

**Cumbernauld Academy**

**S3 Options**

**Session 2022 - 2023**

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**ART & DESIGN – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The purpose of the course is to provide a broad practical experience of art and design and related critical activity. The course provides opportunities for pupils to experiment with how they can visually express their personal thoughts and ideas and create imaginative expressive and design work. |
| **Learning and Teaching Content**  The course will take the format of two units; one expressive and one design. Pupils will investigate and research, develop ideas and work towards a solution in each unit. Pupils will study the work of artists and designers which will relate to their practical work. They will be introduced to a range of media handling skills. They will build on previous skills and knowledge. Self-evaluation is integrated part of the course. |
| **Interdisciplinary Learning**  There is the opportunity for the work of pupils to relate to other subject areas in both units. Links with other departments are encouraged, built on and integrated to the course through individual, group or/and whole class participation. |
| **Assessment**  Assessment will take many formats: pupil and peer assessment, continuous assessment and end of unit assessment. Pupils will be involved in their assessment through discussion and given the opportunity for re-assessment whenever possible. |
| **Homework**  Homework will support and extend the work undertaken in class. This may take the format of:   * research and investigation, this can include observation drawing and media handling * research into the work of artists and designers * development of ideas * evaluation of their and others work. |
| **Progression into Senior Phase**  The work undertaken in S3 will introduce and prepare pupils for the work of National 4 and National 5. Their course work in S3 will decide the level appropriate for pupil presentation in S4 with the opportunity to move from one level to another in S4 if required. |

**1.**

**HOSPITALITY – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The main aim of the S3 Hospitality course is to build on practical cookery skills learned in S1 and S2. The course enables learners to develop cookery related knowledge, understanding & skills. Pupils will develop a deeper knowledge of the importance of preparation and cookery processes that can be used at home, in the wider community and in future employment.  The course also develops a range of skills for learning, for life and for the world of work, which includes aspects of numeracy and thinking skills. |
| **Learning and Teaching Content**  There is a wide variety of experiences and learning for pupils in the S3 course. Such as:   * Using a range of cookery skills, processes and food preparation techniques * Selecting and using ingredients to produce and garnish or decorate dishes * Developing an understanding of ingredients and their uses * Developing an awareness of responsible sourcing * Evaluating information and products * Developing improved organisational skills * Analysing information about nutrition and applying this to projects and products * Numeracy skills through weighing and measuring * Designing and creating products suited to specific dietary needs * Planning practical work and events |
| **Interdisciplinary Learning**  In S3 there is the opportunity to work with two departments across the school learning about foods and dishes from France and calories, energy use and exercise with P.E. |
| **Assessment**  There will be different forms of assessment. Many of our experiences will be practical so the assessment will often be formative including observation of pupils during practical tasks, feedback from pupils at work and summative at the end of cooking or project tasks. |
| **Homework**  Due to the nature of the course being mainly practical we encourage pupils to practise their skills learned in class at home if possible. Written homework will be issued at certain times of the year, but not on a weekly basis. |
| **Progression into Senior Phase**  It is expected pupils will progress to National 4 or 5 Hospitality from S3. |

**2.**

**DESIGN & MANUFACTURE – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The main aims of the S3 Design & Manufacture course is to build on design and practical craft skills introduced in S1 and S2. Pupils will develop a deeper understanding and knowledge of the design process and its relationship with the manufacturing of items carried out in the world of work. Pupils will explore the properties and uses of a range of materials and will be expected to produce a range of scaled models to convey their design ideas. |
| **Learning and Teaching Content**  The Design & Manufacture course will allow pupils to explore and become familiar with a range of new skills and techniques that are of great value for learning, life and work. Such as:   * Analysing and determining important factors in design * Sketching 2d and 2 ½ d shapes and objects * Rendering simple sketches to make them 3d realistic * Reading and interpreting production drawings and diagrams * Communicating design ideas * Devising and developing practical solutions to design problems * Modeling design ideas in a range of suitable materials * Manufacturing simple design ideas using practical craft skills * Evaluating design   Participation will enhance knowledge and understanding of the impact that design and manufacturing technologies have on our environment and society. |
| **Interdisciplinary Learning**  Design and manufacture are areas covered separately across other Technical subjects therefore it would be natural to form interdisciplinary links with these subjects. Additionally It would also be possible to form links with departments that offer design based subjects. |
| **Assessment**  Much of the assessment in Design & Manufacture will be in the form of completing units of sketching, drawing, design and model making. There will be written work to ensure that pupils are aware of important design factors and evaluation techniques. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment. |
| **Homework**  Homework will be unit based and in the format of sketching everyday objects, identifying design factors, researching materials and developing ideas to meet design problems. |
| **Progression into Senior Phase**  The work in S3 will allow pupils the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications. The standard of course work in S3 will play a major part in determining the levels on entry into S4. |

