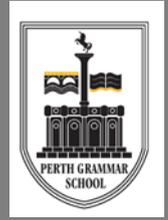


Perth Grammar



S3 Course Refinement

Progression Pathways Booklet

Pride Respect Ambition

2017-18



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Dear Parent or Carer,

Curriculum For Excellence – Course Refinement for S3

Together with the S2 report that you have received, this booklet will provide you and your child with the information you now need to select the most appropriate pathway into S3, the final year of the 'Broad General Education' or 'BGE'. As pupils progress through S1 to S3 in the 'BGE' phase of Curriculum for Excellence, they are given the opportunity to refine their curriculum further whilst maintaining a broad base across all curriculum areas. This allows for greater depth of study in areas of interest and aptitude and creates a clear progression route to National Qualifications in the Senior Phase which begins in S4. Breadth is a crucial design principle of Curriculum for Excellence and so at this stage there are some limits to choice to ensure pupils continue to learn across the 'Experiences and Outcomes' of all curriculum areas.

Pupils will be given the opportunity to pick their best subject within each curriculum area and then take two further options from any curriculum area. This is explained fully on the course choice sheet at the end of this booklet.

To support the choice process, we have put in place the following arrangements:

- Pupils had the opportunity on Monday 28th November to visit the Careers Fair held in the school hall.
- Reports are issued on Friday 9th December along with this booklet. These provide information on your child's progress and attainment levels in each subject area. An assembly was held on Friday 9th December, following which, pupils will discuss the contents of this booklet in Social Education to ensure that they are clear about how to complete the option form at the end.
- On Monday 12th December, you will have the opportunity to attend the S2 parents evening to speak with class teachers about selecting the right pathway for S3. Senior Management and Guidance staff will be on hand to answer any questions.
- Our Careers Adviser, Kathryn Aviss from Skills Development Scotland, will be available at the parents evening and you can book appointments with her using the online booking system.
- Kathryn Aviss has also been providing 1:1 interviews with all S2 pupils to discuss their choices.
- Class teachers and PT's will discuss and explain the entry requirements and progression routes for courses in their subject areas and provide information to stimulate interest.
- Please follow the instructions on the course choice sheet and return it, completed and signed, to your child's Guidance teacher by **Monday 16th January** at the latest.
- Over the following weeks, Guidance and Personal Support teachers will check that the forms have been completed correctly and will speak to pupils individually. If there are any issues, the relevant Guidance teacher will contact you.
- A summary of all the relevant dates is provided below.

As with all course choice processes we must emphasise that not all courses listed on the choice sheet will necessarily run. This will depend upon staffing, accommodation and pupil interest. However, it is our intention to provide as many opportunities as we can to enable your child to follow the courses that are the most appropriate for them.

We hope that this approach will allow your child to choose areas of the curriculum in which they have an interest and in which they can be successful. This will ensure an effective transition to the senior phase in S4. Should you wish to discuss any aspect of the process, please contact your child's Guidance teacher in the first instance.

Yours sincerely,

Michael J. Farrell
Deputy Headteacher

Key Dates

November & December	Careers Fair; 1:1 interviews with Careers Adviser
Friday 9th Dec – Friday 16th January	Pupils discuss course choice at home, in subject classes, SE and Personal Support
Monday 12th December 2016	S2 Parents meeting
Friday 16th Jan 2016	Course choice completed and sheets returned to Guidance Teachers
Jan – Feb	Guidance and Personal Support teachers check forms completed correctly; individual interviews with pupils; contact with parents where appropriate.
March 2016	Course choices collated, signed off and confirmed by Guidance teachers
Monday May 15th	New timetable begins

