through this.

Skills Development:

Through enjoyable learning in Biology pupils will develop the following Scientific skills:

- Investigative skills
- Analytical skills
- Communication skills
- Skills in organisation
- Skills in working both collaboratively and independently
- Problem solving skills

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Depending on the progress made by each pupil, pupils will go onto to study Biology at one of the following levels:

- National 3 • National 4
- National 5

Success in National 5 will enable pupils to progress onto:

- Higher
- Advanced Higher

Career/Opportunities:

The skills and knowledge you will learn in Biology will open up a widespread choice of careers in: Medicine, nursing, dentistry, agriculture, pharmacology, teaching, research and development, occupational therapy, conservation, environmental science, speech therapy, food science, forensic science, ophthalmic optics, brewing, dietetics, ecology, microbiology, beauty therapy, biochemistry, Laboratory work, veterinary medicine, sport science, to name a few!

Methods of Assessment:

- Continuous in class assessment using “show me boards”, quizzes, spot tests and teacher observations.
- Peer and self assessment
- Practical Investigations
- Homework
- Unit tests



Subject: Chemistry

Year Group: S3

Course Structure and Content:

S3 Chemistry is a course which will involve a lot of experimental work as well as developing a greater understanding of the foundations of Chemistry. We will start with the study of reaction rates before looking in depth at the atom and the periodic table. We will then look at the role of the element carbon in various fuels which come from crude oil as well as in consumer products such as foods and alcohols.

Skills Development:

Through practical and enjoyable work in Chemistry pupils will learn the following Scientific Skills:

- Investigative skills
- Analytical skills
- Communication skills
- Skills in organisation
- Skills in working both collaboratively and independently
- Problem solving skills

Furthermore pupils will develop skills in Literacy, ICT, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Depending on the progress made by each pupil, pupils will go onto to study Chemistry at one of the following levels:

- National 3 • National 4
- National 5

Success in National 5 will enable pupils to progress onto:

- Higher
- Advanced Higher

Career/Opportunities:

The skills and knowledge you will learn in Chemistry will open up a widespread choice of careers in: Engineering, biochemistry, law, advertising, government security services, geology, science journalism, agriculture, chemical engineering, teaching, dentistry, dietetics, environmental health, environmental science, food science, forensic science, horticulture, laboratory work, medicinal chemistry, medicine, nursing, oil and gas production, pharmaceuticals, quality control, research and development, quality control and waste management.

Methods of Assessment:

- Continuous in class assessment using “show me boards”, quizzes, spot tests and teacher observations.
- Peer and self assessment
- Practical Investigations
- Homework
- Unit tests



Subject: Physics

Year Group: S3

Course Structure and Content:

The S3 Physics course is based on three areas:

Dynamics - moving objects from the atom up to galaxies in space.

Electricity and Energy - electrical circuits including measurement; uses of heat and generation of electrical energy

Waves and Radiation - properties and uses of differing waves e.g. sound, x-rays, radio

Skills Development:

Through practical and enjoyable work in Physics pupils will learn the following Scientific Skills:

- Investigative skills
- Analytical skills
- Communication skills
- Skills in organisation
- Skills in working both collaboratively and independently
- Problem solving skills

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum

Progression into the Senior Phase and Beyond:

Depending on the progress made by each pupil, pupils will go onto to study Physics at one of the following levels:

- National 3 • National 4
- National 5

Success in National 5 will enable pupils to progress onto:

- Higher
- Advanced Higher
- National 5 Engineering Science

Career/Opportunities:

The skills and knowledge you will learn in Physics will open up a widespread choice of careers in:

Engineering, civil aviation, astronomy, computing, construction, dentistry, electronics, geophysics, laboratory work, medical physics, medicine, meteorology, oceanography, research and development, physiotherapy, radiography, optics, sports sciences/coaching, surveying, teaching and telecommunications.