**3.**

**GRAPHIC COMMUNICATION – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The general aim of this Unit is to develop the pupil’s skills and creativity in producing and interpreting 2D and 3D graphics, manually and on computer. It will enable the pupil to initiate, develop and communicate ideas and solutions using graphic techniques in simple and familiar contexts. |
| **Learning and Teaching Content**  There are three stages in design where graphics is a contributing factor. These are Preliminary Drawings, Production Drawings and Presentation Drawings.   * **Preliminary drawing** – Pupils will learn to sketch and render everyday objects in a variety of styles. Additionally pupils will develop planning for graphic presentations. * **Production drawing** – Pupils will extend their knowledge of formal drawing using drawing boards and drawing instruments. They will also improve on their skills in 2d/3d CAD. * **Presentation drawing** – Pupils will have the opportunity to use various manual media techniques as well as computer graphics to present information in a creative and informative way. |
| **Interdisciplinary Learning**  Since graphics are used in design, it would be natural to form interdisciplinary links with Design & Manufacture. It would also be possible to form links with other departments in the school that incorporate drawing and design in their folio of subjects |
| **Assessment**  Much of the assessment in Graphic Communication will be in the form of completing units of drawing and computing work. There will be some written theory work to ensure that pupils are aware of British Standard symbols, standards and conventions. In Presentation drawing there will be the opportunity for pupils to make scaled models of objects. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment. |
| **Homework**  Homework will be unit based. For the Production drawing unit it will be necessary for pupils to have access to a drawing board and drawing instruments. |
| **Progression into Senior Phase**  Pupils will have the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications. |

**4.**

**PRACTICAL WOODWORKING – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The course is practical based with majority of the work being completed in a workshop. It focuses on the development of practical woodworking skills. It provides opportunities for pupils to gain practical skills in the use of a range of tools, equipment and materials associated with woodworking. Through involvement in this course and the subsequent National units pupils will build skills that will serve them well as they develop into adulthood and the world of work. |
| **Learning and Teaching Content**  The Practical Woodworking course will cover hand and machine skills in hardwood timbers, softwood timbers and manufactured boards. Pupils will also learn to select and apply a variety of finishes. It allows pupils to follow a series of activities through to the completion of a finished item. Through the course pupils will learn to interpret working drawings and construct models to a given degree of accuracy. Pupils will also learn to complete a range of woodworking joints used in the manufacturing and trade industries. Pupils will expect to complete three small wood models in year 3. |
| **Interdisciplinary Learning**  It is possible that links can be made with Design & Manufacture. |
| **Assessment**  Practical skills will be assessed continually as the models are undertaken. Pupils will also be expected to extend their technical vocabulary with the identification of tools and processes. Work will mainly be assessed by peer assessment, formative assessment and end of unit summative assessment. |
| **Homework**  Homework will be unit based and will be in the form of short written tests on aspects of tool use, process identification and finishes. |
| **Progression into Senior Phase**  Pupils will have the opportunity to extend the course into Senior Phase with National 4 and National 5 qualifications. |

**5.**

**DRAMA – CURRICULUM FOR EXCELLENCE**

**6.**

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| **Aim(s) of course**  The Course provides opportunities for learners to be inspired and challenged by exploring dramatic ideas in creating and appreciating drama. It is practical and focuses on the development of performance skills, using theatre arts, production skills and technologies to create drama. The aims of the Course are to enable learners to:   * Develop creativity and skills in problem solving, critical thinking and reflective practice. * Communicate thoughts, meaning and ideas when creating drama and using theatre arts, production skills and technologies. * Develop knowledge, understanding and appreciation of drama practice. * Understand social and cultural influences.   They will experiment with straightforward acting, directing and theatre production skills and learn how to apply them in performance. |
| **Learning and Teaching Content**  Pupils will work on the following topics designed to enhance skill such as voice, movement, characterisation and role play   * Voice Unit – Radio show or News Programme * Drama Skills Unit – ‘Runaway’ * Production Skills – acting, costume, props, sounds, lighting and set * Script performance   Script- 'Fun with Shakespeare' – ‘Melodrama’ |
| **Interdisciplinary Learning**  Possible links to other areas of the curriculum include   * Technical/Graphics – set design * Maths – design to scale * Home Economics/Art – costume making and design |
| **Assessment**  Assessment will take place in many different forms such as   * Mind-mapping * Character cards * Role-on–the-wall * Writing in role * Drama diary * Teacher and peer observation and feedback |
| **Homework**  Homework tasks where relevant will include:   * Research of historical contexts * Selection of appropriate costume and props * Individual refection in Drama Diary |
| **Progression into Senior Phase**  Drama is available at National 4, National 5 and Higher Level. |

**MUSIC TECHNOLOGY – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  This course allows you to develop your knowledge and understanding of music technology and of music concepts, particularly those relevant to 20th and 21st century music. You will get to develop technical and creative skills through practical learning, as well as learn skills and knowledge relevant to the needs of the music industry. You will also practise how to reflect on your own work and that of others. |
| **Learning and Teaching Content**  This course is especially suitable if you have broad musical interests, and are particularly interested in music technology and 20th and 21st century music.   * The skills that you develop in Music Technology are useful in careers such as musician, DJ, sound technician, roadie and musical instrument technologist. |
| **Course Outline**  The course has **three** compulsory units:  **Music Technology Skills (6 SCQF credit points)**  In this unit you will:   * develop skills and techniques relating to the creative use of music technology and hardware and software to capture and manipulate audio * explore a range of uses of this technology through practical activities.   **Understanding 20th and 21st Century Music (6 SCQF credit points)**  In this unit you will:   * develop a basic understanding of 20th and 21st century musical styles and genres, and of related developments in music technology.   **Music Technology in Context (6 SCQF credit points)**  In this unit you will:   * use music technology skills in a range of straightforward contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming. |
| **Assessment**  You will be assessed by your teacher or tutor on an ongoing basis throughout the course. Items of work might include:   * practical skills – such as using hardware or software for audio capture * listening skills – understanding the context of musical styles, such as jazz and rock projects.   You must pass all three units to gain the course qualification. |
| **Homework**  Pupils will be given homework linking to each unit of the course. It is also expected that pupils opting to continue with music will undertake additional instrumental practice on an ongoing basis. |
| **Progression into Senior Phase**  Music Technology National 4/5 |