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English

Title of Course:	English
Key content, activities and subject-specific skills	<ul style="list-style-type: none"> - A continuation of Broad General Education experiences and outcomes through a variety of genres – Prose, Drama and Poetry. - Using reading and listening strategies to understand, analyse and evaluate texts. - Focusing on writing to create extended pieces, enhancing the range and complexity of texts through more sophisticated language. - Talking and presenting in groups to communicate complex information - Summarising and synthesising ideas.
Skills for learning, life and work	<ul style="list-style-type: none"> - Engaging with others as a member of a team, recognising the value of others' perspectives. - Sharing and taking individual responsibility to achieve the best outcomes. - Ongoing development of literacy skills. - Developing and using higher-order thinking skills. - Researching and utilising information.
Assessment and Progression routes	<ul style="list-style-type: none"> - Ongoing continuous assessment through classwork and homework. - Monitoring and tracking progress throughout the year. - Preparation for appropriate National courses in S4.

Mathematics

Title of Course:	Mathematics and Numeracy
Key content, activities and subject-specific skills	<p>The mathematics and numeracy experiences and outcomes are have three main organisers, each of which contains a number of subdivisions:</p> <ul style="list-style-type: none"> • Number, money and measure • Shape, position and movement • Information handling
Skills for learning, life and work	<p>Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.</p>
Assessment and Progression routes	<p>Pupils are continually assessed throughout the BGE, using a variety of approaches. In general a pupil working within the level 4 E's & O's will progress to N5 Mathematics, a pupil working within the level 3 E's & O's will progress to N4 Mathematics and a pupil working within the level 2 E's & O's will progress to N3 Lifeskills Mathematics.</p>

Core Social Education, Physical Education and Religious & Moral Education

Title of Course:	Social Education
Course content and skills	<p>Over the last few years Social Education has been evolving through Curriculum for Excellence. Feedback from pupils has been taken into account when making these changes and the course now has more of a skills focus.</p> <p>The aims of the programme are to offer every pupil an opportunity to:</p> <ul style="list-style-type: none"> • Develop skills for the world of work like presenting, team work and leadership. • Develop an understanding of the growing-up process. • Make informed choices about the world of work, leisure and responsibility. • Develop self-esteem and self-awareness. <p>We also have numerous expert speakers on current issues like drugs, sexual health and relationships, financial education and dealing with stress, to name a few.</p> <p>This course is continuously developing to make sure that pupils' health and wellbeing is at the centre of all their learning.</p>

Title of Course:	Physical Education
Course content and skills	<p>Pupils will develop their practical performance through participating for a double period in a range of physical activities. Examples of activities on offer include fitness, football, rugby, athletics, cricket, basketball, orienteering, climbing, volleyball, netball, gymnastics and hockey. Pupils will acquire knowledge of concepts, rules and strategies whilst developing their fitness and ability to enhance personal qualities and social skills. There is a clear focus on making sure all pupils learn how to look after their physical and mental health and well-being. As pupils progress into S3 they will be given a choice of activities in which to develop their performance.</p>

Title of Course:	Religious & Moral Education
Course content and skills	<p>Pupils will explore the world's major religions as well as views which are independent of religious belief, considering the challenges posed by these beliefs and values. Religious & Moral Education supports pupils in developing and reflecting upon their own values and their capacity to make moral judgements.</p>

Art & Design

Title of Course:	Art and Design
Key content, activities and subject-specific skills	<p>An effective art education will provide opportunities to help develop an aesthetic understanding of the work of Artists and Designers and the world in which they find inspiration.</p> <p>It will help develop creativity and visual awareness and enhance knowledge and appreciation.</p> <p>It will encourage pupils to experiment with a range of different media and explore different aspects ICT.</p> <p>It will help pupils to understand, appreciate and respond to Artists and Designers.</p> <p>It will let pupils develop and enjoy practical skills, using a variety of different stimuli in a visually appealing environment.</p>
Skills for learning, life and work	<p>Pupils will be encouraged to take responsibility for personalisation of studies and work collaboratively within a studio environment.</p> <p>Pupil's visual observational skills will be developed through analytical drawing and this will progress to developing ideas when working with different media and techniques.</p> <p>Acquiring these skills will encourage problem solving and critical evaluation as well as knowledge and understanding of art terminology. Literacy skills will be developed through the investigative study of Artists and Designers.</p> <p>Planning and preparation, investigation and completion of tasks and the evaluation of end results will let pupils be involved in and experience the Art and Design process.</p>
Assessment and Progression routes	<p>Pupils will be continually assessed through the BGE.</p> <p>Monitoring and tracking of progress throughout the year.</p> <p>Preparation for appropriate National courses in S4.</p> <p>From the BGE pupils will progress onto National 3, 4 & 5 as appropriate, which will then progress onto Higher. This progression route will culminate with Advanced Higher in S6.</p>