Methods of Assessment:

- Continuous in class assessment using “show me boards”, quizzes, spot tests and teacher observations.
- Peer and self assessment
- Practical Investigations
- Homework
- Unit tests



SOCIAL SUBJECTS & RME FACULTY

- **Geography**
- **History**
- **Modern Studies**
- **Religious, Moral and Philosophical Studies (RMPS)**



Subject: Geography

Year Group: S3

Course Structure and Content:

The course is made up of 3 units and an Added Value Unit or Assignment.

Physical Environments: this unit is about the physical world we live in. We study what influences the formation of different landscapes, how humans use this landscape and the conflicts that can exist between land users. We also look at the different weather systems that affect the British Isles and learn how to analyse synoptic charts to predict the weather.

Human Environments: this unit is about the human interactions in the world we live in. We study what influences where people live, why some countries are wealthier than others and why our towns and cities originated and grown over time.

Global Environments: this unit is about the impacts of human and the environmental activities on our planet. We study tourism, climate change, natural disasters, natural regions and diseases of the world.

Assignments: throughout your time in Geography, we will be learning outdoors, especially through our **fieldtrips** to a river study and Edinburgh's Winter wonderland.

Skills Development:

Pupils who study Geography in S3 will develop the following skills:

- Describing
- Explaining
- Analysing
- Team building
- Time management
- Problem solving

Pupils will develop their understanding of both the human and physical world we live in and the impacts – both positive and negative – that humans have on Earth.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

The course will lead to accreditation at either National 3, National 4 or National 5 Geography at the end of S4. Further progression in S5 and S6 would involve Higher Geography or potentially environmental Science.

Career/Opportunities:

Some of the careers requiring Geography skills are: Emergency Services, Military, Town Planning, Teaching, Environmental Protection, Off Shore Oil & Gas, Renewable Energy, Meteorology, Travel and Tourism

Methods of Assessment:

Continuous 'informal' assessment of throughout to monitor progress.

Tracking assessments based on SQA past papers, under timed conditions for unit assessments.



Subject: History

Year Group: S3

Course Structure and Content:

Our world is shaped by events and experiences which have gone before. Studying History enables us to better understand the context in which we live. Senior History courses examine the different legacies that exciting, tragic and momentous events have had on our lives today. History connects with the present day. We can learn from past errors or past achievements in order to inform how we live in modern society.

S3 topics

- 1) Changing Britain, 1760-1900 (British)
- 2) Scotland and the Great War, 1914-1928 (Scottish)

S4 topics

- 1) Modern Britain, 1880-1951 (British)
- 2) The Scottish Wars of Independence, 1286-1328 (Scottish)
- 3) Hitler and Nazi Germany, 1919-1939 (European)

Skills Development:

Pupils who study History in S3 will develop the following skills:

- Describing
- Explaining
- Analysing sources
- Making decisions
- Researching

Progression into the Senior Phase and Beyond:

Depending on progress in S4, pupils will be able to continue with History at the following levels:

- National 5
- Higher
- Advanced Higher

Career/Opportunities:

Depending on progress in S4, pupils will be able to continue with History at the following levels:

- National 5
- Higher
- Advanced Higher



Methods of Assessment:

Throughout S3, there will be a range of summative and formative assessments. The summative assessments will link Level 4 outcomes to a range of skills. These tasks will also help to inform progression into S4 by providing evidence which can help to identify the appropriate level into S4. The vast majority of pupils will sit N4/N5 in S4 but some may opt to sit N3. An end of year exam in S3 will help to determine levels moving into S4. Regular tasks will be set for submission as well as formal tracking tests based on past paper questions. This will help to prepare learners for the S4 exam. Combined with the exam will be an assignment which will lead to an overall grade at the end of the year for those sitting National 5. National 4 pupils will sit internally assessed units and an Added Value Unit in order to achieve this qualification.



Subject: Modern Studies

Year Group: S3

Course Structure and Content:

* **Scottish Politics**

The rise of the Scottish Parliament: the issues covered under devolution. How have these impacted in differences between Scotland and the rest of the UK.

The role of MSPs in and out of the Scottish Parliament. How laws are created and which ones have an impact on our lives. How MSPs are elected.

