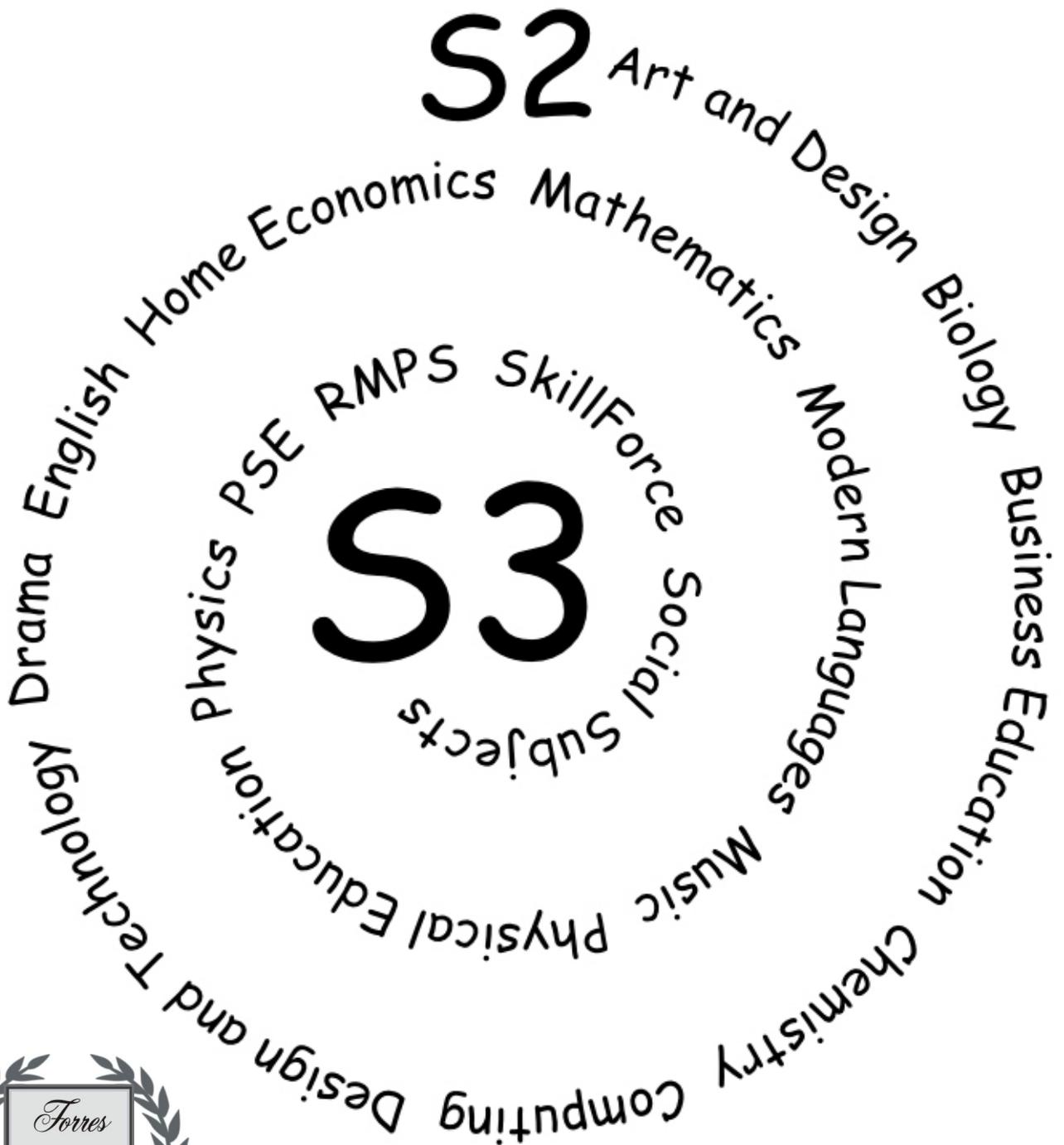


Moving On Up My Choices For S3



2017 - 2018

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Moving on up: My Choices for S3

Having followed a broad general education for the first two years at Forres Academy, we offer young people an opportunity to have more choice and personalisation in their learning as they move into S3. While they will still have a broad education, drawing from a number of curricular areas, we feel that choice is vital in third year as this year will provide a strong transitional experience from the junior stage of education into the senior phase of education in S4 - 6.

Subject Choice

Near the end of S2 is the time when we ask young people to make more informed choices about the future direction of their studies at Forres Academy. Our aim as a school is to ensure all young people are following programmes of study which offer;

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

These seven principles of curriculum design should be at the very heart of our aspirations for young people as they make choices and they move up through the school.

There are certain subjects which will be studied by **all** young people in S3;

- Maths
- English
- PSE
- RME
- Core PE
- Core Modern Language

In addition to this, young people will be asked to make six further choices. All young people must ensure they make a broad range of choices from across the curricular areas which are;

- Languages and Literacy
- Mathematics and Numeracy
- Health and Wellbeing
- Sciences
- Expressive Arts
- Social Studies
- Technologies
- Religious and Moral Education

Guidance tutors will discuss options with young people to ensure there is breadth and balance to all young people's choices. Where it is felt that a young person lacks breadth across the curricular areas, this will be discussed with parents.

CHOICE PROCESS

1. Read the explanation of the courses available in this booklet.
2. Choose six courses. Choose **one** of the Social Studies, Sciences, Expressive Arts, and Technologies. Your other 2 choices can come from any area.
3. Place a number beside each of your choices, with 1 being the top choice and 6 being the last choice.
4. Tick 2 reserve choices.

BEWARE

Each pupil is given the opportunity to select a subject in each of the curricular areas. Whilst every effort is made to ensure that all pupils are able to study the subjects of their choice, this is not always possible, because of;

Insufficient numbers choosing a course leading to that course not running. It is impossible for the school to run a course which has been chosen by a very small number of pupils. In this case, a reserve choice may be allocated.

The pupil has chosen subjects that “clash” (ie they run at the same time) making it impossible for them to do both. A reserve choice would be offered instead.

Too many pupils have chosen a particular course. On the occasions when this occurs, we try to ensure that those pupils who have given the subject a high priority in their choices are allocated places. Those who gave it a lower priority will be offered their reserve choice.

Once all the choices have been made and any problems ironed out, the pupils will be informed of their classes in plenty of time for the start of S3 in June 2017.

FREQUENTLY ASKED QUESTIONS

Can you still choose to take French or German as well as the core Modern Language?

Yes, the core Modern Language lesson is designed to allow pupils to progress with their language skills from S1 and S2. The Core Modern Language course will better equip young people with the skills, knowledge and understanding required to be an effective global citizen in the rapidly changing twenty-first century. Although the focus will be on developing language skills it is about more than just language learning and will also have a cultural element.

Pupils who wish to continue their studies of Modern Languages in S4 and beyond are advised to choose French or German as an option in S3. This separate course will allow them to develop a deeper understanding of the language and to expand their skills, vocabulary and knowledge about language.

Pupils may also choose to opt in to a second Modern Language, of which they have no previous knowledge.

How will courses be assessed?

The S3 experience is not formally accredited via SQA examinations. This will start from S4 onwards. However, throughout the year pupils will be formatively assessed as they progress through their learning experiences and as teachers evaluate progress within the curricular experiences and outcomes which are being developed. Pupils will also have opportunities to reflect on their own learning journey and their progress and achievements throughout S3 which will be recorded in their S3 Profile.

What skills will be developed and what is the S3 Profile?

Curriculum for Excellence places a large focus on the development of skills for learning, life and work to support pupils in gaining a sustainable destination after school such as employment or further/higher education. At Forres Academy we have a set of key skills we refer to as our Skills for Success which can be seen on page 16 of the pupil planner. We aim to develop pupils' skills in four key areas of Personal, Interpersonal, Communication and Thinking skills. In S3, pupils will reflect on their skills development and achievements and record this in the Profile which is a document that they will add to over the course of the year. At the end of S3 they will receive a copy of their Profile at a celebration event. The Profile and reflection on skills will be useful when making subject choices, applying for college etc and in considering next steps in their personal development.

How will the courses fit in with the senior experience in S4 – S6?

All the courses offered are built on relevant outcomes and experiences from the eight curricular areas we work with in school. These outcomes and experiences articulate with National Qualifications at National 4 and 5 levels which will be offered in S4.

Do you have to continue with the same subjects in fourth year that you take in third year?

Young people will have the chance to choose again once they approach the end of S3. However, this time they will be choosing for SQA accredited qualifications. Some of these courses will require prior learning while others will not. When making choices at this stage, in S2, pupils should really be starting to think ahead in terms of their long term career aspirations, while still being assured that there is a degree of flexibility in the system to allow them to change some of their subjects as they choose again for S4.

