



# S3

*Curriculum Information*

*Booklet*

*2019 - 2020*

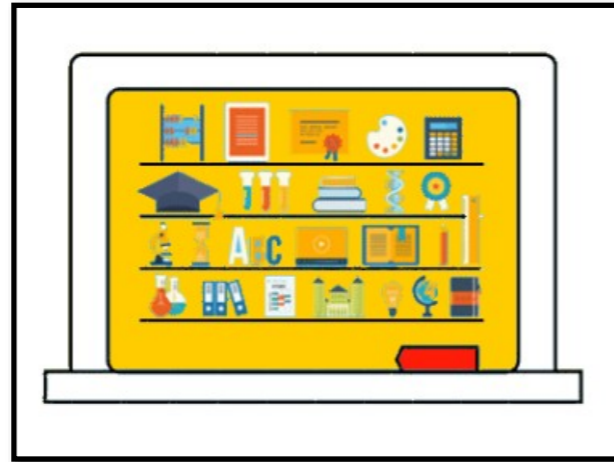
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## Introduction

One of the key principles of A Curriculum for Excellence is that all children should receive a well-rounded education. This is known as a Broad General Education, taking children from pre-school through to the end of S3, before moving on to a Senior Phase in S4 to S6 which will include studying for qualifications. This provides children with a flexible, wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continually change.



In S3, as part of the Broad General Education, the focus continues to be on learning based on the Curriculum for Excellence Experiences and Outcomes and each individual pupil's progression through these. These Experiences and Outcomes are broadly split into the following levels and curricular areas:

Levels	
Early Level	Pre-School and P1, or later for some
First Level	To the end of P4, but earlier or later for some
Second Level	To the end of P7, but earlier or later for some
Third Level	In S1 to S3, but earlier or later for some

NOTE: Fourth level broadly equates to SCQF Level 4 e.g. National 4 in the National Qualifications.

The levels achieved by the end of the BGE in S3 give the basis for progression to the Senior Phase:

CfE Level Achieved at the End of BGE (End of S3)	Level of Study on entry to S4
Level 4 or beyond	National 5
Level 3	National 4
Level 2	National 3
Level 1	National 2

## Curricular Areas

Curricular Areas	
Language and Literacy	English, Modern Foreign Languages, Literacy Across the Curriculum
Mathematics and Numeracy	Mathematics, Numeracy Across the Curriculum
Science	Biology, Chemistry, Physics
Social Studies	Geography, History, Modern Studies
Expressive Arts	Art, Dance, Drama, Music
Technologies	Administration & IT, Computing & ICT, Practical Woodworking and Graphic Communication
Health and Wellbeing (HWB)	Physical Education (PE), Home Economics,
Religious and Moral Education	Religious Studies (RE)

### S3 Curriculum

In S3, each pupil's curriculum will be made up of a blend of Electives and Subject Courses, with each pupil studying a total of 6 subject courses and 3 electives.

Subject courses give opportunities for greater depth of learning within the areas in which pupils wish to specialise based on their future needs and aspirations. Elective courses are focused on developing the breadth of pupil's skills in a variety of subject and curricular areas. Details of Electives and Subject Courses are given later in this booklet.

S2 pupils complete a Curricular Plan Form (see opposite) which indicates their choices for S3. There are 7 'groups' within which pupils must select subjects/electives. The form is set out to ensure pupils continue to study courses from across the curriculum. More information regarding the completion of the Curricular Plan Form will also be covered at the Information Evening (see date in timeline).

In S3 all pupils must study:

- English
- Mathematics
- French
- PE
- RE

English and Maths must be studied as Subject Courses. Where pupils choose not to study French, PE or RE as a Subject Course they will be allocated to a shorter Core Course in the relevant area(s).

### S3 Curricular Plan Form

#### SUBJECTS SELECTED FOR S3 IN SESSION 2020-21

Name:		Class:	
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	Choices
Group 1: Science Subject	
Group 2: Social Subject	
Group 3: Expressive Arts	
Group 4: Technologies	
Group 5: HWB & Modern Languages	
Group 6: Additional Subject Course	
Group 7: Electives	
Elective 1	
Elective 2	
Elective 3	
Reserve Elective	

<b>Future Plans</b>

### S3 Timeline

Please see the information below which details the support and timeline for completion of the S3 options process.

Date	Event	Detail
08/01/20	S2 Reports Issued with Curriculum Information Booklet	Information regarding performance in current S2 subjects
09/01/20	S2 Parents' Evening	Opportunity to meet with subject teachers, particularly with those subject's pupils are considering for S3
15/01/20	PTPS visit Tutor Groups S2 Information Evening (6-7pm)	Principal Teacher Pupil Support visits to explain Curricular Plan forms and answer questions Depute Head Teacher presentation taking parents/pupils through the process of personalising the curriculum for S3 and completing the Curricular Plan forms
27/01/20 (all week)	Meetings with Pupil Support Teacher	If parents/carers feel they need support beyond that outlined in this booklet, then they can request a meeting with their child's Pupil Support Teacher. If you do arrange a meeting it is essential that you and your child have full considered the choices available prior to the meeting
04/02/20	S2 Options Return Deadline	Completed Curricular Plan Forms must be returned by your child to their Tutor Teacher at Tutor Time
08/01/20 - 05/02/20	Personal and Social Education Program - Options  SDS Input	1. How do I work on my own/with others? 2. What do I need to plan for? 3. What are my career and future opportunities?  Delivery by Skills Development Scotland (My World of Work)

### Supporting Pupils

When considering subject options for S3, pupils should consider subjects which:

- they are good at
- they enjoy
- they would like to get better at and would like to study in more depth in future years
- may be required for a specific career
- maintain a Broad General Education

As well as the support we offer as a school, pupils can access SDS (Skills Development Scotland) 'My World of Work' website. Click logo for direct access to website.





## What will I learn?

This course develops a range of skills for learning, life and work.

Learners will develop:

- an understanding of Digital Technologies
- ICT Skills (how to perform tasks within a variety of digital applications)
- Skills in using technology, including the internet, for electronic communication and investigation.
- an understanding of environmental impact and security implications
- decision making, problem solving and numeracy skills
- team building, communication and literacy skills

## How will I learn?

Practical activities to develop skills in the following digital based areas:

- Spreadsheets
- Databases
- Word Processing and Desktop Publishing
- Presentation

Research activities to strengthen knowledge and understanding of:

- Digital communications, including social networking
- Environmental issues
- Security implications
- Employment
- Health & Safety

## How will I be assessed?

ICT skills and knowledge will be assessed through practical projects.

Peer assessment and self-reflection will also be used to help pupil's consolidate learning and review targets for next steps.

## Career Opportunities

Students that enjoy Administration and IT should consider careers in; Accounting Technician, Administrative Director, Civil Service/Local Government Officers, Database Administrator, Executive Assistant, GP Practice Manager, Hotel Receptionist, Information Systems/Administrative/Office Managers and Teaching.



## What will I learn?

This course develops a range of skills for learning, life and work.

Learners will develop:

- an understanding of Digital Technologies
- ICT skills (how to perform tasks within a variety of digital applications)
- software design and development skills to create programs
- web design and development skills to create websites
- an understanding of computing hardware, environmental impact and security implications
- decision making, problem solving and numeracy skills
- team building, communication and literacy skills

## How will I learn?

Practical activities to develop skills in the following digital based areas:

- Websites
- Databases
- Animation
- Programming (business applications and games)

Research activities to strengthen knowledge and understanding of:

- Cyber Security (software and hardware)
- Digital communications, including social networking
- Environmental issues
- Technical specifications

## How will I be assessed?

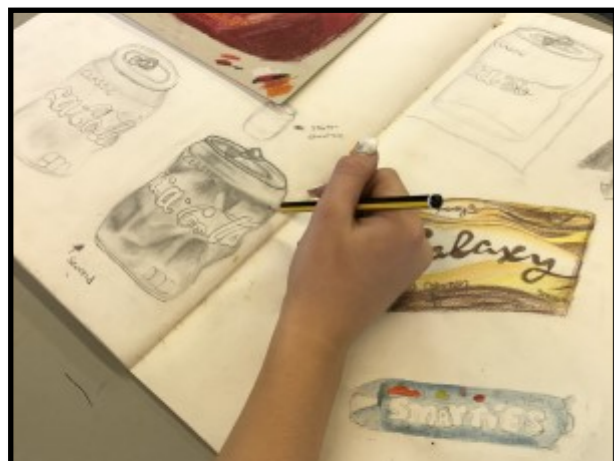
ICT skills and knowledge will be assessed through practical projects.

Peer assessment and self-reflection will also be used to help pupil's consolidate learning and review targets for next steps.

## Career Opportunities

Students that enjoy Computing and ICT should consider careers in; Artificial Intelligence, Computer Hardware/Cloud Computing Engineers, Computer Systems/Information Security Analysts, Civil Defence officers, Database Administrator, Information Systems/IT Project Managers, Multimedia Programmer, Teaching and Web/Software Developers.

Contact: Mr. J. Brand (PT Expressive Arts)  
E-Mail: gw08brandjames@ea.dumgal.sch.uk



### What will I learn?

The course consists of two units (Expressive and Design).

The tasks are based on personal themes and include practical activities such as investigating, working out ideas and producing finished pieces of work.

Art & Design develops visual understanding, creative imagination as well as a wide range of practical skills.

The S3 course aims to develop:

- expressive ideas
- understanding and use of the design process
- confidence to make critical judgements about art and design work

### How will I be assessed? Career Opportunities

Assessment and self evaluation identifies areas for improvement and is an ongoing process which informs the next steps for each individual.

Painter or sculptor, graphic or interior designer, fashion or textile design, illustration, ceramicist, jewellery or games designer, art and design teacher, art therapist, architecture, costume or stage set design, web design or CGI and many manufacturing design areas.

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### What will I learn?

- To create performances by responding creatively to stimuli with an awareness of plot, genre, target audience, purpose and style
- To use my voice and movement effectively to display character
- To respond critically to performance both professional and by my peers
- To use theatre arts to enhance performances

### How will I learn?

The majority of activities in Drama involve creating and presenting and are practical and experiential.

There will be opportunities to perform or present to an audience.

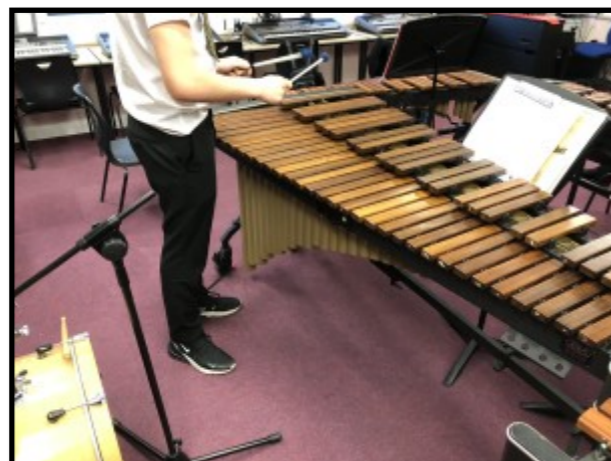
There will be opportunities to work in partnership with professional performers or artists and other creative adults .

### How will I be assessed? Career Opportunities

In drama we assess three main areas of learning; creating, presenting and evaluating. Teachers will gather evidence of progress in these areas as part of each pupil's day-to-day learning. Evidence of progress will also be demonstrated through pupils' abilities and skills in communicating in different ways, solving problems creatively, and justifying their opinions of their own and others' work.

Actor, circus performer, Advertising, Teaching, Costume, PR, Stage management, Events management, Researcher, Drama Therapy, TV/Film/Theatre producer, TV/Film/Theatre director, Playwright, musical director, speech therapy, armourer, retail, foley operator, TV floor manager, Voice over artist, Stunt designer, Sound, Festival organiser, Dramaturg, Youth work, Charity work, Puppeteer, tour guide, Youth theatre leader, Set design, Box office manager, Lighting, Usher, Critic, Dresser, Education officer, lecturer, TV/Film production runner, make-up etc.

Contact: Mr. J. Brand (PT Expressive Arts)  
E-Mail: gw08brandjames@ea.dumgal.sch.uk



### What will I learn?

You will develop practical skills on two instruments and/or voice whilst also developing creative skills in improvisation and composition using instruments and ICT.

You will gain an understanding of different genres of music through live musical performances and listening activities.

### How will I learn?

Through a variety of solo and group activities, you will experience playing and performing music from different genres and will evaluate your own performances and the performances of others.

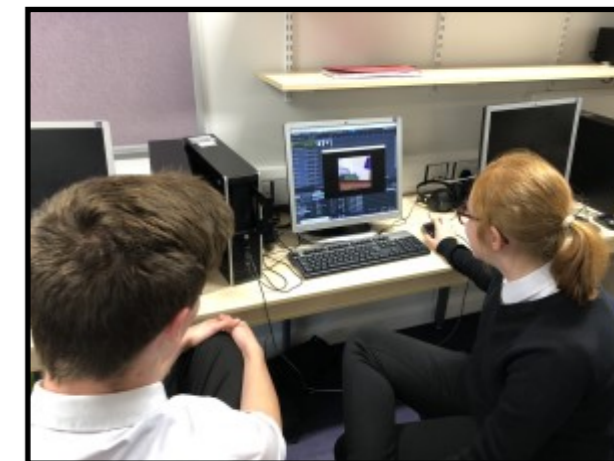
You will combine practical skills and ICT to create and develop musical compositions. By listening to a wide range of music, you will gain an understanding of musical concepts and literacy.