Scottish Councils - what they are, the services that they provide, how they are funded and their relationship with the Scottish Parliament. Pressure Groups: what they are, their purpose and their methods.

* **Social Issues**

(a) Crime

an in-depth study of crime: law, courts, sentencing. The use of prisons and do they work, alternative punishments: cost and effectiveness. Role of the police, different units and their roles in society.

(b) Health and Wealth

Income and wealth inequalities. Causes of poor health and government actions to improve it. Does poverty or poor lifestyle choices cause ill health? Should government take action to help people improve their health? Lifestyle choices: smoking, diet and alcohol and drugs and their impact. * **International Issues**

(a) **China** - a study of a different ideology, significant change over 30 years, rich v poor, impact of China on the world.

(b) **South Africa** - history of apartheid, social and economic inequalities as a legacy of apartheid, changing impact of a redirection in government policies in health, education and housing

(c) **USA** - The ethnic makeup of the USA and the concentration of ethnic groups in key regions. Social and economic inequalities through the study of health, education, housing and employment. The government structure of the USA.

The impact of the USA on other countries across the globe. * **Scottish Politics**

The rise of the Scottish Parliament: the issues covered under devolution. How have these impacted in differences between Scotland and the rest of the UK.

The role of MSPs in and out of the Scottish Parliament. How laws are created and which ones have an impact on our lives. How MSPs are elected.

Scottish Councils - what they are, the services that they provide, how they are funded and their relationship with the Scottish Parliament. Pressure Groups: what they are, their purpose and their methods.

Course assignment

Pupils choose an area of politics from which they select their own question/ hypothesis on which to carry out personal research. Once a number of useful sources have been collected (National 5) a 60 minute write up is required, using the sources, from which a decision or conclusion must be reached about the topic. For National 4 the information is to be presented in the form of a poster.

Skills Development:

Studying Modern Studies helps develop a wide range of vital life skills including:

- Analysing sources
- Developing an understanding of politics

Progression into the Senior Phase and Beyond:

This course will lead to accreditation at either National 4 or National 5 Modern Studies at the end of S4. Pupils can go on to study National 5 or Higher courses.

Career Opportunities

Journalism, Police Force, Law, Medicine, Politics, Research Analyst, Teaching among many more



Methods of Assessment:

Continuous 'informal' assessment of throughout to monitor progress.

Tracking assessments based on SQA past papers, under timed conditions for unit assessments.



Subject: Religious, Moral and Philosophical Studies (RMPS)

Year Group: S3

Course Structure and Content:

This is a course about people, looking at why people make the choices and do the things they do. It prepares pupils for life by challenging them to think and to ask questions as well as expressing their own opinions and ideas.

There are four units:

- World Religion – pupils will learn about and learn from a key belief system. By studying Islam, pupils will find out about how people's beliefs and values affect their lives, their traditions and their practice.
- Morality and Belief – pupils will consider some of the moral issues in modern life, such as crime and punishment or modern warfare. Pupils will look at religious and non-religious viewpoints and they will then develop and explain their own view.
- Religious and Philosophical Questions – pupils will learn to deal with questions such as “why is there so much evil and suffering in the world?” or “can humans really be free?” by studying the history of some deep philosophical questions.
- The fourth unit is a project where pupils choose to study an issue or topic in more detail. By researching and presenting their findings, pupils will apply the skills they have learned in the other units and develop even greater understanding of their chosen topic.

Skills Development:

Studying RMPS helps develop a wide range of vital life skills including:

- describing, explaining and analysing questions and responses;
- enquiring into and evaluating different beliefs, ideas and viewpoints;
- expressing views about real life issues in a reasoned manner;
- interpreting and understanding key texts and sources of information.

This course also helps pupils develop their reading, writing, listening and talking skills. It develops philosophical enquiry and citizenship, as well as helping pupils learn to think, remember, understand, analyse and evaluate.

Throughout the course, pupils will also develop skills in Literacy, Numeracy and Health and Well-Being.