Will there be homework?

Homework will be issued to support and consolidate learning done in class. By S3, all young people should be getting into good study habits in order to prepare them for the senior phase of education in S4 to S6. When someone has no formal homework this does not mean there is nothing to do. You should be reading over your notes taken in class, trying to improve existing work and so on. All this will help you get into good habits for once you are in the senior school.

FINAL POINTS

You will find a practice copy of the course choice form in this booklet and you should use this to help you make your decisions. **The actual course choice form which will be handed in to your Guidance Tutor will be issued separately.**

Bear the following points in mind when making your final choices;

- Think carefully about your choices and discuss with your parents/carers
- Ensure you have a broad selection of subjects and are not narrowing your options for further up the school and in your future
- Listen to advice from your Guidance Tutor
- Do not pick subjects just because your friends are choosing them
- Think about what you may wish to go on to do as qualifications in S4 and beyond.

Good luck with making your choices and we hope you enjoy moving on up from S2 into S3.

S3 CHOICE OF COURSE FORM 2017-18

Name _____ Registration Class _____

During S3 you will be following a broad general curriculum that must include subjects from each curricular area as shown below. You can make 6 choices from the list, numbering your choices 1-6 in order of preference. In addition please tick 2 reserve choices, as you cannot be guaranteed your first choices.

You must choose **at least one** subject from social studies, technology, science and expressive arts. Your other 2 choices can come from any area.

Please return to your Guidance Teacher by **Friday 3rd March 2017**.

Literacy and Language: You will take English and in addition you may choose	Choice
French	
German	
Media Studies	
Numeracy and Mathematics: You will study core Maths	
RME and Health and Well Being: You will take core PE, PSE and RMPS. In addition you may also choose :	
Food Studies	
PE- Leadership through PE	
Meaning of Life	
Social Studies. You must choose at least one of the following	
Geography	
History	
Modern Studies	
Business	
Technologies: You must choose at least one of the following	
Engineering Science	
Practical Woodwork	
Graphic Communication	
Computers in the Digital World	
Food Studies	
Fashion and textiles	
Science: You must choose at least one of the following	
Biology	
Chemistry	
Physics	
Expressive Arts: You must choose at least one of the following	
Art and design: creating in 2D and 3D	
Drama	
Music: Create and perform	
PE: Leadership through PE	
You may choose:	
Skill force	

Signed _____
(Parent/Carer)

Signed _____
(Guidance)

DEPARTMENT: ENGLISH	Core Subject
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COURSE TITLE: English

OUTLINE OF COURSE

The S3 English Course aims to develop and extend pupils' language and communication skills in the four key areas of Reading, Writing, Talking and Listening. A wide range of fiction, non-fiction and media texts, including Scottish texts, will be explored. There will be opportunities to research and present ideas and to create texts in a variety of genres for different purposes.

- UNITS COVERED**
1. Analysis and Evaluation – This involves reading, watching and listening to a wide range of texts (fiction & non-fiction) covering a range of themes and purposes, with the aim of developing pupils' understanding and critical awareness of the writer's craft.
 2. Creation and Production – This involves researching, producing and presenting a wide range of written and oral pieces in a variety of genres such as imaginative, discursive and reflective.
 3. Literacy Skills - The teaching of language and grammar is integrated within the course – developing the key listening, talking, reading and writing skills and tools necessary for successful learning, life and work.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will be encouraged to work independently and collaboratively with others, to discuss, present and share ideas, monitor their own progress, identify areas for improvement and take responsibility for their own learning. Pupils will also be expected to sustain a programme of personal reading (including novels, non-fiction books, newspapers, magazines, websites etc.). Key skills developed for learning, life and work include: identifying and summarising key ideas in texts, critically analysing and evaluating texts, research and note making skills, constructing coherent arguments, presenting ideas effectively in discussion and talk activities and writing accurate and clearly expressed texts.

- ASSESSMENT AND EVIDENCE OF LEARNING**
- All assessment is based on CfE level 3 & 4 experiences and outcomes. Judgements are made in relation to a wide variety of evidence including:
- Oral and written responses to a range of texts displaying Listening and Reading skills
 - Structured and developed responses to literature and media in the form of critical essays
 - Observation of performance in individual presentations and participation in discussion activities
 - Writing skills displayed in a wide range of creative and discursive pieces
 - Monitoring of performance in class activities
 - Progression and mastery of literacy skills monitored across all work and identification of individualised targets
- All evidence is collated and evaluated in each pupil's folder which provides a basis for discussion and reflection on current learning and to identify next steps.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 English > National 5 Literacy/English or National 6 Higher English > National 7 AH English
National 4/5 Media > Higher Media

DEPARTMENT: MATHEMATICS	Core Subject
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COURSE TITLE: Mathematics level 3

OUTLINE OF COURSE

Pupils will build on their knowledge and understanding of outcomes and experiences and the skills learned in S1 and S2 to progress through level 3 outcomes and extend to level 4 in the areas of Number, money and measure; Shape, position and movement; and Information handling in a variety of forms for learning, life and work.

UNITS COVERED

Number, money, measure involving all types of number calculations; solving problems involving measurements of time, angle, length, areas and volumes; learning about money and budgeting in real life contexts; and working with algebra.

Shape, position and movement involving working with 2D and 3D shape and using scale and symmetry.

Information handling involving probability and the use of statistics to display, analyse and interpret data and to communicate results.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will experience active learning activities, working cooperatively in pairs as well as working individually. They will be encouraged to think through problems and to share ideas with others to come to solutions. Skills in working with number, money, measure; Shape position and movement, and Information handling will be developed further from S2 and pupils should use this as an introduction to their S4 courses.

ASSESSMENT AND EVIDENCE OF LEARNING

A variety of approaches will be used to collect evidence on progress and understanding. These include classwork, teacher observation, short topic tests and formal examinations on blocks of work each term.

All of the above will provide information used to place pupils in an appropriate course in S4.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Lifeskills Mathematics 3/4 > Mathematics Nat 4 or Lifeskills Mathematics 4/5
Or
Mathematics 4 > Lifeskills Mathematics 5
Or
Mathematics 4 > Mathematics 5 > Higher

DEPARTMENT: MATHEMATICS	Core Subject
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COURSE TITLE: Mathematics level 4
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OUTLINE OF COURSE Pupils will build on their knowledge and understanding of outcomes and experiences and the skills learned in S1 and S2 to progress through level 4 in the areas of Number, money and measure; Shape, position and movement; and Information handling in a variety of forms for learning, life and work.

UNITS COVERED Number, money, measure involving all types of number calculations; solving problems involving measurements of time, angle, length, areas and volumes; learning about money and budgeting in real life contexts; and working with algebra. Shape, position and movement involving solving problems using Pythagoras and trigonometry, scale and symmetry. Information handling involving probability and the use of statistics to display, analyse and interpret data and to communicate results.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED Pupils will experience active learning activities, working cooperatively in pairs as well as working individually. They will be encouraged to think through problems and to share ideas with others to come to solutions. Skills in working with number, money, measure; Shape position and movement, and Information handling will be developed further from S2 and pupils should use this as an introduction to their S4 courses.

ASSESSMENT AND EVIDENCE OF LEARNING A variety of approaches will be used to collect evidence on progress and understanding. These include classwork, teacher observation, short topic tests and formal examinations on blocks of work each term. All of the above will provide information used to place pupils in an appropriate course in S4.
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POSSIBLE PROGRESSION IN THE SENIOR PHASE Mathematics Nat 5 > Higher Mathematics > Advanced Higher Mathematics

DEPARTMENT: MODERN LANGUAGES	Core Subject
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COURSE TITLE: Core Modern Language (French or German)

OUTLINE OF COURSE

The S3 Core period of Modern Languages allows pupils to develop their language and communication skills in the language they have been learning in S1 and S2. The focus will be on the four key skills of listening, talking, reading and writing. Pupils will have the opportunity to extend their vocabulary and knowledge about language and will use and understand the language in a wide variety of texts for different purposes.

UNITS COVERED

1. **Film study**

This unit involves watching and studying various aspects of a French or German film with the aim of being able to discuss and review the film in the language being learned.

2. **Food and drink**

Pupils will expand and develop their knowledge of this topic from S1 and S2 to create a recipe and packaging for a Smoothie in French or German and to take part in a role play in a restaurant. The focus will be on developing pronunciation and intonation in talking skills and to apply knowledge about language to create and evaluate a product.

3. **Berlin / Paris project**

This involves working in a group to research, produce and present a written and oral piece about the capital cities of France or Germany.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

The course will be delivered through various media:

- Film, websites, Smartboard activities, power points, video clips, authentic materials

Pupils will have the opportunity to take part in:

- Project work and research projects using ICT
- Role plays and conversations (understanding and using language)
- Individual, pair and group work
- Conversation and cultural lessons with a Foreign Language Assistant.