### How will I be assessed? Career Opportunities

Your progress will be assessed on an ongoing basis in all aspects of the course, including practical performances, composing and listening activities.

Performing musician, live events production, music journalist, songwriter, club, theatre and arena management, tour manager, music producer, radio and television, musical theatre, accompanist, cruise ship musician, sound designer, video game music designer, music teacher, instrumental instructor, armed forces musician, orchestral / choral conductor, music therapist.

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### What will I learn?

In music technology, you learn, through practical experience, how a recording studio works, as well as looking at the various roles and technical requirements of sound recording.

Possible projects might include, creating an audio book, a radio broadcast, a multi-track or live recording or podcasting.

Through listening activities, you will gain an understanding of the development of 20th and 21st century music.

### How will I learn?

You will learn to use music technology software, as well as real and virtual instruments to create music and manipulate audio.

You will also learn how to set up microphones to record a range of different instruments.

You will take part in group and individual activities to create and record music.

### How will I be assessed? Career Opportunities

Your progress will be assessed on an ongoing basis in all aspects of the course, which will include group and individual projects and listening activities.

Sound engineer, radio and television production, film and game sound design, recording studio management, radio broadcast engineer, music producer, media specialist, audio and lighting technician, recording artist, multimedia specialist.



Contact: Mr. A. Craw (PT Health and Wellbeing)  
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### What will I learn?

You will learn how to:

- Participate in different dance styles by developing a wider range of performance skills
- Choreograph different dance motifs
- Analyse technical aspects of dance and express opinions about your own and others work

### How will I learn?

You will learn by taking part in dance from a range of styles and cultures. Occasionally, learning will be supplemented by a classroom lesson to develop choreography and the language required to analyse and explain dance performance.

### How will I be assessed?

You will be assessed on how well you can:

- Apply your performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow
- Use ideas to choreograph dance motifs in creative ways
- Analyse technical aspects of dance and evaluate your own and others performance

### Career Opportunities

Students that enjoy Dance should consider careers in; Dance Performer, Dance Teacher, Dance Choreographer, Dance Art Director and Community Dance Management.

Contact: Mr. A. Craw (PT Health and Wellbeing)  
E-Mail: gw08crawalan@ea.dumgal.sch.uk



### What will I learn?

You will learn how to:

- Develop your understanding of a healthy diet
- Make healthy food choices
- Adapt and cook recipes to suit individual needs
- Understand the role of food in social and cultural contexts
- Apply safe and hygienic practices when storing and preparing food
- Develop your food preparation skills
- Explain the range of factors that influence food choice

### How will I learn?

You will learn by taking part in practical food activities. Sometimes, learning activities will be focused on developing the knowledge and understanding required to make progress into Practical Cookery or Health and Food Technology courses within senior phase.

### How will I be assessed?

You will be assessed on how well you can:

- Prepare and cook foods
- Apply food safety principles when preparing, cooking and eating food
- Discuss how food choices impact on an individual's health
- Evaluate the information on food packaging
- Identify key nutrients, their sources and functions
- Explain the food journey in relation to seasonality, food miles and availability

### Career Opportunities

Students that enjoy Food and Health should consider careers in; Chef, Catering, Nutritionist, Teaching, Food Scientist and Agri-Food Sector.



## What will I learn?

You will learn how to:

- Improve your performance in a range of activities
- Gather data on performance
- Identify weaknesses and practise to develop them
- Improve your level of fitness
- Contribute to teams through a tactical awareness of performance
- Analyse and evaluate performance

## How will I learn?

You will learn mainly through practical performance in a range of activities selected by the members of the class. By specialising in PE, you will participate in 3 practical lessons a week. Occasionally, learning will be supplemented by a classroom lesson to develop literacy skills (identify, describe, explain, analyse and evaluate) required for progress in PE.

## How will I be assessed?

You will be assessed on how well you can:

- Demonstrate accuracy, control and creativity in movement
- Practise, consolidate and refine skills to improve performance
- Develop and sustain levels of fitness
- Develop leadership skills by contributing to groups and teams
- Analyse and discuss performance and identify areas where improvements can be made

## Career Opportunities

Students that enjoy Physical Education should consider careers in; Sports Coaching, Professional Sport, Fitness Instructor, Teaching, Physiotherapy, Personal Trainer, Sports Journalism, Sports Science and Sports Medicine.



## What will I learn?

Learners will build upon their skills of listening, talking, reading and writing and develop skills in critical and creative thinking. Learners will also explore a wide range of different text types, both traditional and contemporary including novels, plays, poetry, film, TV, spoken word, leaflets, posters, advertisements, blogs, websites and so on...

## How will I learn?

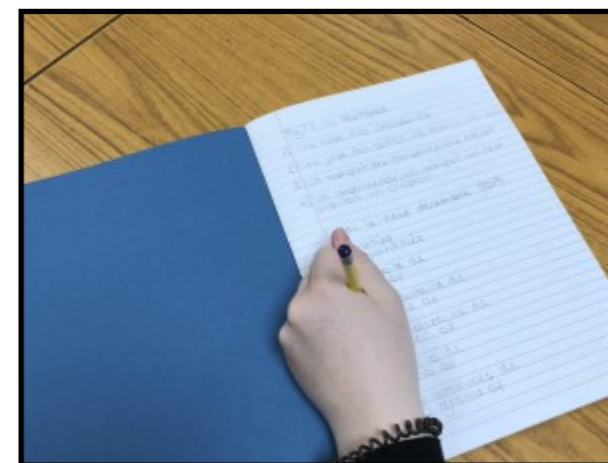
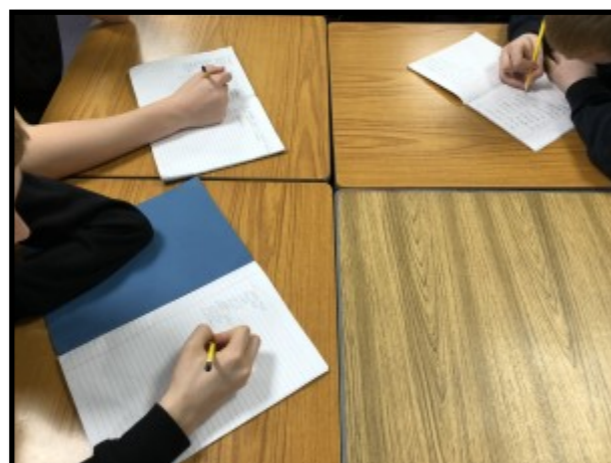
Learners will focus on improving skills through listening, talking, reading and writing. They will work independently, and in pairs and groups. Meaningful links will be made with other subjects around the school making English a great interdisciplinary subject. Reading regularly at home should also be encouraged to help in English but also will help with all other subjects by improving their reading, writing and vocabulary.

## How will I be assessed?

A wide variety of methods are used such as peer and self-assessment, classroom discussions, talks, presentations, writing and reading tasks. Regular feedback from the teacher on class and homework activities are also part of ongoing assessment. Towards the end of S3 all pupils will complete a project which will draw together all their skills in English and give a measurable indication of their progress and level. Learners aiming for a National 5 qualification will also complete assessments in reading and essay writing.

## Career Opportunities

Language and literacy are of major importance and allow pupils access to an incredible array of future careers because the ability to express ourselves clearly and communicate effectively are key in every area of employment. Traditional careers linked to English include advertising, business and enterprise, customer service, computing, journalism, law, libraries, medicine, media and broadcasting, marketing, museums and heritage, politics, psychology, social media, sales, teaching, travel and tourism, writing, web design and many more.



### What will I learn?

Learners will develop the skills of reading, listening, talking and writing in order to understand and express themselves in French. They will also study aspects of the culture and people of France. Learners will also focus on increasing the accuracy of grammar and vocabulary through topics such as media, education and employment.

### How will I learn?

Learners will develop literacy skills and develop an understanding of how language works through reading, talking, listening and writing in French. They will reflect on its relationship with English which will help to improve understanding of the English language also. Learners will use textbooks, ICT and interactive approaches like games, language websites and media. Learners will also have opportunities to practice using French for use in real life situations.

### What will I learn?

Learners will develop the skills of reading, listening, talking and writing in order to understand and express themselves in German. They will also study aspects of the culture and people of Germany. Learners will also focus on increasing the accuracy of grammar and vocabulary through topics such as media, education and employment.

### How will I learn?

Learners will develop literacy skills and develop an understanding of how language works through reading, talking, listening and writing in German. They will reflect on its relationship with English which will help to improve understanding of the English language also. Learners will use textbooks, ICT and interactive approaches like games, language websites and media. Learners will also have opportunities to practice using German for use in real life situations.

### How will I be assessed? Career Opportunities

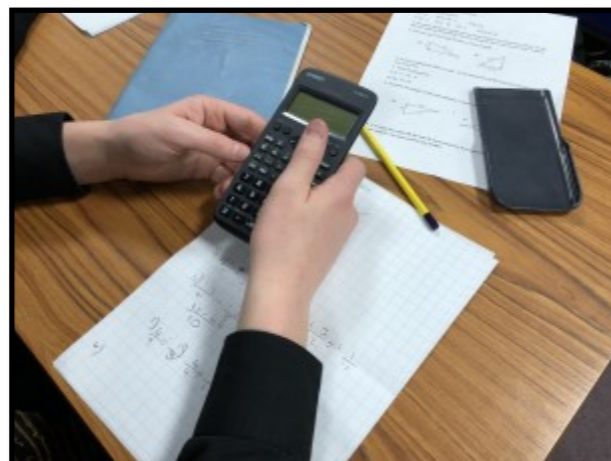
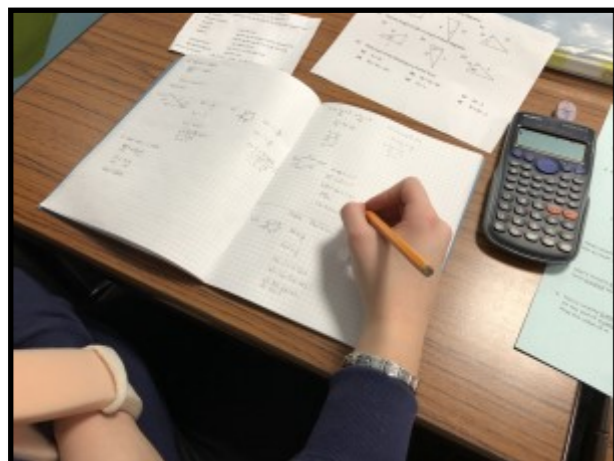
A wide variety of methods are used such as peer and self-assessment, classroom discussions and other activities linked to reading, writing, talking and listening in French. Regular feedback from the teacher on class activities and homework, end of unit tests and regular learning of language and vocabulary at school and at home are also features of assessment. Homework will also help to improve reading and writing in French.

Languages are highly valued by employers and further and higher education. French is used in many international organisations, such as NATO, the UN, EU institutions, and the World Trade Organisation. It is considered the international language of law and diplomacy. Possible careers include travel and tourism, hospitality, translator/interpreter, law, medicine, finance, engineering, business and enterprise, international organisations, media and broadcasting, marketing and sales, retail, politics, diplomacy, social media, teaching and so on...

### How will I be assessed? Career Opportunities

A wide variety of methods are used such as peer and self-assessment, classroom discussions and other activities linked to reading, writing, talking and listening in German. Regular feedback from the teacher on class activities and homework, end of unit tests and regular learning of language and vocabulary at school and at home are also features of assessment. Homework will also help to improve reading and writing in German.

Languages are highly valued by employers and by institutes of further and higher education. The German language is the first language of over 100 million people who primarily live in Germany, Austria and Switzerland. Possible careers include travel and tourism, hospitality, translator/interpreter, law, medicine, finance, engineering, business and enterprise, international organisations, media and broadcasting, marketing and sales, retail, politics, diplomacy, social media, teaching and so on...



## What will I learn?

In Mathematics in S3 pupils will continue to focus on Curriculum for Excellence Experiences & Outcomes. They will learn new skills using Number, Money, Measurement, Shape, Graphs and Statistics, building on what they have learnt so far.

## How will I learn?

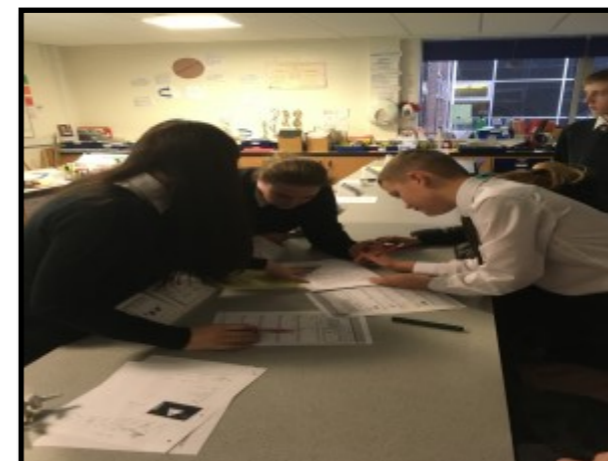
In class pupils will learn through individual and group work, practicing new skills so they can use them easily. On doing this they will get the chance to combine these skills in real life scenarios, problem solving and puzzles. Homework will also be used to practice new, and existing, skills, and allow pupils the chance to show what they have learnt.