Business Education

Title of Course:	Business Management
Key content, activities and subject-specific skills	<p>The Course aims to enable learners to develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the ways in which businesses operate and the role of business • awareness of internal and external influences on business activity • awareness of the actions taken by businesses to ensure customers' needs are met to enable them to remain competitive • 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, thus gaining economic awareness • independence, communication and ICT skills <p>The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives.</p>

<p>Skills for learning, life and work</p>	<p>By studying this course, learners will develop skills which include an enterprising attitude and an appreciation of taking risks in a business context; a customer focus in business contexts; numeracy skills through improving knowledge of financial awareness which supports and further develops personal financial management; and decision making, by interpreting, analysing and evaluating a range of information.</p> <p>Other skills developed by learners will include the ability to use ICT to gather, analyse and communicate business information, and being able to communicate effectively in a business context by working co-operatively with others and to work independently or to lead activities where appropriate.</p>
<p>Assessment and Progression routes</p>	<p>Assessment will take the form of written responses to questions to test knowledge and understanding, participation in group tasks and presenting information to other groups. Pupils will also produce a short business report.</p> <p>Progression – Business Management is offered in S4 at National 3/4/5 Levels.</p>
<p>Title of Course:</p>	<p><i>Administration and IT</i></p>
<p>Key content, activities and subject-specific skills</p>	<p><i>The key purpose of this Course is to develop learners' administrative and IT skills through acquiring:</i></p> <ul style="list-style-type: none"> • an understanding of administration in the workplace • IT skills in word processing, databases, spreadsheets, presentations, desk top publishing, e-mail and e-diary • skills in organising, processing and communicating business information • knowledge and understanding of social issues such as internet safety and the impacts of IT • knowledge and understanding of the key legislation affecting employees • problem solving, team working and using initiative
<p>Skills for learning, life and work</p>	<p>The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context. The generic skills include the skills of remembering, understanding and applying as well as aspects of literacy and numeracy.</p> <p>The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT.</p> <p>The Course also supports the wider curriculum through its emphasis on IT.</p>
<p>Assessment and Progression routes</p>	<p>All assessment is of a practical nature on the computer. Pupils will complete practical administration and IT tasks at the end of each topic. In addition to this they will also complete a project in response to a brief, leading to a small scale event. Tasks will assess their IT skills and also their skills in choosing appropriate software for the task. Problem solving skills will also be assessed.</p> <p>Progression – Administration and IT is offered in S4 at National 3/4/5 Levels.</p>