Pupils will develop the Literacy skills of Listening, Talking, Reading and Writing as well as:

- Interpersonal skills – working in teams and using social skills in pair and group tasks
- Thinking skills – creating and evaluating a piece of work in the language, remembering and applying vocabulary and knowledge about language

Personal skills – pupil's confidence will be increased in using and understanding French / German. They will develop respect for other languages and cultures through the study of a foreign language.

ASSESSMENT AND EVIDENCE OF LEARNING

Pupils will be assessed based on Curriculum for Excellent level 3 and 4 experiences and outcomes. Pupils will have the opportunity to give evidence of their progress in all four skills: listening, talking, reading and writing. A variety of approaches will be used to collect evidence including:

- Teacher observation
- Self and peer evaluation
- Formal assessments in the four skills
- Delivering presentations and taking part in conversations and role plays
- Producing written work for different purposes.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Pupils wishing to progress in French/German to National 4 / 5 would be advised to take the French / German option course in S3.

PHYSICAL EDUCATION PROGRAMME	Core Subject
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In accordance with government guidelines all pupils in Forres Academy are required to participate in two compulsory periods of meaningful Physical Education per week.

The Physical Education Department in Forres Academy provides an S3/4 health and wellbeing curriculum that aims to enable children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- experience challenge and enjoyment.
- experience positive aspects of healthy living and activity for themselves.
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- make a successful move to the next stage of education or work.
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Pupils will experience a wide range of physical activities and games to promote the above aims and should be prepared to participate in the following:

Athletics Badminton Basketball Dance Tennis Softball Gymnastics
Fitness Suite Boxercise Hockey Football Lacrosse Swimming Volleyball

Variety and pupil choice is very important and we hope to provide an experience with something for everyone. All we ask of pupils is that they approach lessons with the enthusiasm to have a go and that they are organised with the appropriate P.E. kit.

DEPARTMENT: PSE	Core Subject
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COURSE TITLE: Assertiveness and Communication

OUTLINE OF COURSE

The S3 course consists of four core units and seeks to prepare students for a variety of situations personally and within their future working lives. They should develop confidence and assertiveness skills. Students will have opportunities to tailor and personalise their study through the course.

The course will develop effective verbal communication skills, assertiveness, planning and literacy skills through a range of practical based activities and a project.

UNITS COVERED

Positive Mental Attitudes
Students will develop their understanding of mental health problems and build emotional resilience which will enable them to enjoy life and cope effectively with disappointment, sadness and loss. The aim is to instil a positive sense of well being and an underlying belief in our own and others' worth.

Sexual Health and Relationships
Students will explore a range of issues connected to sexual health and relationships including emotions, the law and support available, as well as contraception and Sexually Transmitted Infections. The course is designed to be flexible enough to accommodate current concerns and develop pupil communication and assertiveness skills.

Investigative Project
Students will undertake a project with the purpose of finding out how a local business works and operates successfully, with the equally important aim of improving their communication skills in a formal context, thereby boosting their confidence and self esteem.

World of Work
Students will undertake a series of activities to help them identify and understand their strengths and future aspirations, to develop their career management skills so they are able to make informed choices about their future subjects, skills and learning. Activities will include research and consideration of various career and occupational pathways. Students will select areas of interest for experience of work and prepare for the world of work through practicing and developing employability skills.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Opportunities will be provided for paired work, co-operative learning, group work, active learning, exploration of emotions, visiting experts, conducting interviews, community involvement, research, presentation, employability skills development.

ASSESSMENT AND EVIDENCE OF LEARNING

S3 Pupil Profile and Learner's Statement are built up over the year as evidence of learning. In addition to this pupils will complete a communication project and will receive feedback from individuals in the community.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Pupils will continue to follow a PSE programme in S4.

RELIGIOUS, MORAL AND PHILOSOPHICAL EDUCATION	Core Subject
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In line with Scottish government policy, all pupils in Forres Academy participate in one compulsory core period of Religious, Moral and Philosophical Education per week.

The Religious, Moral and Philosophical Education Department in Forres Academy provides a curriculum in S3 which aims to help young people to:

- Express their own beliefs, values and attitudes and put them into action.
- Show understanding and respect for those who hold different beliefs and values from themselves.
- Appreciate the effects of their actions on others.
- Face a complicated and changing world.
- Continue to develop thinking skills which will help them in the workplace and in adult life.

Specifically, young people will concentrate on the following skills:

- Appreciating equality and diversity in terms of religious beliefs.
- Exploring and commenting on a variety of ethical viewpoints.
- Taking the initiative and leading in a group.
- Thinking of and referring to relevant examples to support their opinions.
- Being aware of and able to question their own prejudices.
- Being aware of a range of world events which raise moral issues.
- Relating positively to others and taking responsibility for their own learning.
- Successfully performing research tasks on the internet.
- Reading complex material and making sense of it.
- Communicating their ideas clearly in a written presentation.
- Communicating their ideas clearly in an oral presentation.
- Participating fully in group and class discussions.
- Engaging in decision making exercises by weighing up options.

Pupils will experience a wide range of teaching and learning approaches – for instance, group presentations, debates, exploration of documentaries/You Tube clips and role play – as they examine what it means to be moral in the context of modern society.

Assessments will be a combination of written and oral tasks. They will focus on Curriculum for Excellence Levels 3 and 4 Experiences and Outcomes as well as the skills listed above.

DEPARTMENT: ART & DESIGN

COURSE TITLE: CREATING IN 2D & 3D

OUTLINE OF COURSE

In this course there are **two** main **projects** of study which comprises of practical and written work:

Expressive Practical Activity plus the study of artists and their work

Design Practical Activity plus the study of designers and their work.

Cost £10.00 per Year. When monies are paid students will receive an A2 plastic wallet and A4 sketchbook.

UNITS COVERED

Expressive Activity – Surrealist Painting Project

Design Activity – 3D Structural Product Project

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED – CREATIVE PROBLEM-SOLVING

Expressive Project – SURREALIST PAINTING

In this project pupils will learn about key Surrealist Artists and make detailed analysis of their work. This study of the 'Fantasy and Imagination' genre will inspire them in their own creative ideas.

Practical work will focus on developing pupils' drawing and painting skills and understanding of the 'visual elements', specifically line, shape, tone, form (three-dimensional shape) and perspective. Pupils will aim to achieve elements of realism in their work. A major focus will be on these skills using a variety of media including pencil, pen, ink and paint.

Through creative and imaginative thinking pupils will produce an expressive painted outcome using the key concepts of Surrealism and demonstrating skills and understanding gained. Pupils will be able to evaluate their own and others' work and present finished artwork in exhibition.

Design Unit – 3D STRUCTURAL PRODUCT (BODY ADORNMENT, ARCHITECTURE, etc.)

In this project pupils will research and analyse specific designers working in 3D and their products. The understanding of this will inform their practical work. 'Fantasy and Imagination' will again be the inspiration for this work.

In the practical element pupils will explore a range of constructional techniques in paper, for example: simple mechanics; manipulation through cutting, scoring, and folding; and building form using papier-mâché. They will also consider techniques of surface-treatment, using visual elements such as colour, texture and pattern.

Working on a design problem will further develop creative problem-solving skills. From a design brief outlining the considerations and constraints of designing a paper-built product pupils will follow the stages of the design process to produce a 3D construction. The pupil and their peers will evaluate this end product against success criteria. Pupils will present their finished design using any of a variety of formats: exhibition, demonstration, or 2D promotional presentation.

ASSESSMENT AND EVIDENCE OF LEARNING

Evidence for assessment is to be presented either in sketchbooks / A2 sheets and in final expressive painting and design construction outcomes.

Learning is assessed against the criteria of Curriculum for Excellence, Art and Design levels three and four.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 3,4 and 5 > Higher Art and Design> Advanced Higher Art and Design

DEPARTMENT: BIOLOGY

COURSE TITLE: Science with Biology

UNITS COVERED

Unit One: Cell Biology

Unit 1 studies the building blocks of all forms of life – cells. It looks at the processes which keep all organisms alive and investigates the role of DNA alongside inherited diseases. You will carry out various experiments to examine how organisms can be useful to us in different industries. You will have opportunities to debate hot topics such as DNA profiling and genetic modification (GM).

Unit Two: Multicellular Organisms

Unit 2 studies reproduction in different forms of life, leading on to looking at growth and development. In particular, you will investigate what we require to lead healthy lives. Within the next section of inheritance, you will examine how features are passed down from parents to their offspring. The final part of the topic studies how our bodies control factors such as temperature and sugar levels, finishing off with a research project on diabetes.