## How will I be assessed?

A variety of assessment methods will be used to measure progress during the year. These will include tests and homework, also more informal day to day observations of pupils' verbal and written work in class.

## Career Opportunities

Maths is a skill used by everyone in everyday life and is used in many jobs including Financial Services, Engineering, Transport, construction, Science, Retail, Customer Services, Tourism, catering, Healthcare, Manufacturing, Administration, ICT Publishing, Marketing, Advertising, Armed Forces, Emergency services, Working with animals, Teaching, Child care, and many, many more.



## What will I learn?

The purpose of this course is to allow young people to develop a secure understanding of important biological concepts and encourage them to have a lifelong interest in Biology and its applications. Learners will progress onto Level 4 Experiences and Outcomes and will study topics on interdependence of organisms and their environment, plant growth and reproduction, respiration, animal behaviour, cell growth and repair, genetics as well as having opportunities to debate moral and ethical issues associated with some controversial biological procedures such as stem cells and DNA profiling.

## How will I learn?

Learners will work collaboratively to carry out experiments, research tasks and presentations. They will also have the opportunity to discuss and debate the moral and ethical implications of current scientific issues.

Learners will continue to take part in scientific investigations to further develop the skills of predicting, planning, observing, measuring, recording, presenting information, analysing, concluding and evaluating.

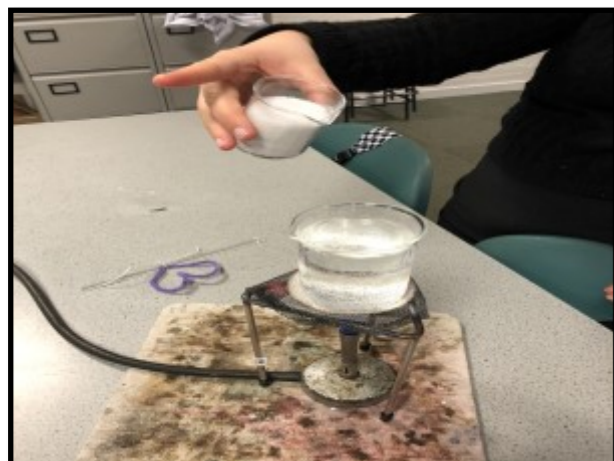
There will also be opportunities for the development of literacy and numeracy skills and where appropriate, aspects of health and wellbeing and ICT will be included.

## How will I be assessed?

Assessment will be ongoing throughout the course and will take a variety of forms. Formal end-of-topic written assessments will allow learners to demonstrate their understanding of biological concepts and their ability to apply their knowledge in problem solving questions. Learners will also demonstrate their progress through scientific investigations and research/presentation tasks. Regular homework will be issued to allow pupils to consolidate their learning and allow them to receive valuable feedback on their progress.

## Career Opportunities

There are many and varied career opportunities for students of Biology including research, teaching, health care professionals (Medicine, Nursing, Physiotherapy, Occupational Health, etc.), sport sciences, food industries, zoology/animal care, forensics, etc.



### What will I learn?

The purpose of this course is to allow young people to develop a secure understanding of important chemical concepts and encourage them to have a lifelong interest in Chemistry and its applications. Learners will progress onto Level 4 Experiences and Outcomes and will study topics on atomic structure and chemical bonding, metals and their reactivity, cells and batteries, fuels and carbon chemistry, plastics and novel materials and energy changes in chemical reactions.

### How will I learn?

Learners will work collaboratively to carry out experiments, research tasks and presentations. They will also have the opportunity to discuss and debate the moral and ethical implications of current scientific issues.

Learners will continue to take part in scientific investigations to further develop the skills of predicting, planning, observing, measuring, recording, presenting information, analysing, concluding and evaluating.

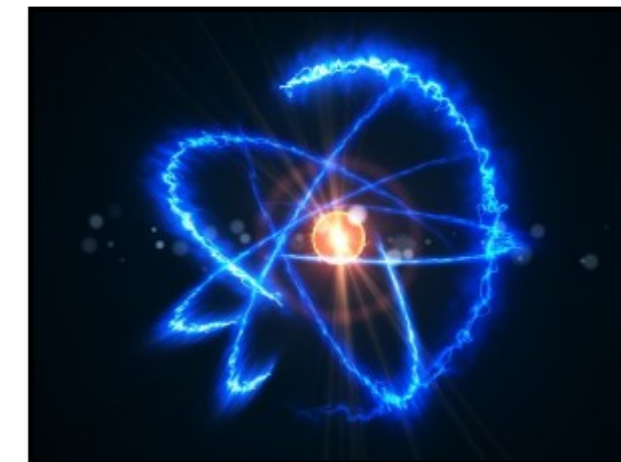
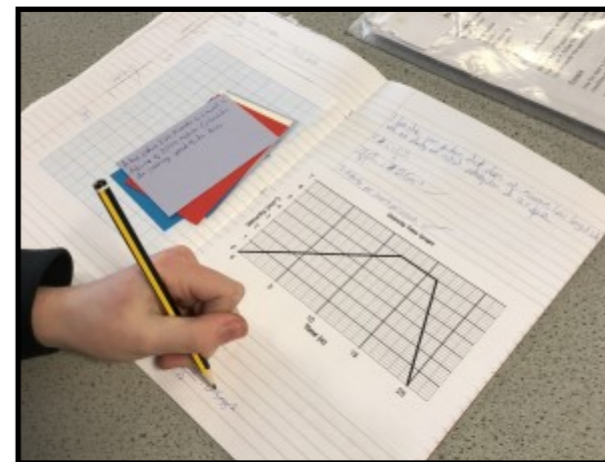
There will also be opportunities for the development of literacy and numeracy skills and where appropriate, aspects of health and wellbeing and ICT will be included.

### How will I be assessed?

Assessment will be ongoing throughout the course and will take a variety of forms. Formal end-of-topic written assessments will allow learners to demonstrate their understanding of chemical concepts and their ability to apply their knowledge in problem solving questions. Learners will also demonstrate their progress through scientific investigations and research/presentation tasks. Regular homework will be issued to allow pupils to consolidate their learning and allow them to receive valuable feedback on their progress.

### Career Opportunities

There are many career paths open to those who study Chemistry. A career in Medicine, Dentistry, Engineering, Veterinary Medicine, Pharmacy, Forensics and Teaching are only a few of the opportunities available to students who wish to progress their study of this subject. With roles in the pharmaceutical, nuclear, oil/gas, alternative energy and food industries and in the health sector being common.



### What will I learn?

The purpose of this course is to allow young people to develop a secure understanding of important physical concepts and encourage them to have a lifelong interest in Physics and its applications. Learners will progress onto Level 4 Experiences and Outcomes and will study topics on waves, sound and optics, movement and forces, energy and magnetism, space, and electricity and practical circuits.

### How will I learn?

Learners will work collaboratively to carry out experiments, research tasks and presentations. They will also have the opportunity to discuss and debate the moral and ethical implications of current scientific issues.

Learners will continue to take part in scientific investigations to further develop the skills of predicting, planning, observing, measuring, recording, presenting information, analysing, concluding and evaluating.

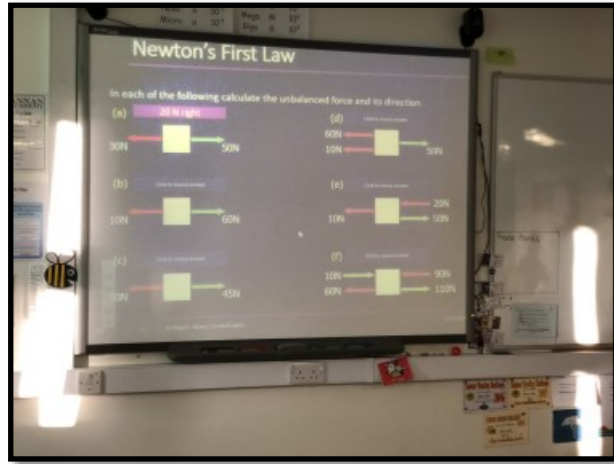
There will also be opportunities for the development of literacy and numeracy skills and where appropriate, aspects of health and wellbeing and ICT will be included.

### How will I be assessed?

Assessment will be ongoing throughout the course and will take a variety of forms. Formal end-of-topic written assessments will allow learners to demonstrate their understanding of physical concepts and their ability to apply their knowledge in problem solving questions. Learners will also demonstrate their progress through scientific investigations and research/presentation tasks. Regular homework will be issued to allow pupils to consolidate their learning and allow them to receive valuable feedback on their progress.

### Career Opportunities

There are many career paths open to those who study Physics. It is at the forefront for academic research into Cosmology and Nanotechnology. There are also many routes into mechanical, electrical and civil engineering from apprentice through HNC/HND and Graduate level. Physics also plays a major role in diagnosis and treatment in Medicine.



## What will I learn?

In this course learners will consolidate their understanding of the Science level 3 Experiences and Outcomes. They will continue to study biology, chemistry and physics. The units studied will be:  
Fragile Earth - investigate earth's resources through activities related to their source, origin, production, extraction, uses and benefits.  
Human Health - develop an understanding of factors which contribute to a healthy lifestyle, cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.  
Applications of Science - explore science's contribution to communication technologies and the impact that these have had on society/environment. They will also research the production and use of new materials and how science helps the understanding of risk and how it can be reduced in modern life.

## How will I be assessed?

Assessment will be ongoing throughout the course and a variety of methods will be used. Learners will be expected to be able to apply their skills of scientific inquiry to carry out an experiment / practical investigation. They will also need to show their knowledge and understanding of the key areas of each unit and apply their scientific skills in unfamiliar contexts.

## How will I learn?

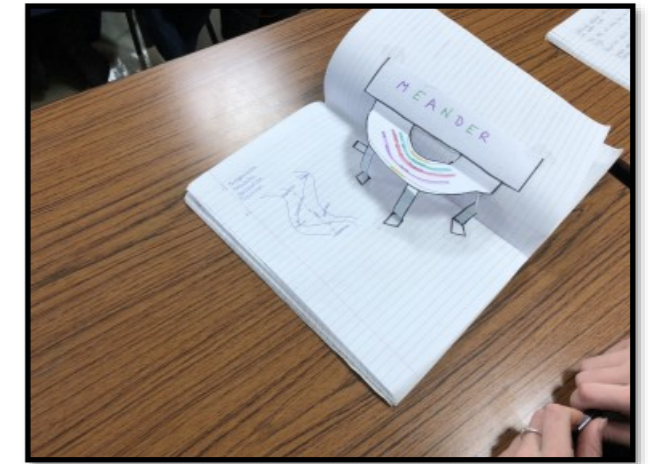
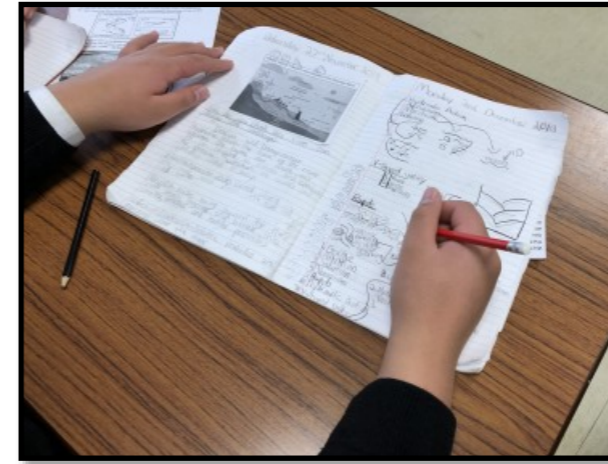
Learners will work collaboratively to carry out experiments, research tasks and presentations. They will also have the opportunity to discuss and debate the moral and ethical implications of current scientific issues.

Learners will continue to take part in scientific investigations to further develop the skills of predicting, planning, observing, measuring, recording, presenting information, analysing, concluding and evaluating.

There will also be opportunities for the development of literacy and numeracy skills and where appropriate, aspects of health and wellbeing and ICT will be included.

## Career Opportunities

There are many career paths open to those who study Science. Careers in the oil/gas, nuclear and chemical industries are common as well as opportunities in the health sector or in sports science. Science subjects are also very valuable for several trades e.g. electrician.



## What will I learn?

In Geography, we study the physical environment around us and the interactions between humans and the natural world. Some of the key questions we seek to answer in S3 Geography include:

Why are average global temperatures on the rise?  
Why are flooding events becoming more serious?  
Why are millions of African people living in poverty, and what can be done to help? How have rivers created Scotland's stunning landscapes? What does Geography have to do with fashion? What deadly diseases affect large parts of the world and why?