Computing Science

Title of Course:	Computing Science
Key content, activities and subject-specific skills	<p>This course will provide you with an introduction to the courses offered in S4/5/6.</p> <ul style="list-style-type: none"> You will learn the key basics of computer programming by learning how to code games and find about computer systems by investigating hardware and working with databases; You will learn about the basic aspects of Digital Media including Graphics, Video and Sound by using cameras, iPads and other software and hardware to create a movie worthy of an Oscar 😊 You will learn about the key aspects of cyber safety, hacking and the dark side of the internet.
Skills for learning, life and work	<p>You will develop the following skills: Planning and organising, working with others, literacy, numeracy, creativity, general thinking skills and computational thinking skills like creating algorithms to solve real world problems.</p>
Assessment and Progression routes	<p>All units of work will consist of a practical assessment. Teachers will discuss progression with pupils which could include entry into the following courses in S4-6:</p> <ul style="list-style-type: none"> National 4/5 Computing Science NPA Computer Games Development (Levels 4-6) NPA Digital Media (Levels 4/5) NPA Cyber Security (Levels 4-5) NPA Digital Passport (Levels 4/5)
Title of Course:	Digital Media
Key content, activities and subject-specific skills	<p>This course will provide you with an introduction to the courses offered in S4/5/6.</p> <p>You will learn about the key aspects of Digital Media including</p> <ul style="list-style-type: none"> Graphics – pupils will create a range of digital graphics for different briefs Video – pupils will work with both film and animation to familiarise pupils with different hardware and software solutions. Sound – capturing and editing sound for use with podcasts, radio and video.
Skills for learning, life and work	<p>You will develop the following skills: Planning and organising, working with others, literacy, numeracy, creativity and general thinking skills.</p>
Assessment and Progression routes	<p>All units of work will consist of a practical assessment. Teachers will discuss progression with pupils which could include entry into the following courses in S4-6:</p> <ul style="list-style-type: none"> NPA Digital Media (Levels 4/5) NPA Computer Games Development (Levels 4-6) NPA Cyber Security (Levels 4-5) NPA Digital Passport (Levels 4/5) National 4/5 Computing Science

Expressive Arts

Title of Course:	Music with Performing
Key content, activities and subject-specific skills	<p>Pupils will develop their performing skills and will play music from a variety of styles and genres on their 2 chosen instruments. The course will be divided into units to allow the pupils to explore Composing, Music Literacy and Understanding Music concepts. Each unit will provide the opportunity to work both in a group and independently which will allow the pupils to build their confidence as well as their musical ability.</p>

Skills for learning, life and work	Self-confidence, self-esteem, ICT, literacy, numeracy, creativity, working with others.
Assessment and Progression routes	Assessment will be continuous throughout the year. This course progresses to National level Music in S4-S6.

Title of Course:	<i>Drama</i>
Key content, activities and subject-specific skills	Pupils will develop their acting skills in a range of genres, developing their ability to work in a group and create storylines and characters of their own from a variety of stimuli. They will also explore and develop their understanding of Production areas, experimenting with, Sound, Lighting, Set, Props and Costume. Each unit of work allows the pupils to learn about a specific acting skill as well as a technical skill. They will learn to apply these skills to performances, responding to the needs of the actors and creating an impact on the audience.
Skills for learning, life and work	Communication skills, creativity, ICT, literacy, problem solving, self-confidence, self-esteem, working with others.
Assessment and Progression routes	Assessment will be continuous throughout the year. This course progresses to National level Drama in S4-6.

Modern Languages

Title of Course:	<i>French</i>
Key content, activities and subject-specific skills	Pupils will continue their study of topics and themes in French, and will develop their Listening, Reading, Writing and Talking skills to Level 4.
Skills for learning, life and work	Pupils will continue to develop literacy, thinking and communication skills, and will increasingly be able to apply their knowledge about language. They will further develop their knowledge and understanding of another country and culture.
Assessment and Progression routes	There will be formal assessments in all skills. Progression routes – National 3, 4 and 5 French.
Title of Course:	<i>Spanish</i>
Key content, activities and subject-specific skills	Pupils will continue their study of topics and themes in Spanish, and will develop their Listening, Reading, Writing and Talking skills to Level 4.
Skills for learning, life and work	Pupils will continue to develop literacy, thinking and communication skills, and will increasingly be able to apply their knowledge about language. They will further develop their knowledge and understanding of another country and culture.
Assessment and Progression routes	There will be formal assessments in all skills. Progression routes – National 3, 4 and 5 Spanish.