**7.**

**MUSIC – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  To develop skills in   1. Performing on two instruments or one instrument and voice (Solo and Group) 2. Understanding Music 3. Composing |
| **Learning and Teaching Content**  Pupils will work independently on their chosen solo instrument. Group Performing and the written elements of the course will be taught together through topics such as:   * Rock and Pop * Blues, Ragtime and Jazz * Scottish Music * Theory of Music |
| **Interdisciplinary Learning**  The Music of Scotland Unit will link with PE.  Links will be made with Humanities about the history of Scottish Music and Blues Music |
| **Assessment**   * Practical skills will be assessed on an ongoing basis with pupils being expected to perform at least 2 pieces of music on each instrument by the end of the year. * Understanding music will be assessed through presentations, written responses and question papers based on audio examples. * Pupils will build a folio of composing work. |
| **Homework**  Pupils will be given homework linking to each unit of the course. It is also expected that pupils opting to continue with music will undertake additional instrumental practice on an ongoing basis. |
| **Progression into Senior Phase**  Music is available at all levels. |

**8.**

**S3 PE – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The course aims to enable the learner to:   * Develop and demonstrate knowledge of the principles and factors underpinning and impacting on performance * Describe factors which impact positively and negatively on engagement and performance in physical activities. * Build capacity to enhance effective performance * Reflect on, and monitor, performance to inform and influence personal improvement |
| **Learning and Teaching Content**  Learners will use a range of skills vital to life within school and beyond. The main skills pupils will use are:   * observing, describing and recording * comparing and contrasting to draw valid conclusions * development of problem solving skills to enhance performance * interacting with others and developing an awareness of self and others * planning and reviewing investigation strategies * developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources * discussion and informed debate * presentation skills – oral, written, multimedia |
| **Activities**  Activities studied in this course will be chosen from Badminton, Basketball, Gymnastics, Volleyball, Trampolining, Table Tennis and Fitness.  Teaching will generally take place in mixed ability groups of boys and girls but on some occasions classes will be single sex. |
| **Assessment**  Pupils practical performance will be assessed through staff and self-assessment.  Pupils will complete class tests. |
| **Homework**  Issued weekly  Personal challenges |
| **Progression into Senior Phase**  Pupils can then choose Nat 4 or Nat 5 before moving to Higher Physical Education. |

**9.**

**ENGLISH – BROAD GENERAL EDUCATION**

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| **Aims of course**  Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future. |
| **Teaching and Learning Content**    Learners will explore a variety of topics, texts and media that will promote an appreciation of language and literature. They will extend and develop practical literacy skills in reading, writing, listening and talking so that they are equipped for the challenges of senior school and beyond. |
| **Learning across the Curriculum**  Exposure to the Experiences and Outcomes from Literacy, Numeracy and Health and Wellbeing across Learning will encourage learners to develop their creativity and critical thinking skills as well as support them to make the links in their own learning. |
| **Assessment**    Learning intentions will be given for each topic and work will be checked regularly against success criteria. Learners will use this along with the teacher’s comments to let them know what they are doing well and what they need to work on to improve. In addition to this, a portfolio of the best and most recent evidence of the learning will also be held by the class teacher. |
| **Out of Hours Learning**  Learners will sometimes be asked to read, finish assignments or to undertake research tasks at home. All homework given will support the learning in class.  Additional support with work will be accessed via the department section of the school website and other electronic platforms such as Microsoft Teams.  To develop attributes in line with the *four capacities*, the department will run clubs such as debating and creative writing. |
| **Progression into Senior Phase**  As they progress to the Nationals in S4 and then on to Higher and Advanced Higher in S5 and S6, learners will continue to build on the knowledge, skills and attributes gained in the Broad General Education during their first three years. |

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# 10.