Unit Three: Life on Earth

Unit 3 focuses on our environment, starting off by looking at different regions of our planet. Much of the learning will take place outside the classroom, examining and measuring both living and non-living parts of our surroundings. You will investigate the problems which occur as a result of our human population increasing and carry out experiments to understand how to produce enough food for everyone. You will also research what can be done to prevent these problems, including conservation of endangered species. The topic will finish off by looking at the different ways organisms have evolved over millions of years.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

During the course, you will be supported to design and carry out a range of experiments. This will allow you to collect and discuss results, helping you to improve your calculations and analysis skills. You will be expected to work in groups for many experiments and therefore will get the opportunity to develop team work skills. You will be involved in various debates and get the opportunity to develop and share your opinions on many different biology related topics. You will also carry out a research project in each unit which will help you develop the skills required to collect, process and present information.

ASSESSMENT AND EVIDENCE OF LEARNING

Evidence of your progress will be judged on a combination of in class assessment, self and peer assessment, homework and a more formal end of unit test. During practical work in class, you will be assessed on your ability to carry out and write up experiments. During research projects, you will be assessed on your presentation produced.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

This course provides a stepping stone to the N3/4/5 Biology courses in S4. It is then possible to progress to Higher Biology or Higher Human Biology in S5 and then to Advanced Higher Biology in S6.

DEPARTMENT: BUSINESS EDUCATION

COURSE TITLE: Business

OUTLINE OF COURSE

This course aims to develop an awareness of the effect of business and economics throughout society. Pupils will have the opportunity to develop the skills, knowledge and enterprising attitudes to equip them with an understanding of the environments in which we all live and work, regardless of their intended career path.

UNITS COVERED

The Business Environment – pupils will gain an insight into the business environment by looking at different types of businesses and why they exist. Pupils will look at the key skills and qualities of an entrepreneur, as well as the main functional activities of businesses including Marketing, Operations and Human Resource Management.

Entrepreneurial Skills – pupils will be given the opportunity to take part in a hands on enterprise project whereby they will be challenged to put a business idea into practice with the aim of making a profit. Pupils will have the choice of working independently or in a small group. They will need to use their Skills for Success as well as their knowledge of the business environment to ensure their business idea is profitable.

Technology in Business – pupils will develop their skills in the essential technologies used in business and society including the appropriate use of E-mail for communication, as well as other computer software often used in the workplace such as Microsoft Excel and Microsoft Word.

Financial Management – pupils will develop an understanding of basic accounting and finance concepts such as budgeting, sources of finance, profitability, and how they impact the success of a business. The unit also aims to promote the importance of personal finance. Pupils will investigate income and expenditure, and how to successfully budget their own finances.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils are challenged to develop a range of employability skills with a key focus on ICT skills, enterprise skills and team-working skills. Pupils will frequently review their own progress and successes, and will be encouraged to consider and plan their next steps for improvement.

ASSESSMENT AND EVIDENCE OF LEARNING

A mixture of formal and ongoing informal assessment will be used throughout the year to ensure that pupils are achieving the relevant CFE Level 3 and 4 Technologies and Social Experiences and Outcomes.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 Administration & IT > Higher Administration & IT

National 4/5 Business Management > Higher Business Management

DEPARTMENT: CHEMISTRY

COURSE TITLE: Science with Chemistry

OUTLINE OF COURSE

This course is for pupils who enjoy practical chemistry in an everyday context and would like to develop the skills and understanding to become well informed about many of the issues facing the world today and in the future.

There are 3 units through which the course develops basic chemical skills such as writing chemical formulae, equations and naming and identifying chemicals as well as a simple insight into atomic structure. It provides progression from the S1/2 course and develops analytical, practical and creative skills.

UNITS COVERED

THE OIL ECONOMY This unit covers the role of oil in our society as a source of many carbon compounds such as fuels and plastics. Pupils will build, name and draw a range of simple carbon compounds including alkanes, alkenes and plastics. The advantages and disadvantages of our use of carbon based fuels will be investigated and alternatives to oil such as biofuels will be manufactured and their advantages and disadvantages evaluated. Pupils will make plastics from natural sources such as potatoes.

FEED THE WORLD Pupils will investigate the natural cycles that provide plants with their nutrients and the effect of farming on this process. They will further develop their skills in writing chemical formulae and apply this to the design and manufacture of fertilisers. They will compare and contrast organic and traditional methods of farming in terms of fertilisers and pest control. Strategies used to preserve food and minimise spoilage, including smart packaging, will be investigated.

MATERIAL WORLD Pupils will study atomic structure and how this affects the behaviour of elements when they combine to form compounds. They will apply this knowledge to the energy changes and chemical reactions taking in place inside batteries and apply their knowledge to the study of detergents, cosmetics, alcohol and the chemistry of colour. Pupils can investigate new materials in any area of their choice such as touch screens, new materials used in sport, art, fashion, cosmetics etc.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Skills for Learning, Life and Work are core to the course and pupils are asked to identify which skills they are developing and how they are progressing. Higher Order Thinking Skills such as understanding, applying, analysing, evaluating and creating are embedded into the course and identified to pupils.

ASSESSMENT AND EVIDENCE OF LEARNING

In addition to a wide range of self assessment and peer assessment strategies, pupils use a tracking and monitoring sheet that allows staff and pupil to identify progression and areas for development. In addition there are regular homework exercises and unit tests.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

N4/5 Chemistry – Higher Chemistry – AH Chemistry

DEPARTMENT: COMPUTING

COURSE TITLE: Computers and the Digital World

OUTLINE OF COURSE

The course will build on skills/knowledge developed in S1 and S2 ICT. The pupils will develop their programming skills using both familiar and new languages to create solutions ranging from games to animation.

They will get the chance to learn new application packages such as 3-D modelling, audio and video editing, and to challenge themselves by using more complex features of familiar software.

It will allow pupils to gain an insight into the way our lives have been changed by the development of this technology and the possibilities, pitfalls and responsibilities that it brings. As part of this they will research and produce an information system on the legal aspects of computing.

They will be encouraged to use 'Cloud' storage to work on collaborative projects. We will be considering 'computers' as everything from smart domestic appliances, through desktops/laptops to the latest tablets/phones. Where possible we will use freely available software to allow pupils to further their own development at home.

UNITS COVERED

Our Digital Lives: What laws apply to the use of computers, and how do they concern me? The changes on our society since computers became commonplace and are they all for the good? Can computers affect my health?

Programming: Creating and testing a game using random generators and timings to effect the outcome of events. Gaining an insight into the idea of a 'Games Engine.' Creating a 3D animation to tell a story/present information. Using 3D modelling software to create an object.

Digital Confidence: What does different software do, what are the key features and how do I use it to produce a finished solution?

Developing a Digital Solution: Pupils will choose a project which involves them producing an informative product, applying skills learned in the course. Pupils will analyse, design, create and evaluate this.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will work both individually and as part of small teams through mainly practical tasks, including a personal research project.

They will learn to make informed choices on software, raise their awareness of any legal aspects of their work, safeguard their data, evaluate their own work and increase their understanding of the pressures and effects of ICT on their everyday lives. Pupils will be encouraged to be creative and take responsibility for their own solutions.

ASSESSMENT AND EVIDENCE OF LEARNING

This is based on the CfE Technologies Outcomes and Experiences relating to computing science and ICT at levels 3 and 4. Pupil's progress will be monitored by checklists and a folio of practical work along with more formal written and practical assessments.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Nat4/5 Computing Science in S4 leading to N5/Higher Computing Science in S5/6

DEPARTMENT: DESIGN & TECHNOLOGY

COURSE TITLE: Engineering Science

OUTLINE OF COURSE

This course will give the pupils the opportunity to enhance the knowledge of basic concepts introduced in S2 to aid progression to the National Qualification course.

Pupils participating in this course will develop a range of technological skills through knowledge and understanding of key engineering concepts and processes. They will be introduced and increase their awareness of the mechanical, electrical and civil engineering disciplines through study and experimentation.

UNITS COVERED

1. Mechanical systems.

Pupils will gain knowledge of mechanisms through experimentation and will then use this knowledge to create working models of a machine e.g. a theme park.

2. Electronic and Electrical systems.

Pupils will investigate a variety of electronic components so that they can identify a selection and describe their function. They will discover how electronic systems operate and utilise this knowledge to build speakers for an MP3 player. Pupils will manufacture the speaker casings by upcycling old products as we investigate sustainability.

The cost of the components for this unit is £5.00.

3. Energy systems.

Pupils will research traditional energy production methods to gain knowledge of the variety currently used throughout the world. They will then be tasked with investigating and reporting on a new "cutting edge" method commenting on the social and economic implications of each method.