Title of Course:	<i>Languages for Life and Work</i>
Key content, activities and subject-specific skills	This course will combine short units of transactional language work, with the study of aspects of European culture.
Skills for learning, life and work	Pupils will further develop their literacy and communications skills, working both together and independently. They will further develop their knowledge, understanding and appreciation of other countries and cultures.
Assessment and Progression routes	This course is intended either for those pupils who only wish to have an experience of a Modern Language until the end of their Broad General Education or those pupils who intend to complete the Modern Languages for Life and Work Award in the Senior Phase. Pupils will be allocated to this course after discussion with Personal Support and Guidance teachers.

Physical Education

Title of Course:	<i>PE Performance Development</i>
Key content, activities and subject-specific skills	<p>This course will provide you with an introduction to the courses offered in S4/5/6.</p> <ul style="list-style-type: none"> You will develop performance in activities of your choosing. You will learn how to improve your sport through training and gathering of information. You will use ICT to analyse your performance using App technology and video analysis.
Skills for learning, life and work	You will develop the following skills: Planning, Organisation, Literacy, Creativity, Problem Solving, Collaboration, using ICT and Evaluation.
Assessment and Progression routes	<p>All units of work will consist of a practical assessment. Teachers will discuss progression with pupils which will include entry into the following courses in S4-6:</p> <ul style="list-style-type: none"> National 4/5 P.E Sports Leadership and Community Sports Leader Award (CSLA) (level 4) Higher and Advanced Higher P.E

Science

Title of Course:	Biology
Key content, activities and subject-specific skills	<p>The course will build on a learner's knowledge of Biology from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Biodiversity and Interdependence • Body systems an Cells • Inheritance • Topical and interdisciplinary science <p>The development of skills share equal importance with the development of a student's knowledge of Biology and the course will involve a great deal of investigative and practical work. This approach is designed to start building the scientific, literacy and numeracy skills that will be needed to achieve success in National qualifications in S4.</p>
Skills for learning, life and work	<p>The course will provide opportunities for students to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. It will provide them with continued breadth, challenge and study of the application of Biology. It also supports the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).</p>
Assessment and Progression routes	<p>Student's progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow the teacher to plan next steps for each student.</p> <p>Progression would be to National 3, 4 or 5 in Biology.</p>

Title of Course:	Chemistry
Key content, activities and subject-specific skills	<p>The course will build on a learner's knowledge of chemistry from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Properties and uses of substances • Chemical changes • Processes of the planet • Earth's materials • Topical and interdisciplinary science <p>The development of skills share equal importance with the development of a student's knowledge of Chemistry and the course will involve a great deal of investigative and practical work. This approach is designed to start building the scientific, literacy and numeracy skills that will be needed to achieve success in National qualifications in S4.</p>
Skills for learning, life and work	<p>The course will provide opportunities for students to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. It will provide them with continued breadth, challenge and study of the application of Chemistry. It also supports the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).</p>
Assessment and Progression routes	<p>Student's progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow the teacher to plan next steps for each student.</p> <p>Progression would be to National 3, 4 or 5 in Chemistry.</p>

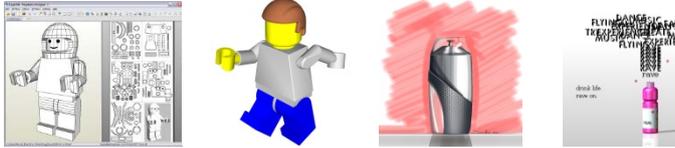
Title of Course:	Physics
Key content, activities and subject-specific skills	<p>The course will build on a learner's knowledge of physics from S1 and S2 and introduce them to the 4th Level concepts from Curriculum for Excellence experiences and outcomes.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Energy sources and sustainability • Vibrations and waves • Space • Forces • Electricity • Topical and interdisciplinary science <p>The development of skills share equal importance with the development of a student's knowledge of Physics and the course will involve a great deal of investigative and practical work. This approach is designed to start building the scientific, literacy and numeracy skills that will be needed to achieve success in National qualifications in S4.</p>
Skills for learning, life and work	<p>The course will provide opportunities for students to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. It will provide them with continued breadth, challenge and study of the application of Physics. It also supports the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communications technology (ICT).</p>
Assessment and Progression routes	<p>Student's progress will be assessed through monitoring of classwork and homework. A variety of assessments including tests will be used to check progress and allow teacher to plan next steps for each student.</p> <p>Progression would be to National 3, 4 or 5 in Physics.</p>