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# ADMINISTRATION AND IT – CURRICULUM FOR EXCELLENCE

**11.**

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| **Aim(s) of course**  Administration and IT is a growing employment sector. Administration and IT are not only required for a wide range of jobs but also equip you with many core skills which will help you throughout your life.  Administrative and IT skills which will enable you to carry out a range of tasks essential for the smooth running of all types of organisation.    The aim of a course in Administration and IT is to enable learners to:   * Develop an understanding of administrative activities in the workplace * Develop IT skills and use them to complete administrative tasks |
| **Learning and Teaching Content**  Learners will become familiar with many administrative practices such as; organisation and functions of departments; health and safety in the work environment; arranging travel; and filing and storage of information. A variety of tasks will give pupils practice at displaying their understanding.  IT Skills you will develop if you take Administration and IT include:   * Word processing * Spreadsheets * Databases * Desk top publishing * Using the internet and email * Organising, processing and communicating information * Organising small-scale events (including meetings) |
| **Interdisciplinary Learning**  Pupils will be able to use their Administration knowledge and IT skills across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem. |
| **Assessment**  Topics are internally assessed and will include summative, formative and continuous assessment using a variety of methods including: written answers, IT tasks, pupil/teacher checklists, and PowerPoint presentations. |
| **Homework**  Formal written homework is issued at the end of each administrative practices topic to consolidate learning and understanding. |
| **Progression into Senior Phase**  This Course or its components may provide progression to:  Course Level National 3 Administration and IT–Progress to National 4 Administration and IT  Course Level National 4 Administration and IT–Progress to National 5 Administration and IT  Course Level National 5 Administration and IT–Progress to Higher Administration  Other SQA Qualifications in Administration and IT or related areas  Further study, employment or training |

# BUSINESS MANAGEMENT – CURRICULUM FOR EXCELLENCE

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| **Aim(s) of course**  Business plays an important role in society. Businesses and entrepreneurs create wealth, prosperity, jobs and choices which benefits the country and its citizens. By following this course you will understand the way in which businesses operate in a dynamic and changing world and adopt entrepreneurial attitudes. You will learn about the different factors which contribute to business success and the role of different departments within a business.  This course will develop many skills which prepares pupils for everyday life, the world of work or further study of the many business courses available at further education colleges and universities. This course is also suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person. The aim of a course in Business Management is to enable learners to develop:   * Knowledge and understanding of the way society relies on business to satisfy our needs * An understanding of the steps taken by organisation to improve their overall performance * An insight into how organisations ensure customers’ needs are met * An awareness of how external influences including the economy, impact on organisations * A financial awareness through a business context |
| **Learning and Teaching Content**  Skills you will develop if you take Business Management include:   * + Enterprise by participating in activities which are related to realistic business situations * Employability * Numeracy * ICT * Citizenship * Thinking Skills   Throughout the course you will be taking part in a variety of activities including ICT-based learning. |
| **Interdisciplinary Learning**  Pupils will be able to use their Business Management skills and knowledge across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem. |
| **Assessment**  Topics are internally assessed and will include summative, formative and continuous assessment using a variety of methods including: written answers, IT tasks, pupil/teacher checklists, and PowerPoint presentations. |
| **Homework**  Formal written homework is issued regularly to consolidate learning and understanding. |
| **Progression into Senior Phase**  This Course or its components may provide progression to:  Course Level National 3 Business–Progress to National 4 Business  Course Level National 4 Business–Progress to National 5 Business Management  Course Level National 5 Business Management–Progress to Higher Business Management  Higher Business Management–Progress to Advanced Higher  Other SQA Qualifications in Business Management or related areas  Further study, employment or training |

**12.**

**COMPUTING SCIENCE – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The aim of this course is to develop confident and creative learners with an interest and passion for Computing Science through a rich and engaging curriculum. Pupils are encouraged to research, investigate and develop key skills and learning as they go. We strive to ensure that our young people have the computing and technological skills required in order to be best prepared for the pace and challenges of our ever changing world.  One of the fastest growing areas of employment in recent years relates to computer technology. The government and business have voiced concerns over the lack of Computer Science skills in our youngsters. Pupils need to acquire both skills and understanding when using computers not merely be end users. The Computing Department intend to deliver a course that will prepare our S3 pupils for the National 3, 4 and 5 courses in S4. |
| **Learning and Teaching Content**  The S3 Computing Science course aims to cover the Level 4 CfE outcomes by studying Computer Technology, The Economy and The Environment, Computer Security, Networking, PowerPoint, Web Authoring, Databases and Programming where you can design, create and test programs and computer games using Scratch and Visual Basic. By choosing this course you develop your literacy, numeracy and health and wellbeing skills and further develop skills in technologies. |
| **Interdisciplinary Learning**  You will be able to use your knowledge from Computing Science in other subject areas of the school and its community when exploring a theme or an issue, meeting a challenge or solving a problem. |
| **Assessment**  All units are internally assessed and will include formative, summative and continuous assessment using a variety of methods including: teacher/pupil checklists, question papers, pupil interviews, oral presentations, projects and written reports. |
| **Homework**  Formal homework is issued at the end of theory units. However, other homework tasks will include individual research and reviewing class notes. |
| **Progression into Senior Phase**  This Course or its components may provide progression to:  • Course Level National 3 Computing Science – Progress to National 4 Computing Science.  • Course Level National 4 Computing Science – Progress to National 5 Computing Science  • Course Level National 5 Computing Science – Progress to Higher Computing  • Other SQA Qualifications in Computing Science or related areas  • Further study, employment or training |

