



Belonging • Experiences • Aspirations • Teamwork • Honesty

# Beath High School

## S2 into S3

## Learner Pathway

# OPTIONS

# 2022-23





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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. It is strongly advised that subjects are selected from a range of Faculties to ensure a breadth of experiences. Pupils will also choose an Elective course, this is a double period class each week and details about each of the electives on offer are in the final section of this booklet.

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 enable all of our young people the opportunity to achieve their potential through flexible pathways to success.***

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



# **BUSINESS & INFORMATION TECHNOLOGY FACULTY**

- **Administration and IT**
- **Business Management**
- **Computing Science**



**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



**Subject: Business Management**  
**Year Group: S3**

### **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



**Subject:** Computing Science  
**Year Group:** S3

### Course Structure and Content:

The course is designed for learners who want to learn more about the technological world around them and become skilled in building digital solutions using a variety of software applications.

Learners will develop and broaden their technological experience through an increasing awareness of emerging and innovative technologies. They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of study opportunities.

### Skills Development:

Pupils who study Computing Science in S3 will develop skills in:

- Apply computational-thinking skills across a range of contemporary contexts
- Apply knowledge and understanding of key concepts and processes in computing science
- Apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions
- Communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology
- Develop an understanding of the role and impact of computing science in changing and influencing our environment and society

### Skills for Learning, Life and Work :

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

### Progression into the Senior Phase and Beyond:

- S4 – National 3, National 4 or National 5 Computing Science
- Further Progression S5/S6 Higher Computing Science
- College or University for Computing Science courses

### Career/Opportunities:

Some of the richest people in the world today are Computing Science innovators. Computing Science and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us.

Understanding different dimensions of Computing Science is part of the necessary skill set needed in the 21st century. Whether you want to be a scientist, develop the latest killer application, or just know what it really means when someone says “the computer made a mistake”, studying Computing will provide you with valuable knowledge.

### Methods of Assessment:

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



- **Beath Care Sector Pathway**





**Subject: Beath Care Sector Pathway Programme**  
**Year Group: S3**

**Course Structure and Content:**

This course is suitable for learners who are interested in a career in the Care Sector. It will provide learners with the opportunity to learn, develop skills and to visit care settings.

This course is made up of seven modules:

- Health Sector: An Introduction
- Contemporary Families
- Health Sector: Working Safely
- Health Sector: An Introduction Scotland
- Health Sector: Health Awareness
- Health Sector: Life Sciences Industry
- Health Sector: Roles and Responsibilities

**Skills Development:**

Learners will develop a wide range of skills.

- **Employability:** a key aspect of Skills for Work and is present throughout the course.
- **Literacy** Reading, Writing, Listening and talking.
- **Health and wellbeing:** Personal learning, Emotional wellbeing, Planning for, and making, choices and changes, Relationships.
- **Employability, enterprise and citizenship :** Working with others
- **Thinking skills :** Remembering, Understanding, Applying, Analysing and evaluating

**Progression into the Senior Phase and Beyond:**

The Beath Care Sector Pathway programme will lead on to a National 4 Qualification in S4 and the National 5 Child Care or National 5 Healthcare Programme.

**Career/Opportunities:**

Further progression could be Foundation Apprenticeship, Modern Apprenticeship, Graduate Apprenticeship, college, university and work in the Care sector.

**Methods of Assessment:**

Learners will be assessed throughout the course units. Methods of assessment include oral, written, open book assessment, and observation.



# 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, copywriting, 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**

**OR**

- **Physical Education (Aesthetic Option)**

- **Childcare**

- **Practical Cookery**

- **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: Physical Education (Aesthetic Option)**  
**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 specifically through Aesthetic activities. **The course will be physically demanding, and performers will take part in activities such as Dance, Cheerleading and Gymnastics.** 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.

Due to the aesthetic nature of this course, it is expected that pupils are comfortable with the performance elements associated with Aesthetic activities.

### **Skills Development:**

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

- Movement and performance skills/competencies in a range of aesthetic activities.
- Knowledge and understanding of principles and approaches to take to improve and refine skills, physical, emotional and mental fitness and understanding of choreography.
- 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 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:**

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### **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:        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: 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**
- **Application 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 using tests designed to meet SQA outcomes and assessment standards.