## How will I be assessed?

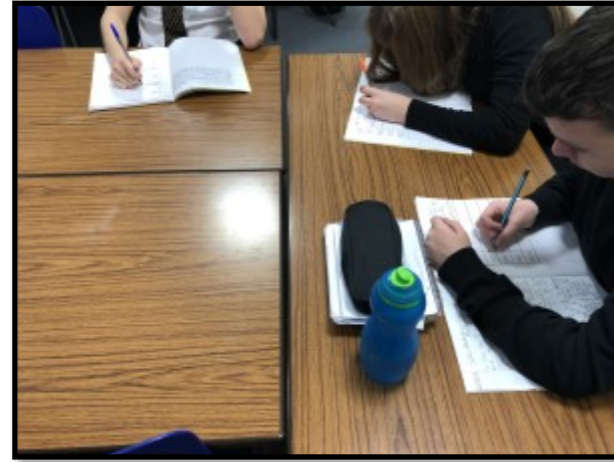
Students will be asked to demonstrate their newly developed knowledge at the end of each unit. This assessment could take the form of a research reports, creating and delivering presentations, answering a number of exam-style questions or multiple choice quizzes.

## How will I learn?

Learning in S3 Geography involves outdoor learning (fieldwork), group tasks, research projects, role play, simulation games, online research, map reading, creating diagrams that explain geographical processes and note taking from presentations/documentaries.

## Career Opportunities

At its core, Geography is an interdisciplinary subject, meaning it connects different parts of many different subjects. Therefore, the skills gained from studying Geography are broad and diverse. The possible careers available to a student of Geography are equally broad and diverse. They might include careers like Environmental Consultant, Geologist, Renewable Energy Expert, University Lecturer, Journalist, Land Surveyor or Volcanologist, to name but a few.



### What will I learn?

In History we will learn about important events which occurred during the Twentieth Century. This includes a study of war, looking at the technological developments of warfare through WW1, WW2 and the Vietnam War. We will learn about key events in History such as the assassination of JFK and the sinking of the Titanic. We will also explore important developments and celebrations during this time.

### How will I learn?

Pupils will learn through a variety of resources including video sources, group work, discussion based tasks and textbooks. Pupils will also have the opportunity to develop transferable skills within the course such as communication, problem solving and ICT skills.

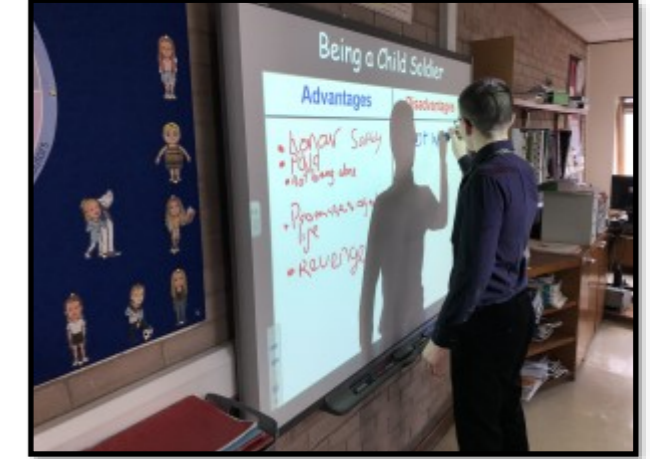
### How will I be assessed?

History will use a variety of assessment methods to support pupils in their development of skills. These methods include:

- Peer and self-assessment
- Written assessments can take many formats, presentations, posters or extended written answers
- Thorough questioning and regular feedback from the teacher

### Career Opportunities

Students that enjoy History could progress to National course next year which can lead to a Higher qualification. Careers paths in History, Politics, Journalism, Teaching and other related disciplines could be considered.



### What will I learn?

There are 5 units that are covered in S3 Modern Studies:

- Under-development in Africa (Barriers to development, Child Soldiers, Aid)
- Health and Wealth Inequality in the UK
- Brazil (Political System, Inequalities, International Issues)
- Terrorism (Terror Groups, Counter-terrorism strategies)
- European Union and Brexit

### How will I learn?

Learning in Modern Studies involves a range of methods and approaches including regular discussions of current affairs, making notes from presentations, reading resource sheets, online-research, analysing sources of evidence and group presentation tasks.

Students are expected to gain knowledge of current issues but are also asked to evaluate and draw conclusions from new information provided to them.

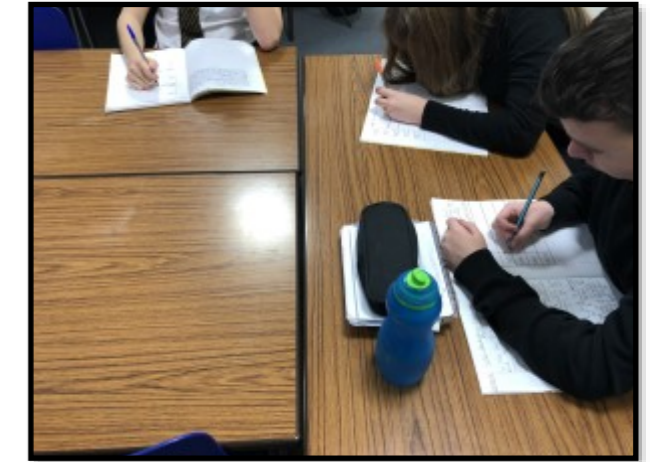
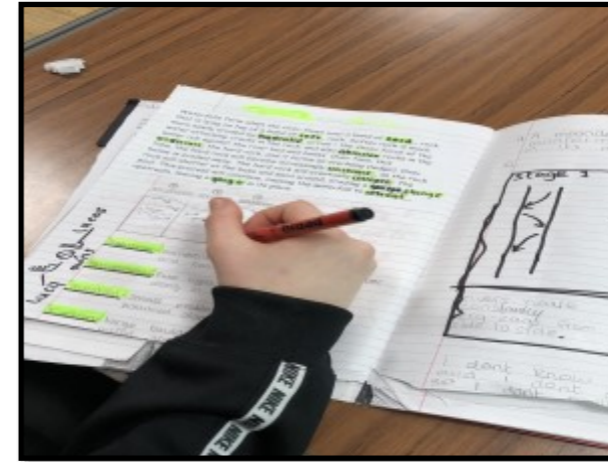
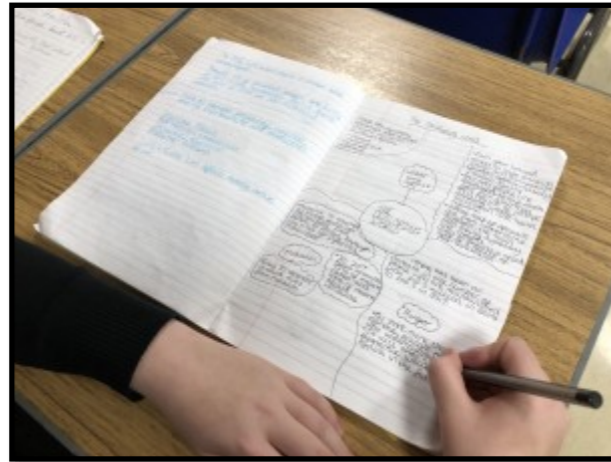
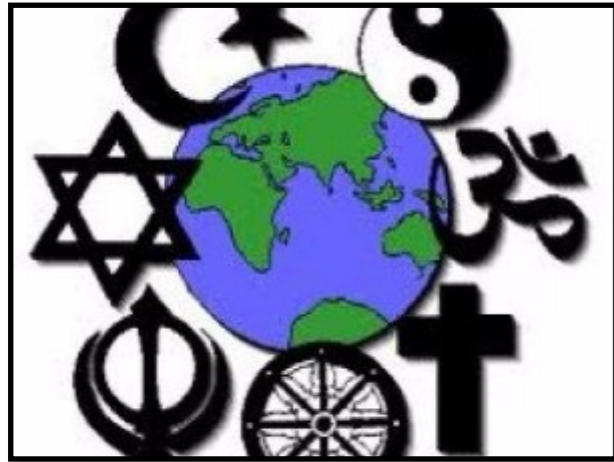
### How will I be assessed?

Modern Studies uses a variety of assessment methods to support pupils in their development of skills and concepts. These methods include:

- Peer and self-assessment.
- End of Unit Assessment both written and aided by ICT.
- Extended writing pieces using research of a given topic.
- Regular feedback from the teacher with regard to class activities

### Career Opportunities

Modern Studies provides a chance to learn about modern UK life. The insights gained are of considerable value in a wide range of careers including online and broadcast media, publicity, social work, law and law enforcement, politics and journalism.



## What will I learn?

The course consists of two units (Expressive and Design).

The tasks are based on personal themes and include practical activities such as investigating, working out ideas and producing finished pieces of work.

Art & Design develops visual understanding, creative imagination as well as a wide range of practical skills.

The S3 course aims to develop:

- expressive ideas
- understanding and use of the design process
- confidence to make critical judgements about art and design work

## How will I learn?

A range of techniques will be offered such as drawing, painting, print making and 3D design.

Linked to each practical task will be a written critical activity where pupils research, analyse and comment, in writing, on the work of an artist and a designer.

## How will I be assessed?

Assessment and self evaluation identifies areas for improvement and is an ongoing process which informs the next steps for each individual.

## Career Opportunities

Painter or sculptor, graphic or interior designer, fashion or textile design, illustration, ceramicist, jewellery or games designer, art and design teacher, art therapist, architecture, costume or stage set design, web design or CGI and many manufacturing design areas.

## What will I learn?

In General Social Subjects we will study elements of Geography, History, Modern Studies and RMPS. Pupils will study a variety of topics from WW1 and Terrorism to Ancient Egypt and Brazil. Within these subjects' pupils will be able to develop many transferable skills in areas such as communication, team work and problem solving.

## How will I learn?

Pupils will learn through a variety of resources including video sources, group work, discussion based tasks and textbooks. Pupils will also have the opportunity to develop their literacy and ICT skills.

## How will I be assessed?

General Social Subjects will use a variety of assessment methods to support pupils in their development of skills. These methods include:

- Peer and self-assessment
- Written assessments can take many formats, presentations, posters or extended written answers
- Through questioning and regular feedback from the teacher

## Career Opportunities

General Social Subjects gives our students the opportunities to experience a range of different skills and experiences which can help students follow the career opportunities outlined in each individual Social Subjects page. This course would be perfect for students who are interested in different career paths from different Social Subjects.





## What will I learn?

With the modern society heavily relying on the creative industry you will learn all about emerging technologies and the skills involved.

This course will introduce 2D and 3D Computer Aided Design, CNC Machinery including Laser Cutters and 3D Printing, Engineering, Computer and Manual Rendering, Desktop Publishing, Graphic Design including printing, publishing and animation.

## How will I learn?

A range of resources and techniques are used to carry out the various tasks expected within each unit of work which will be broken into individual folios specifically designed to challenge and test students.

Students will require to complete manual and computer based folios throughout the academic year.

## How will I be assessed?

Assessment is completed throughout the course with each folio highlighting the grade each individual is at. Students grades will be based on the quality of their drawings, folios and 3D models. Students are actively encouraged to self-assess and peer assess each folio to provide real life experiences of team work and understanding the strength and areas of improvement within their learning.

## Career Opportunities

The STEM Initiative continues to inspire young people to engage and achieve in STEM subjects and create unique career paths moving forward. Students that enjoy Graphic Communication should consider careers in; Marketing, Advertising, Digital Design, Desktop Publishing, Animation, Architecture, Engineering, Graphic Design, Computer Aided Design, Print Design, Web Design, Illustration, Surveying, Civil Engineering and Product Design.



## What will I learn?

Becoming a skilled craftsman does not happen overnight.

By studying this course you will develop key skills involved in constructing various artefacts by using a range of differing tools and machinery.

Theory behind all processes and tools is covered through classroom and workshop based activities.

The course is distinct in value that allows students to develop practical psychomotor skills in an extremely popular environment.

## How will I learn?

Various projects are delivered throughout the year that are designed to develop and push all students creative and motor skills.

Students will have the opportunity to personalise and develop unique skills that will be different from their peers, which creates a challenging environment where each student learns new skills from each other.

A healthy, team based environment is formed early on which helps develop a full understanding of all industrial standards.

## How will I be assessed?

Assessment is completed throughout the course with each project highlighting the grade each individual is at. Students grades will be based on the quality of their marking out, joints and overall finish. Students are actively encouraged to self-assess and peer assess each project to provide real life experiences of team work and understanding the strength and areas of improvement within their learning.

## Career Opportunities

Our local community actively seeks skilled professionals with varying modern apprenticeships available to keen students. Students that enjoy Practical Woodworking should consider careers in; Joinery, Craft Work, Electrical Engineering, Furniture Manufacture, Plumbing, Toolmaking, Pipefitting, Engineering, Motor Vehicle Repair, Vehicle Body Repair, Welding and Fabrication, Blacksmithing, Carpentry and Painting and Decorating.



### What will I learn?

You will learn how to:

- Perform effectively in different activities
- Improve your fitness and understand why that is important
- Work with others in group and team activities
- Explain how physical activity contributes to your mental, emotional, social and physical wellbeing

### How will I learn?

You will learn through practical performance in a range of activities selected by the members of the class. In Core PE, you will participate in 2 practical lessons a week.