Social Subjects

Title of Course:	History
Key content, activities and subject-specific skills	<p>A variety of Historical topics will be covered throughout the course that can include ancient to modern history.</p>
Skills for learning, life and work	<ul style="list-style-type: none"> - Researching - Analysing sources - Literacy - Numeracy
Assessment and Progression routes	<p>Progress on to: National 3, National 4 or National 5 History</p>

Title of Course:	Geography
Key content, activities and subject-specific skills	A variety of Geographical based topics will be covered throughout the course that will include both human and physical geography.
Skills for learning, life and work	<ul style="list-style-type: none"> • Atlas skills / Map Reading • Researching • Comparing and Contrasting • Literacy • Numeracy
Assessment and Progression routes	Progress on to: National 3, National 4 or National 5 Geography
Title of Course:	Modern Studies
Key content, activities and subject-specific skills	A variety of Modern Studies based topics will be covered throughout the course that may include a study of a country, politics and human rights.
Skills for learning, life and work	<ul style="list-style-type: none"> • Debating and Discussion • Comparing and Contrasting • Researching • Literacy • Numeracy
Assessment and Progression routes	Progress on to: National 3, National 4 or National 5 Modern Studies
Title of Course:	RMPS
Key content, activities and subject-specific skills	A variety of Religious, Moral and Philosophical topics will be covered throughout the course that will involve a study of a world religion and a moral issue.
Skills for learning, life and work	<ul style="list-style-type: none"> • Debating and Discussion • Critical Thinking • Evaluating viewpoints and opinions • Literacy
Assessment and Progression routes	Progress on to National 3 or National 4 or National 5 RMPS
Title of Course:	People & Society
Key content, activities and subject-specific skills	A variety of topics from History, Geography and Modern Studies will be covered throughout the course and there will be lots of active learning opportunities.
Skills for learning, life and work	<ul style="list-style-type: none"> • Debating, discussion and decision making • Investigating, comparing and contrasting • Literacy & numeracy
Assessment and Progression routes	Progress on to: National 3 or National 4 People and Society

Technology & Home Economics

<p>Title of Course:</p>	<p>Graphic Communication</p>
<p>Key content, activities and subject-specific skills</p>	<p>Graphic Communication develops skills in graphic techniques, including the use of graphics materials and Desk Top Publishing (DTP) & Computer Aided Design (CAD) software. Learners will create 3D CAD Models and Graphics for marketing products.</p> 
<p>Skills for learning, life and work</p>	<p>Learners will develop design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; spatial awareness and visual literacy. Course activities also provide opportunities to build self-confidence, to enhance generic and transferable skills in literacy, numeracy, researching, ICT, planning and organising, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self- and peer-evaluation.</p>
<p>Assessment and Progression routes</p>	<p>Assessment will use level 3 and 4 experiences and outcomes and will be project based. Progression will be National Qualifications in Graphic Communication or related areas.</p>
<p>Title of Course:</p>	<p>Design and Manufacture</p>
<p>Key content, activities and subject-specific skills</p>	<p>The Design and Manufacture Course develops skills in the design and manufacturing of products. The course will involve learners designing a product in a design folio and making it in the workshop. There will also be 3D CAD Computer work. Learners also gain an understanding of the impact of design and manufacturing technologies on our environment and society.</p> 
<p>Skills for learning, life and work</p>	<p>In the Course learners are encouraged to use imagination, creativity and logical thinking, and to apply practical skills this will encourage personalisation and choice. The Course provides learners with skills that allow them to learn, live, and work more effectively in our advancing technological society. It allows them to become not just effective contributors but better informed and discerning consumers.</p>
<p>Assessment and Progression routes</p>	<p>Assessment will use level 3 and 4 experiences and outcomes and will be project based. Progression will be National Qualifications in Design and Manufacture or related areas.</p>