Pupils will, through experimental models, investigate how wind turbines, solar cells and hydrogen cells operate and form conclusions on their ability to satisfy mankind's power requirements.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

This course will provide pupils with opportunities to experience the skills required by engineers in today's society. Throughout the year pupils will gain skills in analysis and problem solving, skills in the use of specialist equipment and materials, and skills in evaluating products and systems. They will also gain knowledge of the relevance of energy, efficiency and sustainability in engineering problems and solutions.

During the units pupils will work individually when necessary but will also have opportunities to develop collaborative skills by working and interacting with others during both paired and group work.

These experiences will give the pupils valuable transferable skills for life, work and learning.

ASSESSMENT AND EVIDENCE OF LEARNING

Pupils will do the above units in any order and they're attainment will be based on the CFE level 3 and 4 technologies outcomes and experiences. At the end of each of these units the pupils will have demonstrated their understanding, knowledge and problem solving skills by the production of creative and innovative models of their solution. They will also use critical thinking to evaluate their progress and this combined with formative assessments will be used to gauge progression.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 Engineering Science > Higher Engineering Science

DEPARTMENT: DESIGN & TECHNOLOGY

COURSE TITLE: Graphic Communication

OUTLINE OF COURSE

Pupils participating in this course will increase their knowledge of how a variety of graphics technologies are used in commercial, engineering and construction situations. Although pupils will still be introduced to basic skills through traditional drawing techniques this course will concentrate on the use of modern software to ensure that the pupils attain relevant skills for the workplace.

This course will be a good introduction to National Qualification courses.

UNITS COVERED

1. 2D/3D sketching and drawing

Introducing pupils to the fundamental styles of drawing on traditional drawing boards and 2D CAD and will gain the opportunity to develop their sketching ability both orthographically and pictorially.

2. 3D Modelling

Pupils will develop the skills they gained in S1 & S2 in the use of Inventor software for the modelling of consumer products, creating the necessary drawings to allow for manufacturing. Pupils will also be introduced to the 3D architecture software REVIT where they will design and model a house suitable for assisted living. They will be expected to design to a budget and create an animated walkthrough of the building.

3. Presentation Graphics

Pupils will further develop their knowledge of the design cycle and demonstrate their understanding of design principles as they create visually stimulating promotional displays both manually and on computer. This will enable pupils to demonstrate their illustration skills.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

This course will provide pupils with opportunities to experience the skills required by numerous occupations in today's society. It will enable them to develop their investigative, analytical and creative skills to produce graphical solutions for given tasks.

While, initially, each activity will be teacher led to ensure all pupils have gained a basic understanding of the fundamental skills the pupils will have opportunities to develop collaborative skills by working and interacting with others during both paired and group work during units 2 and 3.

These are skills that the pupils will use for life, work and learning.

ASSESSMENT AND EVIDENCE OF LEARNING

This will be based on the CFE level 4 technologies outcomes and experiences. These will relate to demonstrating the ability to plan and develop innovative ideas enhanced to improve their visual impact. Tasks will involve both manual work and a variety of software programs which pupils will use critical thinking skills to self evaluate. At the completion of each unit pupils will submit the graphics and evaluation for assessment to gauge progression.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 Graphic Communication > Higher Graphic Communication > Adv Higher Graphic Communication
National 4/5 Design & Manufacture > Higher Design & Manufacture

DEPARTMENT: DESIGN & TECHNOLOGY

COURSE TITLE: Practical Woodwork

OUTLINE OF COURSE

This course will allow the pupils to develop their practical skills gained in S1/2. Participating in this course will improve the knowledge, understanding and practical experience of pupils whose aspirations and abilities are towards practical work, or who are considering a career in an industry that involves practical activity in any capacity. Pupils will learn how to make a range of basic joints used in joinery and how to set up and use a range of common machine and power tools in accordance with safe working practice.

Due to the cost of materials, pupils will have to contribute **£20** towards the costs. This can be paid in full or by instalments of £5.

UNITS COVERED

Bench Skills.

Pupils will produce a variety of projects including a storage system for games/CDs, a small adjustable mirror, a mug tree and an occasional table. These models will be constructed using traditional methods which will require the pupils to extract information from drawings, measure accurately and improve their knowledge in using tools and in applying finishes

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

This course will provide pupils with opportunities for active learning in creative and work-related contexts. Pupils will continually develop and extend skills in using tools, equipment and materials involving the skills of collaboration and interacting with others. These are valuable skills for life, work and learning.

ASSESSMENT AND EVIDENCE OF LEARNING

This will be based on the CFE level 3 and 4 technologies outcomes and experiences. These relate to innovation, application of skills and exploration of the properties and functionality of materials and tools. Assessment will be focused on pupils demonstrating knowledge of tools and process, practical ability and safe workshop practices. This will be achieved through the manufacturing of projects and completing a number of small written tasks.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 Practical Woodworking

DEPARTMENT: DRAMA

COURSE TITLE: Drama

OUTLINE OF COURSE

Pupils will be involved in a variety of practical activities designed to encourage a creative approach to selecting and presenting information to an audience. Pupils will develop their thinking, personal, interpersonal and communication skills.

UNITS COVERED

Induction - will involve activities to help students get to know their classmates and build confidence working with this new group.

Voice Skills– students will experiment with their voice to learn how people effectively communicate with others. At the end of the unit they will have the chance to write and star in a short radio play using guidance from the BBC.

Movement Skills- students will develop stylised mime skills and create a comic presentation for the class. They will learn about the origins of mime and how these skills are used in the theatre today.

Characterisation Skills– pupils will be experimenting with voice and movement skills to create a range of believable characters. They will have an opportunity to experiment with costume and props to communicate information about characters.

Performance and Theatre Arts – pupils will explore short script extracts. They will learn how to analyse a script for performance. They will take responsibility for a theatre arts area and have responsibility for creating and organizing the items and effects required for their chosen area.

Show unit - pupils will work with their class to devise and script a short performance for an agreed audience within school or the local community.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

In all our work pupils are **working as a team**. They have to be able to **communicate** with others by offering **creative** ideas, **planning** work individually or in a group and adhere to **group decisions**. They often have to **research** time periods or texts to be able to give an informed performance and if they work as a sound technician they have to **research** the music for a certain time. They have **individual responsibility** for marking cues on the script and operating equipment or learning lines to play their part in the performance. They have to **organise** their time and meet the deadline for their performance. They watch others' work **respectfully** and **reflect and evaluate** their own and others' work by offering constructive comments or suggestions.

ASSESSMENT AND EVIDENCE OF LEARNING

This will be based on the CfE level 3 & 4 Expressive Arts outcomes and experiences for drama. Assessment will be focused on creating, presenting and evaluating. Throughout each unit there will be opportunities for pupils to assess, evaluate and set targets for their own work. Staff and pupils will record progress.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4>National 5 >Higher

DEPARTMENT: ENGLISH

COURSE TITLE: Media

OUTLINE OF COURSE

Media Analysis: Fiction and Non-fiction

Media Production

The key aspects of Media Studies – Categories, Language, Narrative, Representation, Audience, Institutions, and Technology – are integral to all units.

UNITS COVERED

Analysing Media Content:

The purpose of this unit is to develop the skills and techniques that are needed to analyse media content. This Unit will provide learners with the opportunity to develop the knowledge, terminology and skills central to the understanding of the media in practical and relevant contexts by experiencing moving image, print, audio or web-based technologies.

Creating Media Content

The focus of this unit is to develop the skills and techniques that are needed to create media content, providing the opportunity to understand and use knowledge of the media in the making of media content, such as moving image, print, audio or web-based technologies, and reflecting on the process, developing pupils' thinking and evaluation skills.

Media Assignment

The purpose of this unit is to provide learners with the opportunity to apply and integrate their skills in analysing content and creating content. Learners plan, create and evaluate a chosen topic that develops their own skills and personal interests.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will be encouraged to work independently and collaboratively with others, to discuss, present and share ideas, monitor their own progress, identify areas for improvement and take responsibility for their own learning.

Experiences will focus on examining media texts to develop understanding of their content and also the context in which they are created. The production experience will provide opportunities for pupils to develop research and planning skills, creation and presentation skills as well as the ability to reflect and evaluate upon their own performance, commenting too, on the performance of their peers.

ASSESSMENT AND EVIDENCE OF LEARNING

All assessment is based on CfE level 3 and 4 Experiences and Outcomes in English and Literacy. Course assessment is also designed to help pupils prepare for Media courses at National level in the Senior Phase. Judgements are made upon evidence such as:

- Documentation gathered for planning stages in creative projects
- Notes on media texts studied in class to provide research material for creation tasks.
- Group/individual creation projects, developing technical skills
- Observation of performance in group/individual presentations
- Written reflective comment on group/individual performance
- Critical essay on film based media text.
- Monitoring of progress in class activities

POSSIBLE PROGRESSION IN THE SENIOR PHASE:

National 4, National 5 and National 6 Higher Media.