Progression into the Senior Phase and Beyond:

RMPS helps pupils to prepare for real life in the real world. This course will lead to accreditation at either National 4 or National 5 RMPS at the end of S4. Pupils can go on to study National 5, Higher and Advanced Higher RMPS courses or follow courses in other, related, subjects like Psychology or Philosophy. **Career Opportunities**

Pupils can use skills they gain studying RMPS in virtually all walks of life, particularly where they intend to work with people. According to Edinburgh University, it is particularly useful for careers such as:

Primary Teaching, Secondary Teaching,
Nursing, Social Work, Care, Counselling, Psychology, Mental Health, Midwifery, Occupational Therapy, Youth Work,
Public Relations, Marketing, Personnel Management, Copywriting, Management, Company Secretary,
Journalism, Broadcasting, TV Presenting, TV Production, Scriptwriting, Sound Design, Photography,
Multimedia, Editing, Writing, Publishing,
Solicitor, Law, Local Government, Civil Service, Administration, Politics,
Police, Prison and Probation Service, Advocacy ...
and Stand-up Comedy!

Methods of Assessment:

Topic tests, group work, class presentations, research and project work, final exams.



SUPPORTING LEARNERS FACULTY

- **Supported Learning**
- **Prince's Trust Award**



Subject: Supported Learning

Year Group: S3

Course Structure and Content:

This course is suitable for pupils who are supported by Guidance and the Supporting Learners Faculty.

This course will:

- Offer additional support to young people in their chosen subjects
- Build on the learning young people receive in their chosen subjects
- Allows for individual study
- Allows for repetition and a deeper understanding of subject work at the young person's pace

Skills Development:

- Increase confidence and support individual learning
- Further develop subject specific skills
- Improve self-esteem
- Enable attainment
- Encourage engagement
- Improve attendance

Progression into the Senior Phase and Beyond:

Skills and personal qualities developed through Supported Learning classes can enhance the young person's capacity to attain National Qualifications in their chosen subject areas.

Career/Opportunities:

Young people have the opportunity to develop a range of personal and employability skills which will enable them to be successful in further learning, life and work.

Methods of Assessment:

Young People will be supported to achieve in subject based assessments.



Subject: Prince's Trust

Year Group: S3

Course Structure and Content:

The course is made up of six modules:

- *Skills for School*: to support young people to develop skills for learning, life and work
- *Personal and Social Development*: to support young people across a range of soft skills including confidence, resilience and self-awareness
- *Life Skills*: to provide young people with the tools to handle a range of relevant life situations
- *Active Citizenship*: to plan and carry out a project within the local community to gain individual development and to benefit the local community
- *Enterprise Projects*: to develop project planning skills, time management, decision making and an awareness of business
- *Preparation for Work*: to give young people the opportunity to build critical employability skills to support their choices and progression routes on from education

Skills Development:

The Prince's Trust programme takes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills.

Young people work together as group on practical learning designed to:

- Boost confidence
- Improve self-esteem
- Enable attainment
- Encourage engagement
- Improve attendance

Progression into the Senior Phase and Beyond:

Skills and personal qualities developed through the Prince's Trust programme can support the young people to achieve more, both at school, and in the future. The course will lead to accreditation at either SCQF Level 3, SCQF Level 4 or SCQF Level 5 by the end of S4.

Career/Opportunities:

Young people have the opportunity to develop a range of personal and employability skills which will enable them to be successful in further learning, life and work.

Methods of Assessment:

Young people will be assessed on Unit Criteria for each module they complete. Success is measured through written, verbal and experiential evidence.



Uniformed Cadet Course



Subject: Uniformed Cadet Force

Year Group: S3

Course Structure and Content:

The course develops the skills, knowledge and attitudes needed to work in a variety of the Uniformed Services and introduces candidates to: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines; and the Ambulance Service, Coastguard, Fire and Rescue and Police. The Course includes investigating the different roles and responsibilities of those working in a specific service team. Candidates will also investigate career opportunities in the uniformed and emergency services.

Pupils will work towards the National 4 Uniformed & Emergency Services course in conjunction with the Army Cadet Proficiency Certificate.