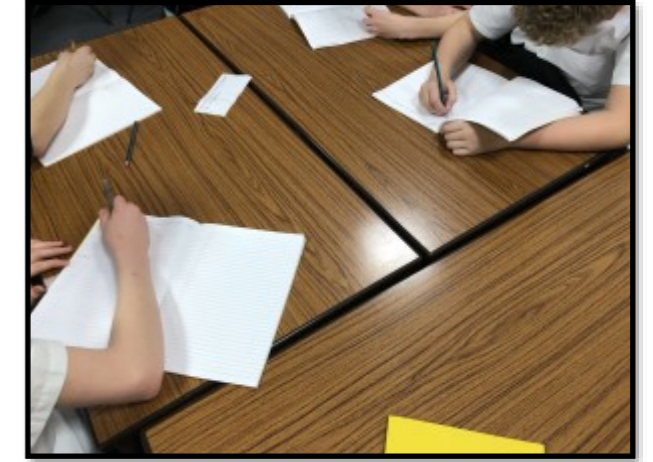
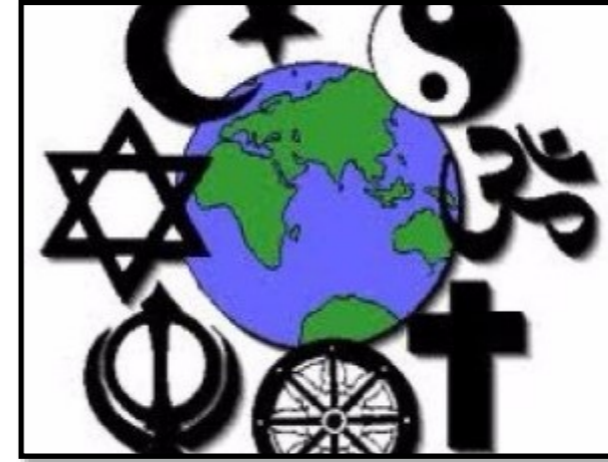
### How will I be assessed?

You will be assessed on how well you can:

- Demonstrate accuracy, control and creativity in movement
- Practise, consolidate and refine skills to improve performance
- Develop and sustain levels of fitness
- Develop leadership skills by contributing to groups and teams
- Analyse and discuss performance and identify areas where improvements can be made

### Career Opportunities

Students that enjoy Physical Education (Core) should consider careers in; Sports Retail, Armed Services, Police, Fire Service, Sports Administration and Sports Centre Employee.



### What will I learn?

The course will cover the following two areas:

- War and peace – Students will study the causes and justifications for war, strategies of modern warfare, the consequences of war, the possibility of world peace as well as different viewpoints on the issue both religious and non-religious.
- Moral Issues – Students will conduct a mini investigation on a moral issue of their choice which will include religious and non-religious views and their own opinion on the issue chosen.

### How will I learn?

Students will engage with a range of activities in the S3 Core RMPS course. Discussion and creative projects are key skills which are developed. ICT will be used to enhance learning when suitable. Students will be given the chance to develop their creativity through role play and artwork. Cooperative learning will enable students to build upon their listening and talking skills. Active learning will be used to encourage participation and aid different types of learners. Students will have the opportunity to engage in events such as world peace day and remembrance day.

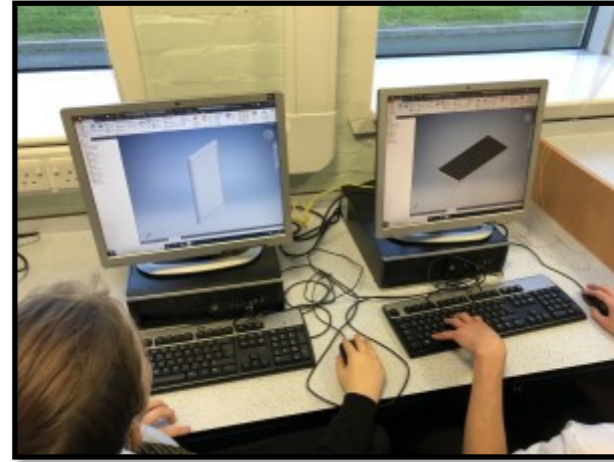
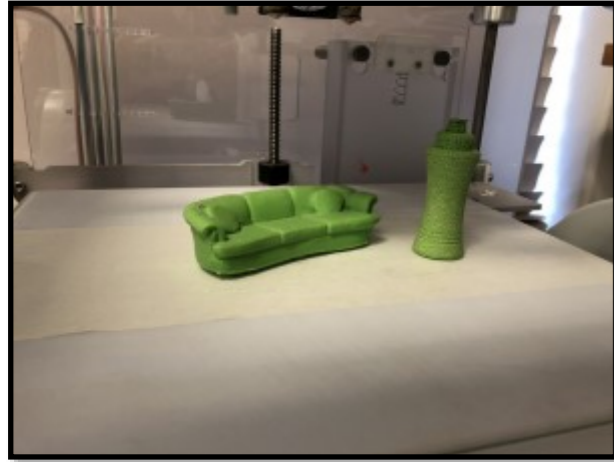
### How will I be assessed?

RMPS uses a variety of assessment methods to support pupils in their development of skills and concepts. These methods include:

- Peer and self-assessment
- End of Unit Assessment both written and aided by ICT
- Regular feedback from the teacher with regards to class activities

### Career Opportunities

Many of our students have gone on to do a wide variety of jobs. It is a benefit to anyone working with the general public. Some have trained to be philosophy or RMPS teachers whilst others have gone into the medical profession or law. A large number of our students go into careers involving, caring professions, the media, the armed forces, psychology and primary school teaching. RMPS qualifications are accepted by all colleges and universities.



**What will I learn?**

CAD (computer-aided design) is the type of software used by architects, engineers, drafters, artists, and various others to create precision drawings, technical illustrations, animations, simulations, computer games or 3D models, to name just a few. Autodesk Inventor Professional software is taught and will be used to assist with the creation of various 2D and 3D projects in this short run course.

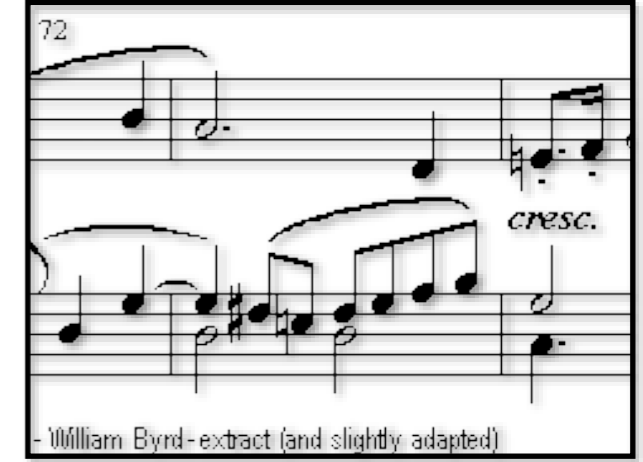
**How will I learn?**

Pupils will use computer based learning to develop their knowledge of different commands on Autodesk Inventor Professional and create different 2D and 3D drawings/models including wireframe and solid models. Pupils will also have the opportunity to investigate virtual reality, animation and simulation as well as CAD/CAM techniques such as 3D Printing.

**Skills Focus**

During this short course students will develop their knowledge of CAD commands, assembly of parts and CAD drawing standards as well as basic introductory skills used in the process of making 2D and 3D models on Autodesk Inventor Professional.

In addition pupils will also improve IT skills, problem solving and communication skills.



**What will I learn?**

Developing musical literacy forms a key part of a rounded education for performers, composers and listeners of all kinds. An understanding of how written symbols relate to the elements of music, and having the skills to interpret and translate them into sounds, empowers us to communicate and experience music in a meaningful way.

**How will I learn?**

Using a variety of activities they will be able to learn and discuss how music is created and notated such as: identifying key signatures, time signatures, note/rest recognition, intervals, dynamics and Italian terms.

On completion of this course pupils could consider taking an external ABRSM theory exam at an appropriate level during the ABRSM exam diet.

**Skills Focus**

Learners will develop

- a knowledge of the notation of western music, including commonly used signs and terminology
- an understanding of fundamental musical elements such as intervals, keys, scales and chords
- an ability to apply theoretical knowledge and understanding to written music

This course, although open to all with an interest, would be particularly useful for those who wish to study music further as a main subject option in the Senior Phase.



**What will I learn?**

This course aims to introduce students to the importance of bees as pollinators and the science behind it. Looking at live bees is not required but is possible with parental permission.

Students would learn about:-

- Pollination and fertilization of plants, flowers and trees.
- The importance of pollinators to our environment, the problems bees face & how we can help.
- The biology of honeybees, the products of bees, including honey & beeswax.

**How will I learn?**

Students will be involved in observing nature in presentations, video & real life. They will be involved in creating their own presentations and work to educate others. Students are given the opportunity to be involved in caring for our environment. This will involve:-

- Group and individual work
- ICT
- Learning outdoors (when appropriate)

Students will engage with the community through events, observations and note-taking.

**Skills Focus**

Students will be engaged in the principles, practices and skills encouraged by the Curriculum for Excellence. Beekeeping has been shown to improve effort, care & resilience in students. Literacy & numeracy skills are a key part of this work such as listening, reading, talking and writing as well as research and presentation techniques. Students gain other core skills such as communication, problem solving, practical skills, working with others and ICT skills. They will also get the opportunity to be involved in extra-curricular activities.



**What will I learn?**

Every where we go in life there is buildings, monuments, structures etc. yet these all must come from somewhere and don't just magically appear. This short run course offers an introduction into the architecture aspect of our growing environment and the processes involved with creating our own future. Processes relating to Graphic Communication are delivered and students will have the opportunity to assist in the creation of a small scale model village, fully personalised by the class.

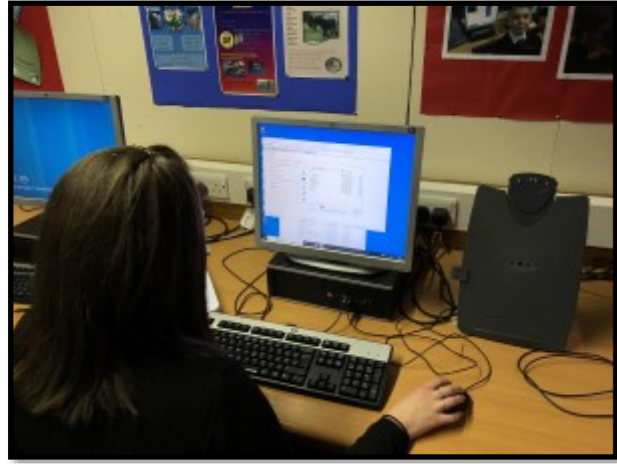
**How will I learn?**

Pupils will learn through various methods of teaching, utilising a combination of hand and computer work. Co-operative learning is at the core of this course as students will be divided into select teams (jobs) to help with the creation of the scale model.

**Skills Focus**

During this short course students will develop their knowledge of the built environment and give consideration to the sustainability of our current infrastructure in Scotland. Essential Graphic Communication techniques such as visualisation and scale drawings will be focussed on.

In addition pupils will also improve IT skills, problem solving and communication skills.



### What will I learn?

In this course you will learn about the marketing functions of a business and the contribution it makes to the operation of a business. You will be able to:

- describe the role and responsibilities of the marketing departments in organisations
- demonstrate an awareness of the marketing mix
- identify relevant stakeholders in a business enterprise
- develop skills in creating multi-media presentations

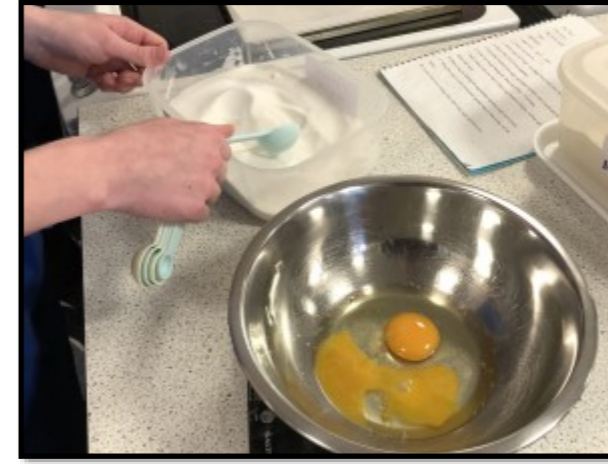
### Skills Focus

This course supports learners to develop:

- Skills and attitudes for employability
- Positive attitudes to learning through practical experience
- Core skills in Communication, Information Technology & Computational Thinking Skills
- Self-reflection skills to be able to review and improve their learning, by analysing their practical experiences.

### How will I learn?

Learning will be developed through an enterprising business project which will culminate in a Dragon's Den style presentation.



### What will I learn?

A short course on cake craft where you will design and make a cake for an occasion using professional cake decorating techniques and tools.

- Designing for a purpose – creative skills & looking at industry methods
- Advanced professional baking skills and confectionary techniques and processes

### Skills Focus

### How will I learn?

- Students will make a variety of specialist cake sponges jaconde etc.
- Students will learn how to make decorative sugar paste, colouring flavouring and tempering chocolate
- Students will make a variety of finished products responding to a brief

Contact: Mr. J. Brand (PT Expressive Arts)  
E-Mail: gw08brandjames@ea.dumgal.sch.uk



**What will I learn?**

In this short course our objective is to develop performance skills on a range of instruments, including voice. In groups, and using contemporary music, students will choose suitable songs to learn and perform throughout the course.