Title of Course:	<i>Engineering Science</i>
Key content, activities and subject-specific skills	Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. The course brings together elements of science, technology, and mathematics and applies these to engineering challenges.
Skills for learning, life and work	On completing the Course, learners will have developed skills in analysis and problem solving, engineering design, the use of equipment and materials, and evaluation. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer-evaluation, in a technological context.
Assessment and Progression routes	Assessment will use level 3 and 4 experiences and outcomes and will be project based. Progression will be National Qualifications in Engineering Science or related areas.
Title of Course:	<i>Practical Craft Skills</i>
Key content, activities and subject-specific skills	Through making a variety of practical woodworking models the course enables learners to gain skills in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments practical creativity and problem-solving skills, and knowledge of sustainability issues in a practical woodworking context.
Skills for learning, life and work	The course allows learners to develop literacy skills in reading drawings and diagrams. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this course will be valuable for learning, for life and for the world of work. The course encourages learners to become successful, responsible and creative in their use of technologies. It allows them to continue to acquire and develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.
Assessment and Progression routes	Assessment will use level 3 and 4 experiences and outcomes and will be project based. Progression will be National Qualifications in Practical Woodworking or related areas.

Title of Course:	<i>Health and Food Technology</i>
Key content, activities and subject-specific skills	Health and Food Technology is an interesting, current course which allows pupils an insight into a variety of aspects of food, nutrition and health. The course will include topics such as The Cookie Challenge where pupils will be involved in the Product Development Process working in teams to design and create the best new cookie variety. The Circular Economy where pupils will be involved in debating and considering current issues in the Food Industry, such as Sustainability and Food Miles and how they affect us all as consumers. As well as a Food for Health topic which will look in detail at a variety of nutrients and the impact they can have on our health.

	Pupils will be involved in practical food lessons linked directly to each topic on a weekly basis throughout the year.
Skills for learning, life and work	During the course pupils will be developing skills in team working, communication and using their own initiative. They will have the opportunity to develop their creativeness, confidence and enterprise when designing and creating new products to be sold in school. Pupils will also be involved in practical food lessons where they will develop skills such as food preparation, organisation and time management. The Food and Hospitality Industry is one of the biggest employers in the local area and some of these employers are business links with the department which means they are involved in the delivery of the course, therefore ensuring we are developing the skills and knowledge our pupils to meet industry expectations.
Assessment and Progression routes	Assessment will use level 3 and 4 Curriculum for Excellence experiences and outcomes and will incorporate a variety of assessment methods including project work and written assessments. Progression will be National Qualifications at National 4 or 5 level in Health and Food Technology which can lead on to a Higher qualification in either S5 or 6.
Title of Course:	Hospitality
Key content, activities and subject-specific skills	The course is suitable for all learners who are interested in the Hospitality industry and in further developing their practical cookery skills. Learners will achieve through participating in engaging, motivating and relevant learning experiences in real-life Hospitality contexts. Learners will become confident individuals who derive satisfaction from being able to produce dishes and meals within specific time scales. There are three units covered within the course, they include Cookery Skills, Processes and Techniques where pupils cover all the techniques and processes set by the SQA, Understanding and Using Ingredients where pupils look at a range of ingredients from different categories and learn characteristics of each. The final unit is Organisational Skills for Cookery where pupils learn how to develop two or three dishes by writing time plans so they can produce all dishes at the same or specific times in their assessments.
Skills for learning, life and work	The course will support health and well-being by encouraging creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; confidence and enterprise. The course will also develop responsible citizens who actively participate in the work of the class, develop awareness of issues affecting society, such as seasonality of produce, and take on organisational tasks; and effective contributors who share their views with others and support their peers whenever appropriate. The course also develops a range of skills for learning, skills for life and skills for work, which include aspects of literacy, numeracy with time management and measurement and thinking skills with applying, analysing and evaluating.
Assessment and Progression routes	Assessment will use level 4 experiences and outcomes and will incorporate written and practical unit assessments. Progression will be National Qualifications in Hospitality.