**13.**

**GEOGRAPHY – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  Geography is the study of people and places.  The S3 geography course opens up the world to our pupils and allows them to see the impact we have on Earth.  Local and global issues of topical concern are covered.  Geography gives pupils the opportunity to develop a variety of skills which will help them in many ways both in school and in the wider world beyond.  Describing places and explaining links aids their literacy. Handling figures and processing data helps their numeracy.  Drawing maps and interpreting them develops their visual and artistic skills.  The course is split up into two main areas.  Physical Environments focuses on landscape and scenery and how people use these areas.  Human Environments looks at topics such as population, development and change through comparisons between developed and developing areas of the world. |
| **Learning and Teaching Content**  The type of learning and teaching within Geography uses a range of skills vital to life within school and beyond. The main skills pupils will develop are:   * observing, describing and recording * comparing and contrasting to draw valid conclusions * development of curiosity and problem solving skills and capacity to take initiatives * interacting with others and developing an awareness of self and others * planning and reviewing investigation strategies * developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources * discussion and informed debate * developing and using map skills in a variety of contexts * developing and applying skills in interpreting and displaying graphical representation of information * presentation skills – oral, written, multimedia |
| **Interdisciplinary Learning**  Pupils will develop a number of transferable skills including both literacy and numeracy. |
| **Assessment**  We will be assessing knowledge and Understanding and Skills across all topics. Pupils will be assessed in a variety of ways including presentation skills, classroom debates, creating models of field work, map skills and written answers. |
| **Homework**  Homework will be given regularly, usually questions based on class work or revision/research for activities or assessment in class. |
| **Progression into Senior Phase**  Pupils will be able to study National 4 or National 5 in S4 and then Higher Geography in S5/6 depending on results. |

**14.**

**HISTORY – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The History course contributes to pupils’ understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation of the factors which have shaped the world today. The purpose of History is to open up the world of the past for pupils. History provides pupils with an insight into their own lives and of the society and the wider world in which they live. By examining the past, pupils can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.  The course in S3 History focuses on Scottish History. This will involve the study of the First World War. Pupils will look at the causes of World War 1 and what happened during the war on the Western Front. The focus is on Scotland and its contribution during World War 1 at both home and on the Western Front. The unit also looks at the impact of the war on Scotland after World War 1. |
| **Learning and Teaching Content**  Learning and teaching within History uses a range of skills useful within school and beyond. The main skills pupils will develop are:   * observing, describing and recording * investigating historical events and on the basis of evidence, forming views * explaining historical events, and drawing reasoned conclusions * development of curiosity and problem solving skills and capacity to take initiatives * interacting with others and developing an awareness of self and others * developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources * discussion and informed debate * examining sources and concluding on their reliability * presentation skills – oral, written, multimedia |
| **Interdisciplinary Learning**  Pupils will develop a number of transferable skills including both literacy and numeracy. |
| **Assessment**  We will be assessing both knowledge and Understanding and Skills across the topic. Pupils will be assessed in a variety of ways. The skills taught will prepare pupils for Nat4/5. |
| **Homework**  Homework will be given regularly, usually questions based on class work or revision/research for activities or assessment in class. |
| **Progression into Senior Phase**  Pupils will be able to study National 3/4 or National 5 in S4 and then Higher History in S5/6 depending on results. |

**15.**

**MODERN STUDIES – CURRICULUM FOR EXCELLENCE**

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| **Aims of course**  The purpose of the CfE course is to encourage pupils to develop informed attitudes; an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.  Pupils will develop a greater understanding of the contemporary world and their place in it. They will increase knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.  S3 Modern Studies focuses on the Social Issue topic - Crime and the Law. As part of this unit pupils consider the main types and causes of crime in the UK. The impact of crime on the local community and wider country is then considered. The role and powers of the police, the courts and their sentencing powers, the role of Prisons and community alternatives to tackle crime such as electronic tagging are all studied. |
| **Learning and Teaching Content**  Learning and teaching within Modern Studies develops a range of skills vital to life within school and beyond:   * literacy skills through the reading of a variety of texts * information handling – pupils will encounter a wide range of numerical and graphical information * citizenship will be developed as pupils will study their rights and responsibilities * understanding of contemporary topics facing society * analytical and evaluation skills when looking at different sources of information * research skills * interacting with others and developing an awareness of self and others * presentation skills – oral, written, multimedia * discussion and informed debate |
| **Interdisciplinary Learning**  Pupils will develop a number of transferable skills including both literacy and numeracy. |
| **Assessment**  We will be assessing both Knowledge and Understanding and Skills across topics. These will be assessed in a variety of ways including a mock election presentations a class debate on the cause of crime, an investigation in to the effects of crime in the local community. Pupils will also undertake a number of written tasks including reports and extended answers. |
| **Homework**  Homework will be given regularly, usually questions based on class work or revision/research for activities or assessment in class. |
| **Progression into Senior Phase**  Pupils will be able to study National 4 or National 5 in S4 and then Higher or National 5 Modern Studies in S5/6 depending on results. |

**16.**

**RELIGIOUS AND MORAL EDUCATION – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  Religious and moral education enables young people to explore the world’s major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.  Young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process. |
| **Learning and Teaching Content**  The type of learning and teaching within Religious and Moral Education uses a range of skills vital to life within school and beyond. Pupils will be able to:   * recognise religion as an important expression of human experience * learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief * explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context * investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life * recognise and understand religious diversity and the importance of religion in society * develop respect for others and an understanding of beliefs and practices which are different from their own * develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation * develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions * make a positive difference to the world by putting their beliefs and values into action |
| **Interdisciplinary Learning**  Pupils will develop a number of transferable skills including literacy, numeracy and health and well-being. |
| **Assessment**  We will be assessing knowledge and Understanding and Skills across all topics. Pupils will be assessed in a variety of ways including class discussions, debates, poster work and written reports. |
| **Progression into Senior Phase**  Pupils will continue to study RMPS in fourth year. |