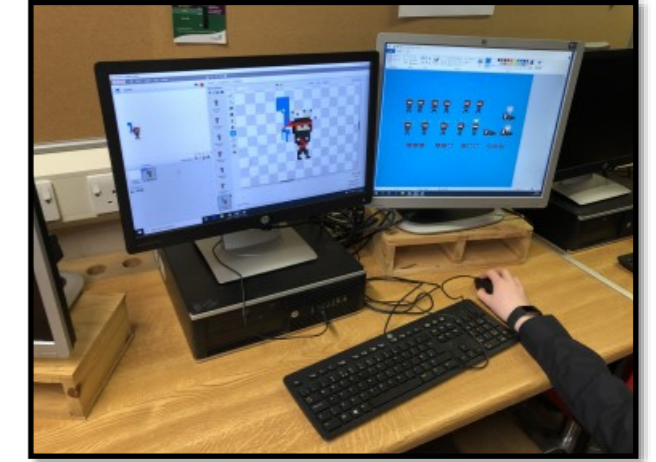
**How will I learn?**

Students will develop playing/vocal skills and work co-operatively on projects to perform together in a band(s). They will record and analyse their performances initially in a classroom setting but it is hoped that this will lead them on to preparing and delivering a concert at some point in the last week of the course to other students.

**Skills Focus**

Skills will include: Performance skills, co-operative learning, individual instrumental skills (including voice), performance analysis, equipment management and the setting up of concert stage including microphones and instruments.

Contact: Mrs. S. Lemmon (PT Computing and Business Education)  
E-Mail: gw08lemmonshirley@ea.dumgal.sch.uk



**What will I learn?**

This course introduces learners to the genres, trends and emerging technologies of the computer games industry. It provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing.

**How will I learn?**

Practical activities to develop skills in the following digital based areas:

- Animation
- Media Assets – Characters, Backgrounds and User Interaction
- Storyboarding
- Programming

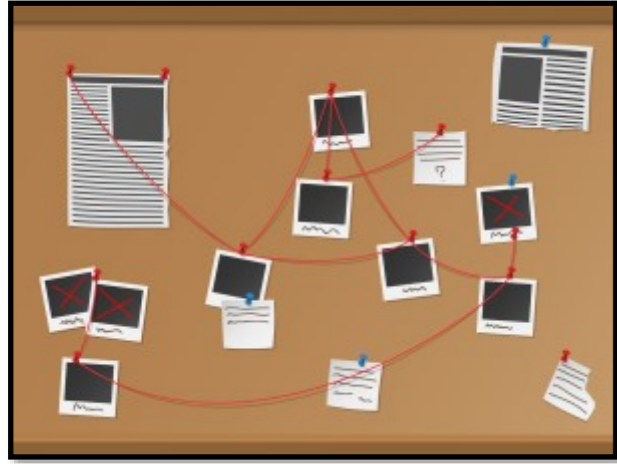
Research activities to strengthen knowledge and understanding of:

- Gaming Platforms
- Game Genres .

**Skills Focus**

This course supports learners to develop:

- Skills and attitudes for employability
- Positive attitudes to learning through practical experience
- Core skills in Communication, Information Technology & Computational Thinking Skills
- Self-reflection skills to be able to review and improve their learning, by analysing their practical experiences.



**What will I learn?**

Become a conspiracy detective and learn about some of the most famous mysteries of our time. You will carry out research before creating and sharing your findings. If you like working with others and solving puzzles and problems this could interest you.

**How will I learn?**

- Learning research/note-taking skills
- Carrying out research using the internet and library resources
- Classroom discussion
- Option to write your own conspiracy theories

**Skills Focus**

You will develop key research skills including reading, analysing, and evaluating information.



**What will I learn?**

Do you enjoy writing stories, poems, or plays? Do you like entering writing competitions? Would you like more ideas or opportunities to develop these skills? We will be looking at some of our favourite pieces of writing and learning how to develop our own writing skills in a range of different genres. You can focus on topics or ideas which interest you.

**How will I learn?**

- Choosing and sharing favourite pieces of writing
- Classroom discussion
- Writing and workshop exercises to get your ideas flowing
- Option to write/publish your own stories, plays, poems or enter a competition

**Skills Focus**

You will develop creative writing skills.



### What will I learn?

This course provides basic knowledge and skills in data security, digital forensics and ethical hacking and provides a skills pathway into the cyber security industry. It will encourage learners to improve their cyber hygiene and enable them to identify security weaknesses safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

### How will I learn?

This course is delivered through the following means;

- Internet Research
- Practical Activities
- Using Browser Developer Tools
- Research and assessment of cyber security arrangements at home

### Skills Focus

This course supports learners to develop:

- Skills and attitudes for employability
- Positive attitudes to learning through practical experience
- Core skills in Communication, Information Technology, and Problem Solving
- Self-reflection skills to be able to review and improve their learning, by analysing their practical experiences.



### What will I learn?

This course aims to provide pupils with the skills to confidently take part in debates. Reasoning, research and public speaking skills are just some of the positives behind learning how to be a great debater. Debating will help you take on whatever life chooses to throw at you.

### How will I learn?

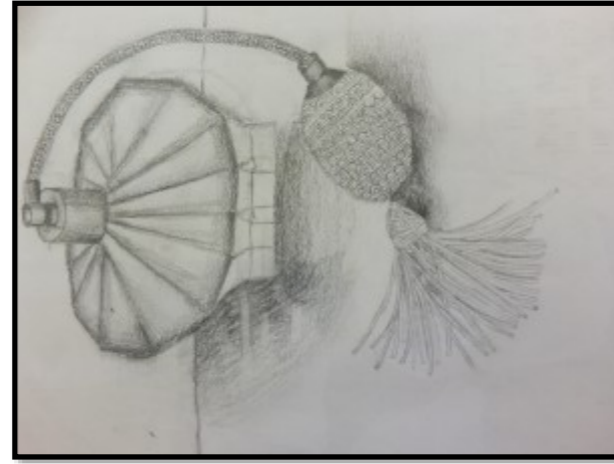
Pupils will analyse different speeches and public speakers to learn about the skills needed to put forward an effective argument. As a class pupils will decide on current issues to debate. Pupils will learn how to become effective researchers through the use of ICT and work together to construct arguments and counter arguments before undertaking debates.

### Skills Focus

The course aims to enhance the following skills;

- Develop effective research skills
- Improve listening and talking skills
- Learn how to process and organise thoughts
- Construct complex arguments based on fact
- Become a critical thinker
- Become confident individuals





**What will I learn?**

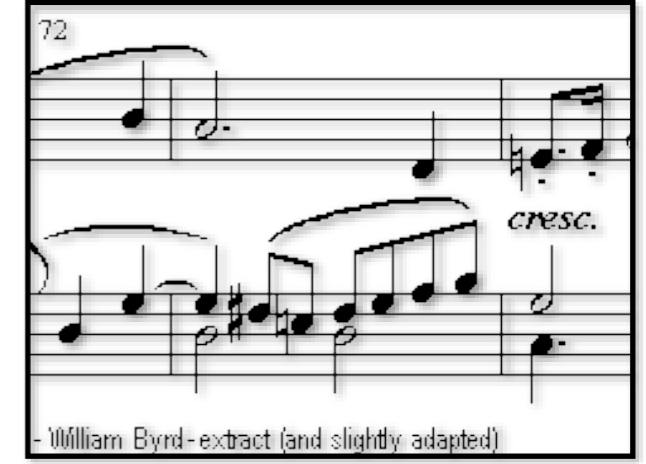
Pupils will develop knowledge and understanding of design practice by studying a design movement, designer and their work. They will also learn about the importance of design processes and present this information in the form of a power-point presentation.

**How will I learn?**

- Use ICT
- Research the history and key features of a design movement
- Research the life and work of a designer
- Develop information handling of research material by collating and selecting what is important
- Analyse a design work by discussing function, form, ergonomics, materials, techniques and technology
- Develop knowledge and understanding of the impact of social, cultural and/or other influences on designers' work and practice
- Express personal opinions about the design work
- Create a well-structured power point presentation using accurate design terminology and relevant images

**Skills Focus**

- ICT
- Research
- Information handling
- Analysing and evaluating
- Listening, speaking and writing
- Presentation
- Working in groups
- Independent working



**What will I learn?**

Devising drama and Improvising

**How will I learn?**

- Pupils will engage in workshops, rehearsals and theory based periods. Pupils will apply their knowledge and understanding of devising and improvising to create a short drama.
- Pupils build the ability to devise through a planning process as well as responding to improvisation tasks with spontaneity.
- Pupils will create and perform a short drama and evaluate the work of others and self.

**Skills Focus**

- Allow candidates to develop a range of practical skills within areas of devising and improvising in creating drama.
- Develop a range of creative problem solving by encouraging candidates to take charge of their own learning and development helping to develop the ability and confidence to work independently. Develop the ability and confidence to take risks in performing. Develop the ability and confidence to work in a group.
- The course endorses the four capacities
- Successful learners through: Preparation and performance of short drama, accepting and acting upon advice from tutors and peers, listening to and evaluating voice and movement skills , communicating effectively and working effectively as part of a team
- Effective contributors through: Being a member of a team, evaluating self and others
- Confident individuals through: decision-making as an individual and as part of a group, taking risks – exploring the potential
- Responsible citizens through: taking responsibility to meet deadlines, accepting responsibility if something goes wrong and helping to put it right



### What will I learn?

Technology continues to evolve around us every day of life. No matter what new innovation is invented and then released there is always another concept waiting behind to be showcased and implemented. This short run course introduces key emerging technologies that will help drive the Scottish economy forward into the next decade and beyond. Technologies relating to concept cars, game consoles, mobile phones etc.

### How will I learn?

Pupils will use computer based learning to develop their knowledge of different emerging technologies and complete a research based task that will be presented in teams before the end of the course.

### Skills Focus

This course supports learners to develop:

- Skills and attitudes for employability
- Positive attitudes to learning through practical experience
- Core skills in Communication, Information Technology, and Problem Solving
- Self-reflection skills to be able to review and improve their learning, by analysing their practical experiences.



### What will I learn?

Pupils will develop important expressive skills by following a targeted programme of observational drawing tasks. They will also experience a range of techniques and media. The course will provide pupils with some of the basic skills required when pursuing a certificated course.

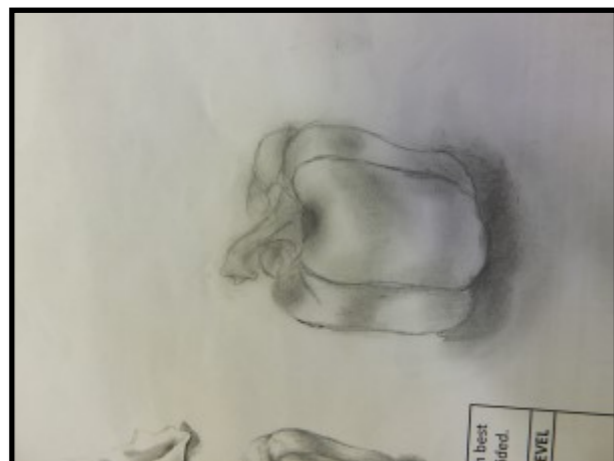
### How will I learn?

Pupils will:

- Select objects to draw from a range provided by the teacher.
- Observational drawing in line.
- Observational drawing using tone.
- Observational drawing using colour pencil/pastel/pen and ink.
- Produce compositions based on initial investigative drawing using a selection of media.
- Produce outcomes using the skills and techniques explored previously.
- Discuss own work and that of others throughout.

### Skills Focus

- Observed drawing
- Eye - hand control
- Media handling
- Understanding and effective use of perspective and foreshortening.
- Composing elements within a picture frame using positive and negative space.
- Effectively employing a range of compositional concepts.
- Working independently.
- Critically appraising own work and that of others.



**What will I learn?**

Pupils will develop knowledge and understanding of expressive art practice by studying an art movement, artist and their work. They will also learn about the importance of expressive processes and present this information in the form of a power-point presentation.

**How will I learn?**

- Use ICT
- Research the history and key features of an art movement
- Research the life and work of an artist
- Develop information handling of research material by collating and selecting what is important
- Analyse a painting by discussing subject matter, composition, aesthetics, media & techniques, mood and scale
- Develop knowledge and understanding of the impact of social, cultural and/or other influences on artists' work and practice
- Express personal opinions about the art work
- Create a well-structured power point presentation using accurate art terminology and relevant images

**Skills Focus**

- ICT
- Research
- Information handling
- Analysing and evaluating
- Listening, speaking and writing
- Presentation
- Working in groups
- Independent working



**What will I learn?**

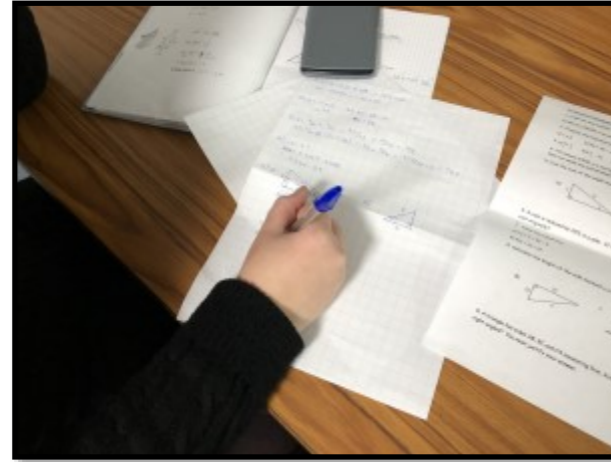
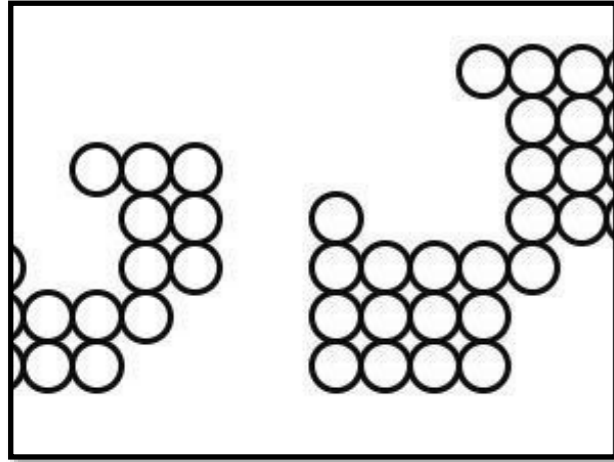
In this course pupils will be given the opportunity to learn about a number of practical techniques used in Forensic Science and then be able to apply their skills to solve a crime puzzle.