S3 Courses 2017-18 FINAL Course Choice sheet

PLEASE USE BLOCK CAPITALS TO FILL IN YOUR NAME IN INK
All pupils will study English, Maths and Health and Wellbeing. In addition choose 1 Subject from each column below.

FULL NAME						CLASS
Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Social Studies (3 periods)	Science (3 periods)	Modern Languages (3 periods)	Technologies (3 periods)	Expressive Arts (3 periods)	Option 1 (3 periods)	Option 2 (3 periods)
Business Management Geography History Modern Studies ***People & Society	Biology Chemistry Physics	French Spanish Languages for Life and Work * Small Group Literacy **	Design & Manufacture Engineering Science Graphic Communication Practical Craft Skills Health & Food Technology Hospitality Computing Science Digital Media Administration and IT	Art Drama Music	Business Management Geography History Modern Studies Religious, Moral & Philosophical Studies People & Society Biology Chemistry Physics French Spanish Art Drama Music Health & Food Technology Hospitality Design & Manufacture Engineering Science Graphic Communication Practical Craft Skills Computing Science Digital Media Administration and IT Performance PE	Business Management Geography History Modern Studies Religious, Moral & Philosophical Studies People & Society Biology Chemistry Physics French Spanish Art Drama Music Health & Food Technology Hospitality Design & Manufacture Engineering Science Graphic Communication Practical Craft Skills Computing Science Digital Media Administration and IT Performance PE
↑ Choose 1 Social Subject	↑ Choose 1 Science	↑ Choose 1 Modern Language	↑ Choose 1 Technology	↑ Choose 1 Expressive Art	↑ Choose 1 Option 1	↑ Choose 1 Option 2

* **Languages for Life and Work** – a skills based course with an emphasis on conversation and culture. Pupils will be allocated to this course after discussion with Personal Support and Guidance teachers.
 ** **Small Group Literacy** – pupils will be allocated to these courses in conversation with their Pupil Support/Guidance teacher.
 *** **People & Society** - a skills based Social Subjects course with aspects of Geography, History & Modern Studies. Pupils will be allocated to this course after discussion with their Personal Support Mentor and Guidance teacher.

Guidelines for FINAL S3 Course Choice

Every pupil is entitled to a Broad General Education to the end of S3 and so pupil choices will cover all curriculum areas.

All pupils will study English and Maths

All pupils will study a core of Health and Well Being including PE, RE and SE.

Pupils must then choose:

- 1 subject from each of columns 4-8.
- 2 further options in columns 9 & 10. We also request a reserve choice for the option columns.
- To ensure that choices remain broad we recommend that pupils choose a *maximum* of 2 Sciences, Social Subjects or Expressive Arts Subjects.
- All pupils except for those in small group literacy will continue with a Modern Language experience. For some this will be a skills-based course called '*Languages for Life and Work*' that focuses on culture and conversation rather than a specific language (e.g. French or Spanish).

The school reserves the right to withdraw any subject if the number choosing it is too small or if staffing or accommodation is inadequate.

Please complete and return this form by Friday 16th January

Please confirm your choices below:

Column	Choice
1. Maths	Maths
2. English	English
3. Health & Well Being	PE/ RE/ SE
4. Social Studies	
5. Science	
6. Modern Languages	
7. Technologies	
8. Expressive Arts	
9. Option 1 <i>First choice</i>	
10. Option 2 <i>First choice</i>	
9. Option 1 <i>Reserve</i>	
10. Option 2 <i>Reserve</i>	
Comments	

Parent/Carer Signature _____ Date _____

Guidance Teacher Signature _____ Date _____