DEPARTMENT: HOME ECONOMICS

COURSE TITLE: Food Studies

OUTLINE OF COURSE

This is a practical food course and is suitable for those who wish to learn how to make tasty, healthy, inexpensive food for themselves, their family and friends. It would also be suitable for those who are considering a career in Hospitality/Catering, health or product development.

The course builds on the skills developed in S1/S2 and provides opportunities to investigate discuss and develop practical solutions to a range of food related issues and to develop a range of dishes.

These issues include the use of seasonal local foods, methods to minimise food wastage and reduce food costs in the home.

Working with local businesses and our partners pupils will investigate the impact of our demand for imported foods and run a social enterprise making preserves using locally sourced seasonal foods, minimising waste and creating new food products.

There is a charge £35 to cover ingredients and pupils are asked to bring an apron and food container labelled with their name and class to take their creations home.

UNITS COVERED

Development of skills in the use of equipment and in food preparation.

Healthy eating

Designing and making.

Sustainable Local and Global food.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

The experiences are practical and include working individually and as part of a team to produce a wide range of dishes and preserves.

Students will have opportunity to develop a range of skills and develop their own solutions to producing food for themselves and their family.

The skills developed include problem-solving, organisational and time management skills as well as budgeting and the development of the ability to evaluate the products produced and identify ways to continue to improve their products.

ASSESSMENT AND EVIDENCE OF LEARNING

Reports, photographic evidence, Practical checklists

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Hospitality – Nat4 Nat5

Health and food technology Nat5/higher

DEPARTMENT: HOME ECONOMICS

COURSE TITLE: Fashion and Textiles

OUTLINE OF COURSE

This is a practical course which gives you the opportunity to learn about different sewing techniques and processes, fabrics and textile properties and become familiar and confident when using equipment. Through making a personal or household textile item you will develop skills, get to know about the practical processes and how to upcycle fabrics and other items. Have deleted ref to Malawi

This course is for anyone with an interest in fashion and in particular those who may be considering this as a possible subject choice in S4 or going into this line of study or employment when leaving school.

There will be a small charge for materials of £5.

Students will be expected to purchase their own fabric for larger designed items or bring in their own textiles to recycle from home.

UNITS COVERED

Properties of fabrics

Safe effective use of textile equipment

Production of sample pieces through the making of items.

Evaluation of product.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

The course is mainly practical and will involve you in learning the skills needed to design and make simple textile items.

This will include the use of the sewing machine and learning hand sewing techniques.

Learn how to develop 3D products from textiles using paper patterns.

Design and produce fashion/textile items using a variety of processes and techniques.

ASSESSMENT AND EVIDENCE OF LEARNING

Logs Practical evidence and samples

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Nat 4/5 Fashion and Textiles

DEPARTMENT: MODERN LANGUAGES

COURSE TITLE: French

OUTLINE OF COURSE

Pupils will further develop the foreign language skills they have acquired in Primary and in S1 & S2, whilst expanding their knowledge and understanding of the countries and cultures where the foreign language is spoken. Pupils will be encouraged to use their language creatively for a variety of purposes while developing their skills in all four areas to allow them to understand and use French of increasing length and complexity. Pupils will extend their knowledge about language to enable them to use French more accurately and confidently. In today's world, the ability to use a foreign language is considered a life skill and is advantageous in many careers.

UNITS COVERED

1. **“Burdsyard Road”**- Language and cultural awareness of life as a school pupil both here in Forres and abroad. This will include developing writing and talking skills.
2. **“Holidays”** – Pupils will be introduced to new vocabulary to be able to discuss and understand information about holidays. This will include developing the skill to understand and use French in different tenses and for different purposes e.g. writing a postcard / email, booking a hotel room. There will be a focus on knowledge about language and reading skills.
3. **“My environment”**- Language related to our home area and linking it to the foreign country. This will involve developing extended writing skills to produce a leaflet on the local area.
4. **“Film study”**- pupils will watch and study different aspects of the French film “Le petit Nicolas” with a focus on using and understanding French of increasing length and difficulty.

(Pupils and their interests will determine both the approaches and the subtopics.)

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

The course will be delivered through various media, for example, film, websites, Smartboard activities, power points, listening resources and reading materials. Through the use of authentic materials pupils will experience a relevant and real life view of a European country.

The course will involve:

- Individual, pair and group work.
- Creating sound recordings ,videos and websites
- Taking part in role plays, conversations and debates on relevant issues.
- Conversation classes with a Foreign Language Assistant
- Research projects using ICT

Pupils will develop confidence in communicative skills through a variety of activities where they can demonstrate knowledge of language structures and apply these in new situations.

Pupils will develop the literacy skills of listening, talking, reading and writing as well as:

- Interpersonal skills – working in teams and using social skills in pair and group tasks
- Thinking skills – creating and evaluating a piece of work, remembering and applying vocabulary and knowledge about language, understanding increasingly complex language
- Personal skills for example resilience and responsibility

- Respect for and awareness of other languages and cultures

ASSESSMENT AND EVIDENCE OF LEARNING

Pupils will be assessed based on the CFE level 3 and 4 outcomes and experiences relevant to Modern Languages. Many of these will be covered in informal class activities or a variety of AiFL approaches. A variety of approaches will be used to collect evidence including:

- Teacher observations
- Self and peer evaluation
- Formal assessments in the four skills: listening, talking, reading and writing
- Delivering presentations and taking part in conversations and role plays
- Producing written work e.g. power points , leaflets, creating websites

A skills booklet will be used to record pupils' progress and will be updated throughout the year.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

This course provides an excellent introduction to the demands of the National 5 course.

National 4/5 →National 6 →National 7 in French

DEPARTMENT: MODERN LANGUAGES

COURSE TITLE: German

OUTLINE OF COURSE

Pupils will further develop the foreign language skills they have acquired in Primary and in S1 & S2, whilst expanding their knowledge and understanding of the countries and cultures where the foreign language is spoken. Pupils will be encouraged to use their language creatively for a variety of purposes while developing their skills in all four areas to allow them to understand and use German of increasing length and complexity. Pupils will extend their knowledge about language to enable them to use German more accurately and confidently. In today's world, the ability to use a foreign language is considered a life skill and is advantageous in many careers.

UNITS COVERED

1. **“Burdtyard Road”**- Language and cultural awareness of life as a school pupil both here in Forres and abroad. This will include developing writing and talking skills.
2. **“Holidays”** – Pupils will be introduced to new vocabulary to be able to discuss and understand information about holidays. This will include developing the skill to understand and use German in different tenses and for different purposes e.g. writing a postcard / email, booking a hotel room. There will be a focus on knowledge about language and reading skills.
3. **“My environment”**- Language related to our home area and linking it to the foreign country. This will involve developing extended writing skills to produce a leaflet on the local area.
4. **“Film study”**- pupils will watch and study different aspects of the German film “Das Fliegende Klassenzimmer” or “Bella Marta” with a focus on using and understanding German of increasing length and difficulty.

(Pupils and their interests will determine both the approaches and the subtopics.)

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

The course will be delivered through various media, for example, film, websites, Smartboard activities, power points, listening resources and reading materials. Through the use of authentic materials pupils will experience a relevant and real life view of a European country.

The course will involve:

- Individual, pair and group work.
- Creating sound recordings ,videos and websites
- Taking part in role plays, conversations and debates on relevant issues.
- Research projects using ICT

Pupils will develop confidence in communicative skills through a variety of activities where they can demonstrate knowledge of language structures and apply these in new situations.

Pupils will develop the literacy skills of listening, talking, reading and writing as well as:

- Interpersonal skills – working in teams and using social skills in pair and group tasks
- Thinking skills – creating and evaluating a piece of work, remembering and applying vocabulary and knowledge about language, understanding increasingly complex language
- Personal skills for example resilience and responsibility

- Respect for and awareness of other languages and cultures Research projects using IT

ASSESSMENT AND EVIDENCE OF LEARNING

Pupils will be assessed based on the CFE level 3 and 4 outcomes and experiences relevant to Modern Languages. Many of these will be covered in informal class activities or a variety of AiFL approaches. A variety of approaches will be used to collect evidence including:

- Teacher observations
- Self and peer evaluation
- Formal assessments in the four skills: listening, talking, reading and writing
- Delivering presentations and taking part in conversations and role plays
- Producing written work e.g. power points , leaflets, creating websites

A skills booklet will be used to record pupils' progress and will be updated throughout the year.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

This course provides an excellent introduction to the demands of the National 5 course.