These assessments will provide the mathematics department with valuable information when deciding 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
- Listening assessment
- Writing assessment
- Speaking assessment
- Homework pieces
- Projects & research work
- Peer & self-assessment
- Co-operative learning tasks



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



# PERFORMING ARTS FACULTY

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



**Subject: Drama**  
**Year Group: S3**

### **Course Structure and Content:**

You will study:

- Working with scripts
- Performing to a variety of audiences
- Devising your own dramas
- Production skills: lighting, sound, costume, set, props.
- Evaluating performances

### **Skills Development:**

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

- Transferable skills for a range of careers, in and out of the Performing Arts:
- Working cooperatively with others
- Interpersonal skills
- Problem solving
- Evaluative skills
- Planning and preparation; time management
- Literacy, numeracy and health and wellbeing.
- ICT Skills
- Confidence and presentation skills

### **Progression into the Senior Phase and Beyond:**

National 4

National 5

Higher

Advanced Higher

NPAs (National Progression Award)

Further Education

### **Career opportunities in the following sectors:**

Theatre performance/Direction

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

Television/Film

Teaching

Law

Speech Therapy/Psychology

Marketing & Business

Games Design

Journalism

Tourism

### **Methods of Assessment:**

Continuous assessment of practical and written work. Regular feedback from teacher observation.



**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 self-reflect 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.



# 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 town 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 Cadets Course**



**Subject: Uniformed Cadets Course**  
**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 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

**Beauty Industry Skills** (English & Modern Languages)

**Ceramics** (Design)

**Crime, Killers and Cannibals** (Social Subjects & RME)

**Eco Fashion** (Design)

**Media Studies** (Modern Languages)

**School of Basketball** (HWB)

**School of Football** (HWB)

**School of Netball** (HWB)

**School of Sport** (HWB)

***TeamBeath* - Acting & Performance** (Perf. Arts)

**Travel and Tourism** (Modern Languages)



**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.



**Subject: Ceramics (Elective)**  
**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:** Crime, Killers and Cannibals (Elective)  
**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 an accused criminal's 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:** Eco Fashion (Elective)  
**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: Media Studies (Elective)**  
**Year Group: S3**

**Course Structure and Content:**

This course offers learners the opportunity to develop media literacy through analysing and creating media texts. It will explore the role of media within society and the importance of media in developing cultural awareness. There will be opportunities to study iconic films and understand the skill involved in engaging an audience. You will also get a chance to produce your own short media texts.

**Skills Development:**

Communication skills  
Critical thinking  
Creativity  
Understanding of media techniques  
Research skills  
Literacy and Numeracy skills

**Progression into the Senior Phase and Beyond:**

This course can lead on to N4 Media and/or Film and Media Studies Level 5 NPA

**Methods of Assessment:**

Assessment will be based on classroom activities throughout the course.



**Subject: School of Basketball (Elective)**  
**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 (Elective)**  
**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: School of Netball (Elective)**  
**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 in Netball. The course will be physically demanding and performers will take part in lessons that will explore the various skills and techniques of netball, development of specific aspects of fitness within netball, understanding of the rules of the game and development of tactical understanding of the game of Netball.

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 School of Netball in S3 will develop the following skills:

- Movement and performance skills/competencies in 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
- Confidence in recognising and applying basic rules of the game and tactical application of basic structure and strategies.

### **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

We would hope that success within the School of Netball programme would see more young people join our very successful Extra Curricular Netball Programme, providing opportunities to train and represent Beath in competitive matches.

### **Methods of Assessment:**

- Ongoing Practical assessment
- Peer and Self assessment



**Subject: School of Sport (Elective)**  
**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:** "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: Travel and Tourism (Elective)**  
**Year Group: S3**

### **Course Structure and Content:**

Travel and Tourism is an introductory qualification in travel and tourism to gain the basic skills for work in. It develops the skills, knowledge and attitudes needed for work in the travel and tourism industry.

The course consists of the following units:

1. Travel and Tourism: Employability
2. Travel and Tourism: Customer Service
3. Travel and Tourism: Scotland
4. Travel and Tourism: UK and Worldwide

### **Skills Development:**

This course will help you develop product knowledge and the skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

In addition to this, you will develop specific skills, such as:

- Generic skills/attitudes valued by employers.
- Understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc.
- Self-evaluation skills.
- Positive attitude to learning flexible approaches to solving problems.
- Adaptability and positive attitude to change.
- Confidence to set goals, reflect and learn from experience.

### **Progression into the Senior Phase and Beyond:**

National Qualifications in Travel and Tourism  
Employment in the Travel and Tourism Industry

### **Methods of Assessment:**

Assessment will be based on ongoing class activities focusing on job roles within the travel and tourism industry.