Unit 1 – An Introduction to the Uniformed & Emergency Services

Unit 2 – Health, Safety, Fitness & Wellbeing

Unit 3 – Engaging with the community

Unit 4 – Working in a Team

Activities include:

Fieldcraft, Navigation, Sport, Adventurous Training, Shooting, First Aid, Drill, Competitions, Expeditions, Team working, Weekend Camps, Annual Camps,

Skills Development:

Pupils who study the Uniformed Cadet Force course in S3 will develop the following skills:

- Employability Skills
- Analysing and solving problems
- Team working
- Time management
- Risk assessment
- Leadership skills

Effective team-working is an essential element of working in uniformed and emergency services settings. Candidates will investigate the benefits of team-working, and the qualities of effective leadership and followership will be explored. External factors that may affect a team will be investigated. Candidates will also be given the opportunity to work as a member of a team to plan and carry out a task. Candidates will have the opportunity to develop their employability skills through practical activities in real or simulated working environments, investigations and team-working activities.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

The course will lead to accreditation at either National 3, National 4 at the end of S4. Further progression in S5 and S6 would also involve Level 5 Leadership skills

Career/Opportunities:

The Course introduces candidates to the uniformed and emergency services: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines; and the Ambulance Service, Coastguard, Fire and Rescue and Police. The Course includes investigating the different uniformed and emergency services, and the roles and responsibilities of those working in a specific service team. Candidates will investigate career opportunities in a wide variety of the uniformed and emergency services.



Methods of Assessment:

Continuous 'informal' assessment throughout to monitor progress.



S3 ELECTIVES

- **Ceramics**
- **Computer Games Design**
- **Computer Animation**
- **School of Basketball**
- **School of Football**
- **School of Sport/PE**
- **Forest & Outdoor Learning**
- **Design & Sew**
- **‘TeamBeath Productions’: Acting & Performance**
- **Music Technology**
- **Crime, Killers and Cannibals**
- **Fashion Junk Kouture**
- **Beauty Industry Skills**



Subject: Ceramics

Year Group: S3

Course Structure and Content:

A variety of different clay skills will be taught and as this is a design process the development of a drawing idea will be the basis of most 3D models.

Skills Development:

Pupils will be learn how to follow the creative process to create an eye-catching final outcome. Relevant contemporary and historic sculptors will be researched.

Pupils will learn how to build clay relief and 3D models using a variety of specialised techniques. This course will also involve paint of models and possibly using glazing.

Progression into the Senior Phase and Beyond:

Career/Opportunities and Further Education

This Course may provide progression to:

- National Qualification courses in Art and design, fashion Design and Photography.
- University and FE courses in a wide range of creative subjects including: Fine Art, Photography, Computer Games Design, Architecture, Interior, Graphic and Product Design.
- Primary and Community teaching qualifications
- Careers in the creative industries.

Methods of Assessment:

Continuous assessment of skills based on the visual elements and use of materials.



Subject: School of Basketball

Year Group: S3

Course Structure and Content:

This course is designed to give pupils the opportunity to train in a Basketball performance environment as part of their school curriculum. They will develop a range of simple and complex Basketball skills whilst learning to apply them under pressure in game situations.

This programme is designed to not only improve learners Basketball skills and physical competencies, but to also develop their social skills such as confidence, communication, discipline and respect. This is a physically demanding course which will also develop learner's fitness levels.

Skills Development:

- Movement and performance skills/competencies and tactics in Basketball
- Knowledge and understanding of principles and approaches to take to improve and refine skills and fitness • Tactical understanding and application
- Planning and implementing solutions in straightforward performance situations
- Working independently and collaboratively within teams to develop thinking and interpersonal skills
- Analysing, evaluating, planning, decision making and problem solving skills

Progression into the Senior Phase and Beyond:

- National 3 Physical Education
- National 4 Physical Education
- National 5 Physical Education
- Higher Physical Education
- This course would be extremely helpful in preparing pupils for one of their special practical performance exams in National and Higher PE
- Sports Leadership in S5/6

Career/Opportunities:

- Employment in Health, Leisure and Recreation industries
- Further study at College or University to help become:
- PE teacher, Primary teacher, Active Schools Coordinator, Sports Development Officer
- Sports Coach, Fitness advisor, Analyst, Nutritionist, Personal trainer

Methods of Assessment:

- Ongoing Practical assessment
- Peer and Self assessment
- Special performance event – Practical assessment



Subject: School of Football

Year Group: S3

Course Structure and Content:

This course is designed to give learners the opportunity to train in a Football performance environment as part of their school curriculum. They will develop a range of simple and complex Football skills whilst learning to apply them under pressure in game situations. This will be taught using a combination of drills, small sided games and competitive games.

This programme is designed to not only improve learners Football skills and physical competencies, but to also develop their social skills such as confidence, communication, discipline and respect. This is a physically demanding course which will also develop learner's fitness levels. Learners must also be prepared to be outside on the astro in all weathers throughout the year.

Involvement in a Football team is **not** an essential pre requisite.

Skills Development:

- Movement and performance skills/competencies and tactics in Football
- Knowledge and understanding of principles and approaches to take to improve and refine skills and fitness • Tactical understanding and application
- Planning and implementing solutions in straightforward performance situations
- Working independently and collaboratively within teams to develop thinking and interpersonal skills
- Analysing, evaluating, planning, decision making and problem solving skills

Progression into the Senior Phase and Beyond:

- National 3 Physical Education
- National 4 Physical Education
- National 5 Physical Education
- Higher Physical Education
- This course would be extremely helpful in preparing pupils for one of their special practical performance exams in National and Higher PE
- Sports Leadership in S5/6

Career/Opportunities:

- Employment in Health, Leisure and Recreation industries
- Further study at College or University to help become:
- PE teacher, Primary teacher, Active Schools Coordinator, Sports Development Officer
- Sports Coach, Fitness advisor, Analyst, Nutritionist, Personal trainer, Football Referee

Methods of Assessment:

- Ongoing Practical assessment
- Peer and Self assessment
- Special performance event – Practical assessment



Subject: PE/School of Sport

Year Group: S3

Course Structure and Content:

This course will be of interest to all learners who enjoy performing in physical education and have an enthusiasm for developing their performance skills. The course will be physically demanding and performers will take part in a range of activities that may include a selection of: Athletics, Badminton, Dance, Fitness, Gymnastics, Handball, Netball Short Tennis, Softball and Volleyball. This will be based on the needs of the class and facilities available. In each activity performers will work towards improving their practical performance / fitness and knowledge and understanding.

This programme is designed to not only improve learners physical competencies, but to also develop their social skills such as confidence, communication, discipline and respect. This is a physically demanding course which will also develop learner's fitness levels.

This course will be developed through practical experiential learning.

Skills Development:

Pupils who study Physical Education in S3 will develop the following skills:

- Movement and performance skills/competencies in a range of individual and team activities
- Knowledge and understanding of principles and approaches to take to improve and refine skills and tactical understanding and application
- Creating movements and sequences
- Planning and implementing solutions in straightforward performance situations
- Working independently and collaboratively within teams to develop thinking and interpersonal skills
- Analysing, evaluating, planning, decision making and problem solving skills

Progression into the Senior Phase and Beyond:

You will be able to continue your study of Physical Education as follows:

- National 3
- National 4
- National 5
- Higher
- Sports Leadership level 4 and level 5 (including Sports Development NPA)

Career/Opportunities:

- Employment in Health, Leisure and Recreation industries
- Further study at College or University to help become:
- PE teacher, Primary teacher, Active Schools Coordinator, Sports Development Officer
- Sports Coach, Fitness advisor, Analyst, Nutritionist, Personal trainer



Methods of Assessment:

- Ongoing Practical assessment
- Peer and Self assessment



Subject: Forest Outdoor Learning Award (FOLA)

Year Group: S3

Course Structure and Content:

The Forest Outdoor Learning Award offers a learner centred approach to developing skills and understanding to work sustainably in forest and outdoor environments. The course is based in the outdoors and therefore is weather dependant with written work being undertaken in the classroom. The course will cover:

- Ecology
- Safe practice in outdoor situations
- Use of tools
- Building shelters • Fire making
- Outdoor cooking

Skills Development:

Pupils who undertake FOLA will develop skills in the following areas ;

- Using tools safely(saws, loppers, knives)
- Starting and maintaining fires
- Building shelters
- Risk assessment

Progression into the Senior Phase and Beyond:

Young people will progress through the levels of the award from level 1 to 7

Career/Opportunities:

This course has been endorsed by Forestry Scotland and anyone interested in a career in Forestry would benefit from attaining this award.