National 4/5 →National 6 →National 7 in German

DEPARTMENT: MUSIC

COURSE TITLE: Create and Perform

OUTLINE OF COURSE

This course will allow pupils to develop performance skills on their chosen musical instrument(s) and gives them the opportunity to create their own music. Through these elements, they will gain knowledge and understanding of musical concepts and musical literacy.

UNITS COVERED

- PERFORMING:-** Pupils will focus on developing the skills of their two chosen instruments through playing music of their own choice as well as experiencing different styles of music. This will be done in both solo and group settings. Part of developing performance skills is also being able to reflect on their own performance and that of others.
- CREATING:-** Pupils will develop creating skills using a range of techniques through improvising, arranging and composing their own music. This will be done in both solo and group settings and with an introduction to composing using technology.
- UNDERSTANDING:-** Through performing and creating, pupils will develop knowledge and understanding about a variety of musical concepts covering a wide range of genres. They will also develop basic musical literacy knowledge.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

- Pupils will be able to evaluate their own work, identifying areas for improvement.
- Pupils will work independently and take responsibility for their own practise by setting realistic targets and developing focus during structured practise time. They will also understand consequences of underachieving in assessments and class work.
- Pupils will work in groups to develop music making skills working with others.
- Pupils will learn to play pieces of an appropriate level to develop skills and challenge.
- Pupils will have the opportunity to choose some of their own pieces.
- Pupils will perform regularly to others which aims to build confidence and develop their understanding of the importance of being part of an audience.

ASSESSMENT AND EVIDENCE OF LEARNING

- Performing – Performances to others will be assessed on musical accuracy, fluency and style. Video or audio evidence will be kept.
- Creating – Composition will be assessed according to relevant success criteria. Written score and audio recording evidence will also be kept.
- Understanding – Listening assessments of musical styles and pupil presentations to demonstrate knowledge and understanding of units covered.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

DEPARTMENT: PHYSICAL EDUCATION

COURSE TITLE: Leadership Through Physical Education

OUTLINE OF COURSE

This is a 4 unit course which is aimed at pupils who want to progress on to certificated Physical Education or the new Sport and Recreation courses at some point in S4/5/6. This will appeal to pupils who want to embark on a career pathway that involves Leadership, sports development or the leisure industry. As such, it demands a focused approach to learning within both a practical and theoretical setting. Units will be supplemented by regular, meaningful homework tasks. The experiences will ultimately be challenging but enjoyable.

UNITS COVERED

1. Leadership Unit (Outdoor Games)

An introduction to peer coaching. Pupils will develop the essential communication and organisational skills to confidently deliver short warm up episodes of lessons to their peers. They will then progress on to the planning and delivery of a skills based lesson involving coordinated practices. They will have the choice between Football and Hockey to help deliver their peer coaching sessions.

2. Umpiring Skills (Basketball)

Basketball will be used as a vehicle for introducing pupils to the wide range of skills required to become a competent sports umpire/referee. The focus will be centred upon developing pupils' personal qualities such as confidence, verbal communication, decision making, taking responsibility and displaying applied knowledge of a game. This unit will also aim to foster mutual respect amongst the peer group and a sense of self discipline.

3. Planning and Monitoring Personal Fitness (Health Related Fitness Training)

This unit will also be an important precursor to certificated Physical Education in S4/5/6. It will introduce the key concepts surrounding the processes of planning, monitoring and evaluation of personal fitness. A variety of fitness training methods will be used to expose pupils to the benefits of maintaining a healthy lifestyle in and beyond Forres Academy. They will be required to measure fitness levels, set goals, select appropriate training practices, record results and reflect upon their progress.

4. Performance Analysis In Sport (Activity is at the discretion of Staff)

This unit will also give pupils an introduction to the key analytical skills required for future certificated Physical Education at National 4/5 and Higher level. Pupils will collect and analyse performance data, consider their strengths and development needs, and plan for future improvement in their performance.

COURSE TITLE: Leadership Through Physical Education - continued

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

The course will further promote the development of the CFE level 3 and 4 outcomes and experiences of the pupils' health and wellbeing. Particular emphasis will be placed upon the mental, emotional, social and physical factors associated with physical education and leadership. By the end of this course, pupils should have developed skills and qualities for learning, life and work including:

- The confidence and ability to embrace challenge
- Demonstrating clear and expressive communication skills when engaging with others
- Working individually and as part of a team to solve problems
- Fostering high levels of self-respect, resilience and leadership
- Learning to assess and manage risk in coaching environments
- Developing respect and tolerance for others through working cooperatively

ASSESSMENT AND EVIDENCE OF LEARNING

Some brief examples include:

- Leadership unit – Picture board evidencing progress throughout course and completed lesson plans.
- Umpiring unit – Match officiating report and practically refereeing games.
- Planning and monitoring personal fitness – data collection sheets and evidence of strengths and weaknesses within own performance. Completed basic training programme designed around one aspect of fitness identified as an area for development.
- Performance analysis of sport – Poster designed around the 4 factors impacting on performance – Mental, Emotional, Social and Physical and the features of each of these.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

- National 4/5/6 Physical Education courses
- National 4/5 Sport and Recreation courses

DEPARTMENT: PHYSICS

COURSE TITLE: Science with Physics

OUTLINE OF COURSE

What is light, and why is the sky blue? What is a black hole and how could I see one? How do mobile phones, LED TVs and lasers work? Do I really want to have a bionic arm?

Continuing from the topics studied in S1 and S2 the student will be introduced to some of the fundamental laws that underlie the whole of science, and apply these laws in range of everyday situations. Physics has shaped modern technology and it will shape our technology driven future.

UNITS COVERED

- **Speed** – We start by looking at how different measurements of speed are made and calculated, usually including a week or so before the break designing and launching air powered rockets. We then take a look at how forces affect the objects about us.
- **Space** – A lengthy unit taking us over Christmas. We see how our knowledge of the Solar System and the Universe about us has evolved over time, we learn about lenses and telescopes, how to use the electromagnetic spectrum to scan the skies and deep space. Some basic astronomy is involved, such as learning to use a skymap and how to use photo software to draw information from astronomical photos. Every year we find more and more **Exoplanets** – planets around other stars – we consider how they can be found, and what sort of conditions must exist on them to support life.
- **Electricity** – There will be an introduction to different types of electrical circuit and electrical components. How electrical energy is transferred, magnets and the uses of electromagnets are also looked at.
- **Electronics** – Building on knowledge gained from the electricity unit we will look at the design and use of electronic systems, including a section on building circuits using LEDs.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

With the focus being on hands on experiences and experimentation studying physics in S3 will teach the pupil the ability to state and solve problems, to think clearly and logically and to communicate complex ideas. We also consider the effects of our knowledge and technology on society.

The pupil will develop strong literacy and numeracy skills. They will be taught how to accurately explain observations using an increased scientific vocabulary, how to write a scientific report, draw graphs and manipulate formulas. The opportunity will also exist to learn IT skills such as graphing with Excel. Virtually all skills development in Physics is also of use in other subjects, notably the sciences and Maths.

ASSESSMENT AND EVIDENCE OF LEARNING

A number of activities throughout the units allow continuous assessment. We also have short end of unit tests. Pupils are encouraged to reflect on progress and keep a record of learning.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Moving On Up : My Choices for S3

The S3 course provides an excellent introduction to the demands of the National 5 course in S4.

DEPARTMENT: RMPS

COURSE TITLE: The Meaning of Life

OUTLINE OF COURSE

The Meaning of Life course covers aspects of Philosophy, Psychology and Religion. We think about what it means to be human in the context of the following questions.

- Why do human beings behave the way they do?
- Why do human beings give in to social pressure?
- How important is non-verbal communication?
- Why are some human beings religious?
- Why do some human beings not believe in God?
- How do human beings decide what's right and what's wrong?

UNITS COVERED

1. **Human Behaviour**. This unit looks at why human beings behave in the way they do, especially why they give in to peer and social pressure. The unit also covers non-verbal communication.
2. **Religious Beliefs**. This unit looks at examples of ways in which human beings are religious.
3. **Alternative Beliefs**. This unit looks at the reasons why some people don't believe in a god.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will work together and share ideas in groups. The course will be delivered through a range of different teaching and learning approaches including analysis and exploration of films, music, You Tube clips, the written word and involvement in discussion.

Pupils will extend the skills gained in core RME and also focus on developing the following abilities:

- Researching and using information to present their findings about aspects of human behaviour
- Describing and commenting on aspects of human behaviour
- Expressing views on aspects of human behaviour
- Describing different theories of human behaviour
- Understanding and explaining factual knowledge about aspects of human behaviour

ASSESSMENT AND EVIDENCE OF LEARNING

Assessments will be a combination of written and oral tasks. They will focus on Curriculum for Excellence Levels 3 and 4 Experiences and Outcomes as well as the skills listed above. There will be an assessment for each of the units listed above.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 RMPS in S.4. Nat 5 and Higher in Philosophy, Psychology and RMPS in 5th and 6th year.