**17.**

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| **Aim(s) of course**  The Mathematics framework as a whole includes a strong emphasis on the important part mathematics has played, and will continue to play, in the advancement of society, and the relevance it has for daily life.  S3 pupils will build upon their learning from S1 and S2. They will continue to learn new skills as well as reinforcing their previous learning through challenging practice which includes applying their knowledge across the curriculum and in real life contexts. |
| **Learning and Teaching Content**  Some S3 pupils will continue to be exposed to the third level experiences but with a greater capacity to apply and use their skills in a wider context.  Pupils who have consistently demonstrated that they are secure in their learning with third level outcomes will progress to the more challenging experiences of fourth level Mathematics and similarly, pupils who are already experiencing fourth level experiences will be exposed to National 5 coursework as and when appropriate. |
| **Interdisciplinary Learning**  Interdisciplinary learning is being developed to include themes and topics from other curricular areas and the real world where the links are natural and can enhance and make the learning more relevant. For example, using science data or population data when performing probability calculations can help pupils gain a better understanding by relating it to the real world. |
| **Assessment**  Assessment is continuous in S3 and uses a broad range of approaches to match the nature of the learning being encountered. There are check-points in the form of formal homework exercises and Block Assessments. Use of SQA Unit Assessments may be used - if appropriate - near the end of S3. |
| **Homework**  As a subject, mathematics has a high tariff in terms of homework. This means that it will be frequent and used to re-enforce the teaching and learning that has taken place. As already mentioned, a formal homework exercise may be issued at the end of a topic(s) which will be graded by the teacher. Other homework will be issued on a needs basis and will be at the discretion of the class teacher. |
| **Progression into Senior Phase**  Progression will be decided on an individual basis but as a **rough** guide, by the end of S3, pupils who are working on:   * 3rd Level Core – Progress onto National 3 Lifeskills Mathematics. * 3rd Level Upper/4th Level Core – Progress onto National 4 Mathematics. * 4th Level Upper and beyond – Progress onto National 5 Mathematics. |

**MATHEMATICS – CURRICULUM FOR EXCELLENCE**

**18.**

**FRENCH – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The aims of the course are to further develop the skills of reading, listening, talking and writing in order to understand and use the language in an increasing variety of contexts. |
| **Learning and Teaching Content**  There will be a range of topics, such as free-time activities, healthy lifestyle, personal talents and home life. There will be cultural studies as well as language work and pupils will be encouraged to develop their communication, interpersonal and literary skills through participation in various classroom activities. |
| **Interdisciplinary Learning**  Throughout the course there will be opportunities for pupils to use numeracy and literacy skills to complete language tasks and also the opportunity to improve ICT skills through the use of IPads and PowerPoint presentations. There will be cultural studies of France and French-speaking countries. |
| **Assessment**  Assessment takes place as part of normal classroom practice. For example, the teacher may listen in when pupils are practising a speaking task or pupils may be asked to write a short paragraph on their hobbies. Assessments will always relate to the specific topic being studied and will reflect the four language skills of reading, writing, talking and listening. |
| **Homework**  **Learning vocabulary is an essential part of language learning and therefore given regularly to improve pupils’ language skills.**  Homework booklets are used throughout the course and tasks are completed on a regular basis in relation to the topic being studied in class. Preparation for assessments and research for assignments may also form part of a pupil’s homework in languages. |
| **Progression into Senior Phase**  On completion of the S3 course pupils can progress to National 4 or National 5 study in subsequent years. |

**19.**

**GERMAN – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The aims of the course are to further develop the skills of reading, listening, talking and writing in order to understand and use the language in an increasing variety of contexts. |
| **Learning and Teaching Content**  There will be a range of topics, such as use of media, travel and holidays, family life and healthy lifestyles. There will be cultural studies as well as language work and pupils will be encouraged to develop their communication, interpersonal and literary skills through participation in various classroom activities. |
| **Interdisciplinary Learning**  Throughout the course there will be opportunities for pupils to use numeracy and literacy skills to complete language tasks and also the opportunity to improve ICT skills through the use of IPads. There will be cultural studies of Germany and German-speaking countries. |
| **Assessment**  Assessment takes place as part of normal classroom practice. For example, the teacher may listen in when pupils are practising a speaking task or pupils may be asked to write a short paragraph on their hobbies. Assessments will always relate to the specific topic being studied and will reflect the four language skills of reading, writing, talking and listening. |
| **Homework**  **Learning vocabulary is an essential part of language learning and therefore given regularly to improve pupils’ language skills.**  Homework booklets are given to pupils during the study of a topic and are completed by the end of the study of the topic. Research for assignments may also form part of a pupil’s homework in languages. |
| **Progression into Senior Phase**  On completion of the S3 course pupils can progress to National 4 or National 5 in subsequent years. |