Methods of Assessment:

The course is practical based with candidates showing their competence in the different areas of the course.

There will be written assessments covering various aspects of the course, based on the experiences gained in the forest.



Subject: Design & Sew Elective (Fashion & Textiles)
Year Group: S3

Course Structure and Content:

Design & Sew Elective is an opportunity for you to learn and develop your design and manufacturing skills in Fashion and Textiles, using them to create a range of items.

This elective is either a free standing S3 course or it can prepare you for progression in S5 / S6 to the National Fashion and Textile Technology course at all levels for N4 to Higher.

Skills Development:

Skills Development

Within this Design and Sew elective you will:

- Develop and use your knowledge of fabrics, equipment and sewing skills;
- Develop a range of sewing skills to create more complex items throughout the elective;
- Develop critical thinking and evaluation skills, relating to fashion, textiles and design;
- Understand the design process and use this to produce your own textile items;
- Compare and evaluate fashion trends and manufactured textile items.

Progression into the Senior Phase and Beyond

This elective is aimed at anyone interested in sewing, fashion design or textiles. We will work together through several practical projects to familiarise you with all aspects of the National Fashion and Textile Technology course. This will allow you the choice to progress in the senior phase to all levels from National 4 and 5 through to Higher.

Method of Assessment

Continual assessment throughout the course with teacher assessment of your design & practical skills, combined with opportunities for self and peer assessment.

The course is predominantly practical based, with all activities allowing you to demonstrate your potential level of study if choosing Fashion and Textile Technology in S5 and S6.



Subject: "TeamBeath Productions" Acting and Performance (elective).

Year Group: S3

Course Structure and Content:

Over the course of a year pupils will be involved in developing their Acting and Performance skills in a workshop and project based environment.

Pupils will engage with a variety of texts for performance including published play texts and short stories.

Pupils will cooperatively create pieces of theatre from different stimuli for a variety of target audiences.

Pupils will design and produce all aspects of the performance including:

- Technical requirements (lights, sound, set, props, costume, hair and makeup)
- Marketing
- Fundraising

We will create and present a variety of short plays and devised drama to different target audiences. Taking into account local history, educational drama, and contemporary Scottish texts we aim to entertain the pupils and staff of Beath High and beyond!

Skills Development:

In addition to the production skills developed through these courses, pupils will develop the following skills:

- Working cooperatively with others
- Interpersonal skills
- Listening and talking skills
- Thinking skills
- Problem solving
- Skills for work
- Evaluative skills
- Planning and preparation; time management - Literacy, numeracy and health and wellbeing.
- ICT Skills

Progression into the Senior Phase and Beyond:

National 4

National 5

Higher

Advanced Higher

NPAs (National Progression Award; S6 only)

Further Education

Career opportunities in the following sectors:

Theatre performance

Theatre direction.

Technical theatre (lighting, sound, design, etc.)

Television/Film

Stage management

Project management

Teaching Finance

Marketing



Methods of Assessment:

Continuous assessment of participation in acting exercises and group led performance will take place throughout the year through teacher feedback, self evaluation and peer assessment of planning process and performances.



Subject: Crime, Killers and Cannibals

Year Group: S3

Course Structure and Content:

This elective will delve into the depths of historical and recent crimes of the most unusual, gruesome and terrifying ends. We will study the killers, their motives and their ultimate demise. We will evaluate the success of various forms of punishments from medieval times and debate whether these should be used in today's society.