**How will I learn?**

Pupils will carry out techniques such as chromatography, finger-print and foot-print analysis, flame tests, microscopy and blood splatter analysis. Most of the work will be of a practical nature however pupils will also have the opportunity to carry out research tasks involving ICT.

**Skills Focus**

Throughout the course pupils will develop their scientific investigative skills. These involve being able to plan practical investigations, carry out practical procedures safely, record measurements and observations, present data, analyse data to form conclusions and evaluate procedures. In addition to this, pupils will have the opportunity to further develop their numeracy, literacy and ICT skills.



### What will I learn?

Pupils will be involved in problem solving and enquiry. They will be challenged to think about how they are going to solve a problem, to question and to explain their thinking, justifying their chosen method and solution. This short course will be offered to pupils working towards Level 4 in Mathematics.

### How will I learn?

Each week the pupils will be presented with a different problem to investigate and solve. During the 9/10 weeks they will have the opportunity to work individually, in pairs and in groups to find possible solutions.

- How do you see the pattern growing?
- What would the 10th case look like?
- How many circles would be in the 100th case?
- What would it look like?
- How many circles would be in the zero case?
- What would it look like?
- What would the -1 case look like?
- Can you model the pattern with an expression?

### Skills Focus

During this short course the pupils will work on seeking and identifying strategies and reasoning; comprehension and interpretation of information; flexibility of thinking; resilience to persevere with the challenge: using and understanding appropriate mathematical vocabulary; identifying the steps and using a number of mathematical operations.

In doing this the process can be seen as 3 different steps:

#### Starting the Task

- Explore the task to identify and interpret the problem, consider what might be relevant, decide how to start.

#### Doing the Task

- Trying out strategies, coming to conclusions and evaluating what has been done.

#### Reporting Findings & Solutions

- Deciding on the most effective way to communicate the findings from the task.



### What will I learn?

Our world is complex and ever-changing. As the human race advances, we create new and exciting realities for the future of our species – but we also create new problems that need to be solved. Global Issues Problem Solving (GIPS) gives students the opportunity to research a 'future problem' and come up with creative ways of solving it. Previous topics have included issues such as overpopulation/mega-cities, enhancing human potential, artificial intelligence, drones, genetically modified foods, climate change and disaster prevention. This year's Global Issue is Plastic Waste.

### How will I learn?

Pupils will research the issue of Plastic Waste to gather background information in order to become mini-experts in the topic. Then we will apply the GIPS 6-step model.

1. Research the issue and generate ideas for challenges, concerns and possible future problems.
  2. Identify a problem of major importance to solve – what action will need to be taken and what are you trying to achieve?
  3. Generate possible solutions
  4. Generate criteria to determine which solution is best
  5. Ranking the solutions from best to worst!
- You will then spend the rest of the course developing it into an ACTION PLAN that will solve the problem.

### Skills Focus

Pupils will learn how to think creatively about the future as they research and analyse a global issue. They will gain and develop a number of highly desirable real-world skills such as problem solving, research skills, leadership teamwork and communication skills.

Contact: Mr. J. Brand (PT Expressive Arts)  
E-Mail: gw08brandjames@ea.dumgal.sch.uk



## What will I learn?

Costume design and creation.

Make-up design and application.

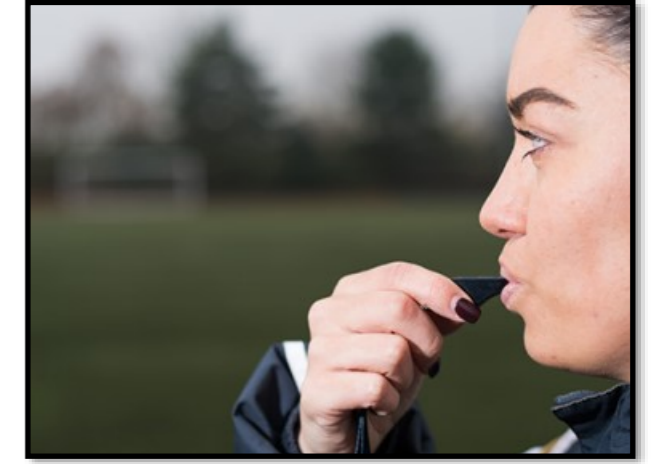
## How will I learn?

- Pupils will take part in workshops and theory based periods. They will be introduced to the production skills of costume and makeup.
- Pupils will be introduced to different resources and equipment exploring and experimenting how they work and how they are applied, or how they can use equipment safely.
- Pupils will engage with each other to prepare designs and will evaluate the application.

### Skills Focus

- Pupils will develop a range of design and practical skills and understanding within areas of costume/ make-up for stage.
- Develop a range of creative problem solving within by encouraging pupils to take charge of their own learning and development.
- Pupils will have the opportunity to develop a range of skills such as team working, decision-making, taking responsibility to meet deadlines and communicating effectively with others.

Contact: Mr. A. Craw (PT Health and Wellbeing)  
E-Mail: gw08crawalan@ea.dumgal.sch.uk



## What will I learn?

This course is for anyone interested in learning more about the laws of the game in football. Pupils may have a desire to become a referee or simply increase their understanding of the laws of the game. The 11 weeks will be broken down into learning and understanding the laws of the game and also practical lessons of applying the laws. The aim is that through engaging with the short course learners will become more employable due to the key skills we are developing, more confident in their own abilities and more focussed on their own personal development as a learner in school. The course will also prepare the learners for the full referee course that they can sit when they are 16. After completion of full course pupils will then be able to enter employment where they referee football games and receive match fees.

### Skills Focus

- Communication as a football referee is paramount. Pupils will enhance their ability to listen and share information through active listening, questioning and practical sessions.
- Self- Belief - Building confidence in your own ability through becoming confident, self-motivated and developing a positive attitude towards learning and leading.
- Teamwork - Enabling you to work with others through developing respect for other people you are working with. This is essential if the learner wishes to enter the world of football refereeing.
- Self-Management - Taking responsibility for your actions and doing things to the best of your ability. This is shown through developing accountability, determination, independence and initiative.
- Problem Solving - Understanding the problem and finding solutions. This will be your ability to apply the laws of the game to the game context been played out in front of you. This course will also increase the speed of your decision making which is needed in all areas in life.

## How will I learn?

- Lesson will be a mixture of classroom based lessons to learn the laws and also watch examples of the laws being implemented.
- Activities will be based on the full referee course ran by the South West of Scotland Referee Association, that pupils can sit when aged 16.
- Pupils will build confidence so that at the end of the course they shall finish with refereeing a game of football within an S1 PE lesson or within one of our primary cluster schools.



**What will I learn?**

An introductory course designed to develop basic horse care skills, knowledge and understanding of working within an equine industry as well as developing key employability skills. Aimed at pupils with little or no experience but an interest in horses.

Success in the course will enhance job opportunities at riding schools or as a volunteer at Pony Club and Riding for the Disabled. It acts a starting point for pupils if they wish to pursue further qualifications.

**How will I learn?**

- Horse Handling
- Grooming
- Stable Routine
- Tack and Tacking Up
- Pupils will also prepare for a final horse show where they will handle their horse and judges will inspect their grooming skills, handling ability and cleanliness of their tack.

**Skills Focus**

- Confidence - Developing key skills in basic handling, grooming, tacking up and stable management.
- Communication - Working with others through practical tasks, active listening and sharing duties.
- Teamwork - Working together and respecting each other to keep the stables clean and safe for everyone.
- Problem Solving - Understanding the problem and finding solutions.
- Accountability - Taking responsibility for your individual task and doing things to the best of your ability.



**What will I learn?**

This Unit requires the learner to apply and integrate skills, knowledge and understanding to plan and carry out a short creative production using music technology. Our objective is to develop audio editing skills and live recording skills using a variety of computer software, loops and short films.

The learner will:

- Use hardware and software to capture audio
- Use appropriate audio input devices and sources
- Apply appropriate microphone placement

**How will I learn?**

- Choosing and reading newspaper articles on a range of topics (sport, music, news, travel, politics etc).
- Classroom discussion
- Learning about the techniques and language used to write effective journalism
- Option to write/publish your own news stories

**Skills Focus**

Skills will include:

- Performance skills, Audio editing skills, Equipment management and the setting up of recording equipment and microphones ready to record live sound

Contact: Miss. L. Russell (PT Languages)  
E-Mail: gw08russelllynnne@ea.dumgal.sch.uk



**What will I learn?**

Keep up to date with the things that interest you by reading and discussing newspaper articles. If you like to be well informed or you have an interest in journalism this will be of interest to you. You will learn about bias, fact and opinion, persuasion and satire. You can focus on topics that interest you such as sport, politics or travel.

**How will I learn?**

- Choosing and reading newspaper articles on a range of topics (sport, music, news, travel, politics etc).
- Classroom discussion
- Learning about the techniques and language used to write effective journalism
- Option to write/publish your own news stories

**Skills Focus**

You will develop your all-important language skills.

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E-Mail: gw08brandjames@ea.dumgal.sch.uk



**What will I learn?**

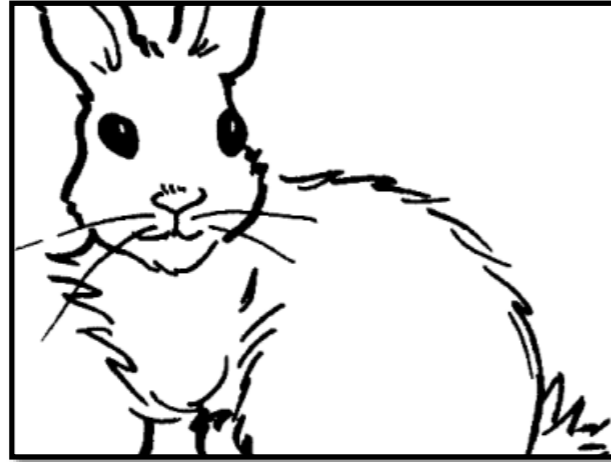
Lighting application and Sound application

**How will I learn?**

- Pupils will engage in workshops and rehearsals. They will create designs that display basic concepts of mood and atmosphere.
- Pupils will be introduced to different resources and equipment exploring how they work and how they can be used safely.
- Applying knowledge and understanding of equipment and design to a performance.
- Pupils will engage with each other to prepare designs and will evaluate the application thereof.

**Skills Focus**

- Students will develop a range of applied design and practical skills and understanding within areas of lighting/sound theatre and developing analytical skills.
- Develop a range of creative critical problem solving within lighting/sound by encouraging students to take charge of their own learning and development helping to develop the ability and confidence to work independently
- The course endorses the four capacities:
- Successful learners through: realisation of design plans; acting upon advice from tutors and peers; communicating effectively and working effectively as part of a team.
- Effective contributors through: participating in production meetings; evaluating self and others.
- Confident individuals through: decision-making as an individual and as part of a group and taking risks – exploring the potential ideas.
- Responsible citizens through: taking care of equipment; taking responsibility to meet deadlines and accepting responsibility if something goes wrong and helping to put it right; consideration of health and safety issues.



**What will I learn?**

Pupils will be involved in problem solving and enquiry. They will be challenged to think about how they are going to solve a problem, to question and to explain their thinking, justifying their chosen method and solution. This short course will be offered to pupils working at Level 3 in Mathematics.

**How will I learn?**

Each week the pupils will be presented with a different problem to investigate and solve. During the 9/10 weeks they will have the opportunity to work individually, in pairs and in groups to find possible solutions.

Leo the Rabbit is climbing up a flight of 10 steps. Leo can only hop up 1 or 2 steps each time he hops. He never hops down, only up. How many different ways can Leo hop up the flight of 10 steps? Provide evidence to justify your thinking.

**Skills Focus**

During this short course the pupils will work on seeking and identifying strategies and reasoning; comprehension and interpretation of information; flexibility of thinking; resilience to persevere with the challenge: using and understanding appropriate mathematical vocabulary; identifying the steps and using a number of mathematical operations.

In doing this the process can be seen as 3 different steps:

**Starting the Task**

- Explore the task to identify and interpret the problem, consider what might be relevant, decide how to start.