**20.**

**SPANISH – CURRICULUM FOR EXCELLENCE**

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| **Aim(s) of course**  The aims of the course are to further develop the skills of reading, listening, talking and writing in order to understand and use the language in an increasing variety of contexts. |
| **Learning and Teaching Content**  There will be a range of topics, such as free-time activities, Madrid, personal talents and home life. There will be cultural studies as well as language work and pupils will be encouraged to develop their communication, interpersonal and literary skills through participation in various classroom activities. |
| **Interdisciplinary Learning**  Throughout the course there will be opportunities for pupils to use numeracy and literacy skills to complete language tasks and also the opportunity to improve ICT skills through the use of IPads and PowerPoint presentations. There will be cultural studies of Spain and Spanish-speaking countries. |
| **Assessment**  Assessment takes place as part of normal classroom practice. For example, the teacher may listen in when pupils are practising a speaking task or pupils may be asked to write a short paragraph on their hobbies. Assessments will always relate to the specific topic being studied and will reflect the four language skills of reading, writing, talking and listening. |
| **Homework**  **Learning vocabulary is an essential part of language learning and therefore given regularly to improve pupils’ language skills.**  Homework booklets are used throughout the course and tasks are completed on a regular basis in relation to the topic being studied in class. Preparation for assessments and research for assignments may also form part of a pupil’s homework in languages. |
| **Progression into Senior Phase**  On completion of the S3 course pupils can progress to National 4 or National 5 study in subsequent years. |

**21.**

**BIOLOGY – CURRICULUM FOR EXCELLENCE**

**22.**

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| **Aims of course**  In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Biology and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Biology in everyday, real-life situations.  **Inquiry and Investigative Skills Developed During S3 CfE Biology**   * develop skills for learning, life and work. * develop skills of scientific inquiry and investigation using practical techniques. * develop skills in the accurate use of scientific language, formulae and equations. * develop skills in scientific literacy and numeracy. * apply safety measures and take necessary actions to control risk and hazards. * express opinions and make decisions on environmental and economic issues. * develop an understanding biology, health and wellbeing issues.   **Knowledge and Understanding Developed During S3 CfE Biology**   * develop curiosity and understanding of biology in the environment. * demonstrate a secure knowledge and understanding of the big ideas in biology. * recognise the impact biology makes on life, the environment and society. * recognise the role of creativity in biology. * establish the foundation for progression with learning in biology to National Awards of CfE. |
| **Learning and Teaching Content**  The Course covers major areas of biology ranging from cellular to whole organisms and up to ecosystems.  Many areas of Biology will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the three main units: **cell biology; multicellular organisms** and **life on earth**.  Learners will also research issues of topical interest to society, such as diabetes and stem cell research.  The key areas covered in **cell biology** are: cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.  The key areas covered in **multicellular organisms** are: sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.  The key areas covered in **life on earth** are: how animal and plants species depend on each other; impact of population growth and natural hazards on biodiversity; nitrogen cycle, fertiliser design and environmental impact of fertilisers; adaptations for survival and learned behaviour in response to stimuli linked to species survival. |
| **Interdisciplinary Learning**  The S3 biology curriculum includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within biology and across science, numeracy, literacy health and well being provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of biology in our society. |
| **Assessment**  Will be internally assessed within the school.  Learners will be expected to:   * Pass end of unit test. * Successfully complete Inquiry and Investigative reports. * Use self evaluation to rate and assess their progress in active learning, homework and unit assessments.   . |
| **Homework**  Learners are encouraged to extend the work in class to home and develop their skills by   * Completing formal homework exercises. * Completing experimental write-ups and research items at home. * Reviewing class notes to highlight and learn key areas for study.   **Encourage your child to practice problem solving skills needed for biology such as calculations, drawing of graphs or completion of experimental write-ups** |
| **Progression**  This course or its units may provide progression to:   * National 5 Biology or other qualifications in biology or related areas in. * National 5 Course in another science subject. * National 4 Biology or other qualifications in biology or related areas in. * National 4 Course in another science subject. * National 3 Biology or other qualifications in biology or related areas in. * National 3 Course in another science subject.   **Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life long learning.** |

**23.**

**CHEMISTRY – CURRICULUM FOR EXCELLENCE**

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| **Aims of course**  In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Chemistry and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Chemistry in everyday, real-life situations.  **The CfE Chemistry Experience will encourage Scientific Skills of Inquiry :**     * develop skills for learning, life and work * develop the skills of scientific inquiry and investigation using practical techniques * develop skills in the accurate use of scientific language, formulae and equations * apply safety measures and take necessary actions to control risk and hazards * express opinions and make decisions on environmental and economic issues   **The Scientific Skills of Inquiry will deepen Knowledge and Understanding :**     * develop curiosity and understanding of the environment * demonstrate a secure knowledge and understanding of the big ideas in chemistry * recognise the impact the sciences make on life * recognise the role of creativity in chemistry * develop an understanding of the Earth’s resources * establish the foundation for more learning in chemistry to National Awards of CfE |
| **Learning and Teaching Content**  Pupils gradually develop an understanding of chemical changes. This ensures clear progression from S3 to S4. Areas of study include :-  ♦ Calculating Reaction Rate ♦Atomic structure  ♦ Nuclide Notation ♦Chemical Bonding  ♦ Explaining properties through bonding ♦Formulae and reaction quantities  ♦ Chemical Families – Homologous series ♦Energy from fuel calculations  ♦ Metals and electrochemical cells ♦Fertilisers  ♦Chemical analysis ♦Nuclear Chemistry |
| **Interdisciplinary Learning**  The S3 Chemistry CfE course includes opportunity for scientific learning so that young people can make connections between different aspects of study. Experiences and outcomes from within chemistry and across science, numeracy, literacy, health and wellbeing provides our pupils with challenging and enjoyable cross curricular learning experiences. These cross curricular experiences deepen understanding and helps promote the importance of chemistry in our society. |