Skills Development:

Much of this elective will be based on research, analysis and debate. We will be working as a team to investigate crimes and act as juries to decide on a accused criminals fate.

Progression into the Senior Phase and Beyond:

The skills from this elective will be beneficial to any of the Social Subjects.

Methods of Assessment:

Continuous 'informal' assessment of throughout to monitor progress.



Subject: Music Technology (elective).

Year Group: S3

Course Structure and Content:

This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

Music Technology Skills:

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

Activities include:

- **TERM 1: Audiobook** – learn about correct microphone placement and record your own audiobook, adding in sound effects and atmospheric music
- **TERM 2: Multitrack** – learn how to record and edit a multitrack. Record drum kit, guitar, bass, voice, synth. Edit tracks by cutting spillage, fade (in/out), gate, reverb, equalisation, panning.
- **TERM 3: Foley** – During this unit you will learn what film Foley is and the job of a Foley Artist and how to be creative with sound. Your production brief is to record and produce the audio for a scene from Jurassic Park.
- **TERM 4: Radio Broadcast** – create your own radio show, jingle, presenters, guests, news and weather, adverts and Top 5 Countdown.

Skills Development:

- ◆ develop basic skills in the use of music technology hardware and software to capture and manipulate audio
- ◆ use music technology creatively in sound production in straightforward contexts
- ◆ develop understanding of a range of 20th and 21st century musical styles and genres
- ◆ knowledge of music technology hardware
- ◆ knowledge of features and functions of music technology software
- ◆ application of music technology in creative ways
- ◆ planning, implementation and simple evaluation of a sound production
- ◆ reflect on their own work and that of others

Progression into the Senior Phase and Beyond:

This Course or its Units may provide progression to:

- ◆ other qualifications in Music Technology, Music or related areas
- ◆ further study, employment and/or training

Methods of Assessment:

Learners will be assessed during normal classroom activities, rather than through formal assessments. Oral, written and observational evidence will be gathered throughout the course. Assessment of learners can be carried out at any point during teaching and learning in this Unit, where evidence of competence is demonstrated.



Subject: Junk Kouture
Year Group: S3

Course Structure and Content:

A variety of different eco fashion and recycling, upcycling design-based projects. This will be based around fashion design. Pupils will develop ideas and create a final outcome based on design brief.

Skills Development:

Pupils will learn how to follow the creative process to create an eye-catching final outcome. Relevant contemporary fashion designers will be looked at. A variety of themes and stimuli will be researched as starting points.

Pupils will learn how design and create wearable outfits and accessories. A range of working methods involving sculptural design and sewing will be taught.

Progression into the Senior Phase and Beyond:

Career/Opportunities and Further Education

This Course may provide progression to:

- National Qualification courses in Art and design, fashion Design and Photography.
- University and FE courses in a wide range of creative subjects including: Fine Art, Photography, Computer Games Design, Architecture, Interior, Graphic and Product Design.
- Primary and Community teaching qualifications
- Careers in the creative industries.

Methods of Assessment:

Continuous assessment of skills based on the visual elements and use of materials.



Subject: Beauty Industry Skills (Elective)

Year Group: S3

Course Structure and Content:

Learning a variety of different skills across the beauty industry. Beginning with nails and learning how to complete a gel manicure. Moving on to makeup skills. Beginning with general equipment hygiene and culminating in learning how to complete makeup on someone else. As this will be funded by social enterprise, learners will offer a nail bar within school to stakeholders and staff. They will also go out to local care homes to offer this service for free, giving back to the community. Local college staff will assist with the delivery of this as will a local makeup artist.

Skills Development:

Working with people.
Creative ideas for customers.
Building a successful business and working with money.
Understanding how to complete a manicure.
Entrepreneurial skills.
Researching skills.
Literacy and Numeracy skills

Progression into the Senior Phase and Beyond:

These courses are offered by Fife college:

Beauty Therapy Make-up: VTCT Level 2

Gel Nails

Learning for a Career in Hair and Beauty - Certificate (Schools Pupils Only)

Methods of Assessment:

Continuous assessment of skills based on the visual elements and use of materials.