**Doing the Task**

- Trying out strategies, coming to conclusions and evaluating what has been done.

**Reporting Findings & Solutions**

- Deciding on the most effective way to communicate the findings from the task.



**What will I learn?**

Understand how you are being influenced through different types of advertising. You will learn about the role of language, still and moving images, sound and music in advertising texts (TV, film, magazines, posters).

**How will I learn?**

- Choosing and watching/reading adverts in a range of media (film, TV, magazines, posters)
- Classroom discussion
- Learning about the techniques used to make effective advertising
- Option to creating adverts of your own

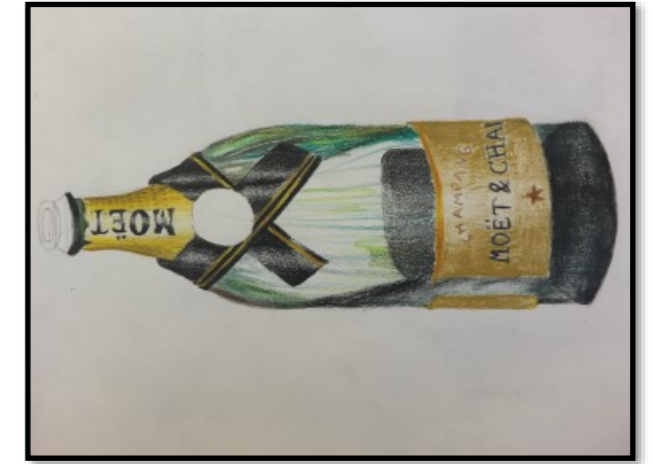
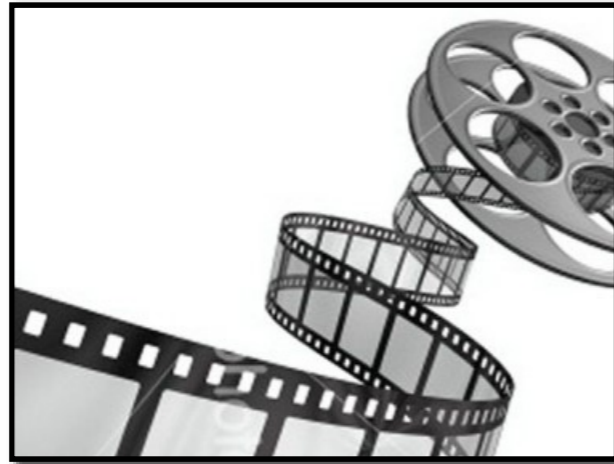
**Skills Focus**

You will develop your skills of analysis, evaluation, inference and persuasion.



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**What will I learn?**

Using film and TV trailers as a starting point learn the basics of reading and the media. You learn about sound, lighting, editing, camera angles and mise-en-scene.

**How will I learn?**

- Choosing and watching film and TV trailers and clips
- Classroom discussion
- Learning about the techniques used to make effective film and TV
- Option to write film/TV reviews

**Skills Focus**

You will develop your skills of analysis, evaluation and inference.

**What will I learn?**

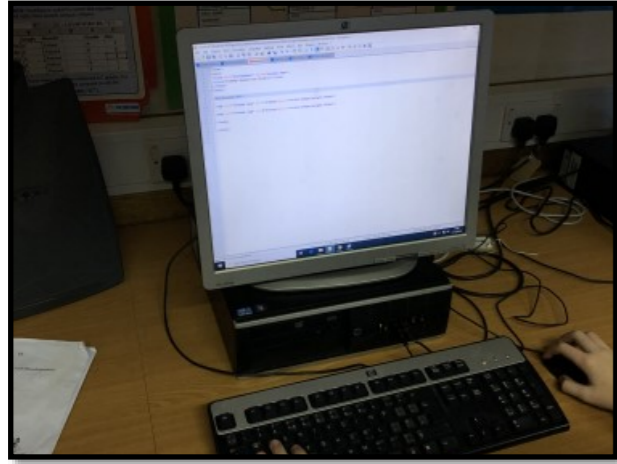
Pupils will develop knowledge and understanding of observational drawing through the use of line and tone while creating a series of drawings. During these tasks they will also learn about and experiment with a range of appropriate media and techniques.

**How will I learn?**

- Develop their use of line to show different qualities such as light/dark, thick/thin, wavy/straight etc.
- Develop their use of tone to show the three-dimensional qualities of an object
- Describe depth through the use of tone and scale
- Create 3D forms from 2D shapes and learn the correct terminology
- Analyse and reproduce surface texture through mark making techniques
- Experiment with pencil, colour pencil and fine liner
- Observe and record the shapes and tones of shadows cast by objects
- Evaluate their own work and the work of others

**Skills Focus**

- Observation
- Hand/eye co-ordination
- Media handling
- Working independently
- Analysing and evaluating
- Listening and speaking



**What will I learn?**

This course introduces learners to the dynamic, competitive and financial environment of business. It develops skills in presenting business related information, in a variety of formats, to the various stakeholders involved in an Event.

**How will I learn?**

Learning will be developed through an enterprising business project which will culminate in an Apprentice style presentation.

**Skills Focus**

This course supports learners to develop:

- Skills and attitudes for employability
- Positive attitudes to learning through practical experience
- Core skills in Communication, Information Technology, and Problem Solving
- Self-reflection skills to be able to review and improve their learning, by analysing their practical experiences.



**What will I learn?**

Pupils will research and study Scottish myths and legends to evaluate the ways they have shaped Scotland's heritage, culture, language and tourist industry. For example pupils will look at the legend of the Loch Ness Monster and how this has become a Scottish symbol.

**How will I learn?**

Pupils will research different Scottish legends using ICT, look at the impact of these on Scottish society and culture and work collaboratively to bring lesser known examples to the forefront of Scottish folklore.

**Skills Focus**

The course aims to enhance the following skills;

- Effective research
- Literacy and language
- Listening and talking
- Collaborative working
- Creativity



### What will I learn?

The course will be based around learners developing key employability skills through planning, leading and evaluating small sports sessions and events within their class. The 11 weeks will be broken down into short tasks that will aim develop leadership skills and behaviours, using leadership skills and behaviours in a sport setting, types of sports competitions and events, plan, lead and evaluate a small competition or event. The aim is that through engaging with the short course learners will become more employable due to the key skills we are developing, more confident in their own abilities and more focussed on their own personal development as a learner in school.

### How will I learn?

All activities will be practical experiential based within a gym hall. Activities are all based around group tasks that initially aim to develop communication, self-belief, teamwork, self-management and problem solving. Activities will begin within a group setting to promote and develop confidence and shall finish within smaller groups (2 or 3) with a culminating task of creating and leading a small event/ competition/ sport session of the learners choosing. Learners shall then evaluate their small event/ competition/ sport session before learning the importance of reflection and evaluating their work.

### Skills Focus

- Communication - Your ability to listen and share information through active listening, questioning, leading sessions.
- Self-Belief - Building confidence in your own ability through becoming confident, self-motivated and developing a positive attitude towards learning and leading.
- Teamwork - Enabling you to work with others through developing respect for other people you is working with. This will also develop integrity, empathy and show you what an inclusive working space is.
- Self-Management - Taking responsibility for your actions and doing things to the best of your ability. This is shown through developing accountability, determination, independence and initiative.
- Problem Solving - Understanding the problem and finding solutions. This is developing your ability to be creative, analytical, intuitive and rational.



### What will I learn?

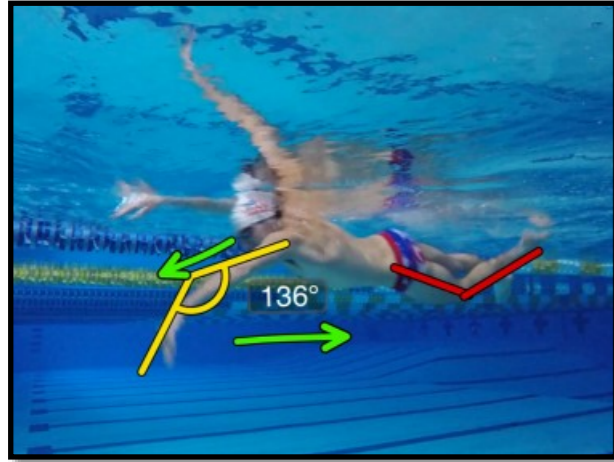
To design, make and serve food for a cafe using local produce and/or left overs.

### How will I learn?

- Students are to plan, design and make (and serve) food suitable for a sustainable café
- Visit our kitchens/ local restaurant to see industrial kitchens in action
- Students are to work in teams, plan, produce food and serve (wait on)

### Skills Focus

- This course supports learners to develop:
- Front of house – communication and customer care
  - Sourcing food
  - Cookery skills techniques and processes
  - Safety and Hygiene
  - Industrial kitchen awareness
  - Teamwork
  - Product/menu development



**What will I learn?**

Learn how to analyse your swimming technique using iPad technology and how to practice to improve your swimming technique.

**How will I learn?**

- Performance Analysis using iPad
- Data collection to measure stroke efficiency
- Swimming stroke drills to improve performance efficiency
- Reanalyse performance, and evaluate the difference between performances

**Skills Focus**

- Performance: Rhythm & timing, coordination and fluency, control.
- Thinking: Analysing (examine, identify), Understanding (describe, explain), Evaluating (compare, judge)
- Skills for Work: Solving problems, taking responsibility for own development



**What will I learn?**

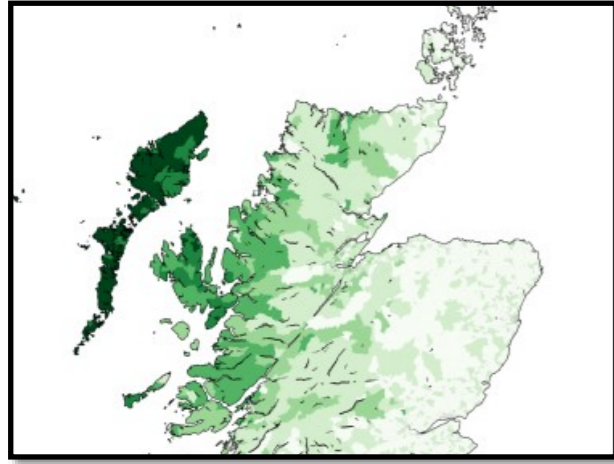
Pupils will gain Geographical knowledge about the country whilst exploring the culture of Italy through regional food. Pupils will also learn how to order hot and cold drinks as well as ordering food in Italian.

**How will I learn?**

- PowerPoints
- Video clips
- Web activities
- Speaking tasks

**Skills Focus**

Knowledge about the Italian culture and Basic Conversational Italian (transactional tasks)



**What will I learn?**

Scottish Gaelic tourist language elective, focussing on tourist language. This will be adapted to take the minoritised language context of Scottish Gaelic into consideration.

**How will I learn?**

We will use Go Gaelic, a stand-alone, online 1 + 2 resource, and elements on Speaking our Language on Learn Gaelic. We will also draw on extant, in-house Gaelic resources stored on the system. Focus on transactional language, with added cultural elements. We may also dip into the online secondary course Ceumannan.

**Skills Focus**

We will focus on three skills in this order: Speaking/Listening/Reading. Writing will not be prioritised, due to the focus of the course and initial complications for learners around Gaelic orthography.



**What will I learn?**

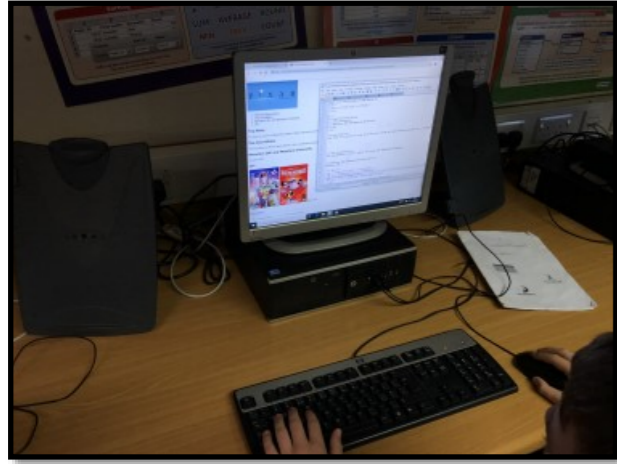
Pupils will gain geographical knowledge about the country whilst exploring the culture of Spain through regional food. Pupils will also learn how to order hot and cold drinks as well as ordering food in Spanish.

**How will I learn?**

- PowerPoints
- Video clips
- Web activities
- Speaking tasks

**Skills Focus**

Knowledge about Spanish culture and Basic Conversational Spanish (transactional tasks)



## What will I learn?

This course introduces learners to the technical skills (HTML 5, CSS and WireFrames) required to design and create websites, including active links between web pages. There is also a focus on the importance of the website design and development process.

## How will I learn?

8 Practical Exercises gradually introducing more complex HTML structure, most common tags, sections, formatting and images.

Assessment - construction of a Website with interlinking pages.

## Skills Focus

This course supports learners to develop:

- Skills and attitudes for employability
- Positive attitudes to learning through practical experience
- Core skills in Communication, Information Technology & Computational Thinking Skills
- Self-reflection skills to be able to review and improve their learning, by analysing their practical experiences.



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