**24.**

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| **Assessment**  Scientific Skills of Inquiry will be assessed by research, investigations, co-op learning and presentations.    Knowledge and Understanding will be assessed by test, homework and class observation.  Performance recorded on data base.  Pupil self evaluation will rate progress in active learning, homework and unit assessments. |
| **Homework**  Pupils are encouraged to extend the work in class to home and develop their skills by  completing formal homework exercises.  Official homework recorded on data base  Completing experimental write-ups and research items at home.  Reviewing class notes to highlight and learn key areas for study.  Pupils are encouraged to practice problem solving skills needed for Chemistry such as calculations, drawing of graphs or completion of experimental write-ups |
| **Progression**  This course or its units may provide progression to:  National 5 Chemistry or other qualifications in Chemistry or related areas in.  National 5 Course in another science subject.  National 4 Chemistry or other qualifications in Chemistry or related areas in.  National 4 Course in another science subject.  National 3 Chemistry or other qualifications in Chemistry or related areas in.  National 3 Course in another science subject.  **Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life ling learning.** |

**25.**

**PHYSICS – CURRICULUM FOR EXCELLENCE**

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| **Aims of course**  In third year a variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition work will be done to prepare the learners for the progression in to the National qualifications. This CfE experience will give them the opportunity to use their Scientific Skills of Inquiry to develop a deeper Knowledge and Understanding of Physics and how it impacts society. The course is designed to arouse and maintain the interest of pupils through the study of the application of Physics in everyday, real-life situations.  **Inquiry and Investigative Skills Developed During S3 CfE Physics**   * develop skills for learning, life and work. * develop skills of scientific inquiry and investigation using practical techniques. * develop skills in the accurate use of scientific language, formulae and equations. * develop skills in scientific literacy and numeracy. * apply safety measures and take necessary actions to control risk and hazards. * express opinions and make decisions on environmental and economic issues. * develop an understanding physics, health and wellbeing issues.   **Knowledge and Understanding Developed During S3 CfE Physics**   * develop curiosity and understanding of physics in the environment. * demonstrate a secure knowledge and understanding of the big ideas in physics. * recognise the impact physics makes on life, the environment and society. * recognise the role of creativity in physics. * establish the foundation for progression with learning in physics to National Awards of CfE. |
| **Learning and Teaching Content**  Pupils will have the opportunity to learn about aspects of level 4 Physics which are also part of the National 4 and 5 course. This ensures clear progression from S3 to S4.  A variety of experiences and outcomes will be covered including some at level 3 and the more difficult concepts at level 4. In addition significant work will be done to prepare the learners for the progression in to the National qualifications.  Many areas of Physics will be covered in third year and beyond and pupils will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of electricity and energy. Learners will also research issues of topical interest to society.  Areas of study include :  ♦ Electric Circuits ♦Series and Parallel Circuits  ♦ Electric Current ♦Practical Applications of Series Circuits  ♦ Voltage ♦Practical Applications of Parallel Circuits  ♦ Electrical Components ♦Electricity Generation  ♦Resistance ♦Energy and Power |
| **Interdisciplinary Learning**  The S3 physics curriculum includes opportunity for scientific learning so that young people can make connections between different units of study. Experiences and outcomes from within physics and across science, numeracy, literacy health and wellbeing provides our learners with challenging and enjoyable learning experiences that develop different perspectives and deepens understanding to help promote the importance of physics in our society.  **26.** |
| **Assessment**  Will be internally assessed within the school.  Learners will be expected to:   * Pass end of unit test. * Successfully complete Inquiry and Investigative reports. * Use self evaluation to rate and assess their progress in active learning, homework and unit assessment.   . |
| **Homework**  Learners are encouraged to extend the work in class to home and develop their skills by   * Completing formal homework exercises. * Completing experimental write-ups and research items at home. * Reviewing class notes to highlight and learn key areas for study.   **Encourage your child to practice problem solving skills needed for physics such as calculations, drawing of graphs or completion of experimental write-ups** |
| **Progression**  This course or its units may provide progression to:   * National 5 Physics or other qualifications in physics or related areas in. * National 5 Course in another science subject. * National 4 Physics or other qualifications in physics or related areas in. * National 4 Course in another science subject. * National 3 Physics or other qualifications in physics or related areas in. * National 3 Course in another science subject.   **Pupils should continue to reflect on potential future career areas and courses of study required to meet the needs of their career plan and life ling learning.** |

**27.**