DEPARTMENT: SkillForce Scotland

COURSE TITLE: SkillForce Broader Horizons

OUTLINE OF THE COURSE

The SkillForce Broader Horizons programme supports learners to develop the skills, capabilities and attributes necessary for them to become successful learners, confident individuals, responsible citizens and effective contributors. It helps learners to develop resilience, determination, confidence, respect, team working, creativity, and improves self-esteem so that they become motivated to learn and succeed. Our instructors give learners the opportunity to apply new skills and use their experiences to support wider learning. SkillForce are members of the Awards Network Scotland.

UNITS COVERED

- ASDAN Bronze •SkillForce Prince's Award (HRH Duke of Cambridge KG KT)
- HeartStart (First Aid)
- Overnight expedition camp (National Navigation)
- Community Project

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

SkillForce Broader Horizons will develop the following:

- Resilience
- Courage and determination
- Optimism and confidence
- Communication
- Teamwork
- Task management, including problem solving and dealing with challenge
- Self-respect and self management
- Creativity
- IT skills

In developing these, young people will; improve their health and wellbeing, and be more determined to reach high standards of attainment and achievement.

These skills will be developed using a variety of classroom, indoor and outdoor learning activities.

ASSESSMENT AND EVIDENCE OF LEARNING

SkillForce Broader Horizons can support a wide range of learning activities and flexible approaches to assessment. The SkillForce reflective journal (which can be audio or video as well as paper based) will play a major role in assessment, but other methods will also be used, for example:

- | | |
|---------------------------------------|---|
| • Assessor observation | • Self evaluation |
| • Personal statements | • Identifying strengths and areas for development |
| • Identifying skills and qualities | • Setting targets |
| • Project based assessment activities | • Investigative activities |
| • Practical activities | • Verbal or written questions |
| • Individual or group presentations. | |

Evidence of attainment and achievement can be presented in a variety of forms appropriate to the learner and the activity undertaken. It can be paper based, recorded, oral or visual, performance and/or product evidence, and be supplemented by observation checklists and/or oral questions and answers. Learners may provide evidence through audio recordings, video diaries and other electronic means.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

After completion of Broader Horizons, learners will progress naturally onto the SkillForce Stepping On course. SkillForce Stepping On will provide learners with a number of practical skills, and provide opportunities for young people to gain relevant qualifications so that they are prepared to enter further education, training or employment.

DEPARTMENT: SOCIAL STUDIES

COURSE TITLE: Social Studies with Geography

OUTLINE OF COURSE

The central aim of the course is to develop an understanding of the influence on societies of both Human and Physical geography. Looking at the role of population, settlements, industry and physical landscapes. The course will allow pupils to focus on the development of life skills such as: time management, independent and collaborative working, decision making, communication, literacy and numeracy.

On top of this, specific social study skills will include evaluation, comparing and contrasting, analysis, investigation, critical thinking, map work and arguing a case with valid evidence.

We hope to foster a sense of identity, respect for others, knowledge and respect for cultural diversity, increased geographical literacy, environmental awareness, responsible social values and an increased economic awareness.

UNITS COVERED

1. Map skills - An introductory unit that will develop a pupils spatial knowledge and how to find and extract information from a variety of Geographic sources
2. Human unit – This will focus on how humans have interacted with the landscape and built urban areas. We will look at location factors, land use and the growth of cities. Pupils will participate in Land use survey fieldwork exercise and create an urban model.
3. Physical Unit – This unit will focus on developing pupil knowledge of physical processes; by studying rivers pupils will learn the basics of erosion and deposition. There will be a strong focus on river field work and how to present and describe results.
4. Global Unit – Will allow pupils to investigate and develop literacy skills by studying the different climatic regions of the world. Plants, animals and human activities will provide the background when pupils investigate environmental problems in these areas.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will be encouraged to review their own learning at numerous stages of the course and to put their learning into context. The Social Subjects Department prides itself in promoting active learning involving, individual, paired and team work. There will be ample opportunity for peer, parental and self-assessment as pupils build up a portfolio, based on a documentary of 'geographical snapshots' which parents will have access to throughout the year on GLOW. Lessons are well planned with aims that are challenging but achievable, pupils are given the confidence to use the skills learned in debate, discussion, presentation and in formal extended writing. We will allow pupils to make connections and apply skills in different situations.

ASSESSMENT AND EVIDENCE OF LEARNING

Assessment in S3 Geography takes many forms. The department works on a Rich Assessment plan that assesses skills as opposed to knowledge. We assess pupils in a variety of ways, whilst always encouraging reflection. Pupils will be assessed on their literacy through reports, their presentation abilities, representing geographic information as well as the planning and undertaking of fieldwork. Pupils will build on skills and frames used in our S1/S2 Social Studies course and lay the foundation for progression in all Social Subjects as well as other curricular areas.

All pupils work is held in a portfolio, both electronically and on paper which pupils will bring home from time to time to review with parents.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Progression from S3 Geography leads through National 4 or 5, then Higher and finally Advanced Higher Geography. Other Social Subjects provide an excellent choice for pupils who may wish to add to their study of geography or to choose another path.

DEPARTMENT: SOCIAL STUDIES

COURSE TITLE: Social Studies with History

OUTLINE OF COURSE

The central aim of the course is to develop an understanding of the importance of the fight for freedoms and rights through History as well as to make a connection to the world today.

The course will allow pupils to focus on the development of life skills such as: time management, independent and collaborative working, decision making, communication, literacy and numeracy.

On top of this, specific social study skills will include, evaluation, comparing and contrasting, analysis, investigation, critical thinking, arguing a case with valid evidence.

We hope to foster a sense of identity, respect for others, knowledge and respect for cultural diversity, increased political literacy, environmental awareness, responsible social values and an increased economic awareness.

UNITS COVERED

1 Slavery in the Modern World

An introductory unit will look at the issue of slavery in the Modern World and how it affects different communities across the world.

2 Slavery in Ancient Rome

Pupils will study the growth and influence of the Roman Empire, looking at the technological advances made and the peoples enslaved. Slavery in Rome will be the main theme as we will study its impact on the development of the Empire and how slaves were treated throughout. The course will also look at slave revolts and the way in which this was dealt with.

3 Slavery and Freedom

Pupils will study the organisation and nature of the transatlantic slave trade: its effects on Britain, the economics and conditions of the 'Middle Passage', origins and arguments of the abolitionist and defenders of the trade. The course will also look at the abolition of the trade and its consequences throughout the world. We will also look how people in the USA campaigned and achieved equal rights.

4 Scotland and Slavery

The course will allow pupils to compare freedom and rights issues in Scotland over the course of our history and work in groups to compare and contrast these issues and the cultures that produced them.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will be encouraged to review their own learning at numerous stages of the course and to put their learning into context. The Social Subjects department prides itself in promoting Active Learning involving, individual, paired and team work. There will be ample opportunity for peer, parental and self-assessment as pupils build up a portfolio, based on a documentary of 'history snapshots' which parents will have access to throughout the year. Lessons are well planned with aims that are challenging but achievable, pupils are given the confidence to use the skills learned in analysis, evaluation, discussion, presentation and in formal extended writing. We will allow pupils to make connections and apply skills in different situations.

ASSESSMENT AND EVIDENCE OF LEARNING

Assessment in S3 History takes many forms. The department works on a Rich Assessment plan that assesses skills as opposed to knowledge. We assess evaluation through the use of primary sources, presentation through individual projects and analysis through discursive work. On top of this we assess with literacy skills which build on skills and frames used in our S1/S2 Social Studies course and lay the foundation for progression in all Social Subjects as well as other curricular areas.

All pupils work is held in a portfolio, both electronically and on paper which pupils will bring home from time to time to review with parents.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Progression from S3 History leads through National 4 or 5, then Higher and finally Advanced Higher History. Other Social Subjects provide an excellent choice for pupils who may wish to add to their study of History or to choose another path.

DEPARTMENT: SOCIAL STUDIES

COURSE TITLE: Social Studies with Modern Studies

OUTLINE OF COURSE

The central aim of the course is to develop an understanding of the importance of the fight for freedoms and Inequalities in the Modern world using 3 societies and cultures – the USA, the UK and China.

The course will allow pupils to focus on the development of life skills such as: time management, independent and collaborative working, decision making, communication, literacy and numeracy.

On top of this, specific social study skills will include evaluation, comparing and contrasting, analysis, investigation, critical thinking and arguing a case with valid evidence.

We hope to foster a sense of identity, respect for others, knowledge and respect for cultural diversity, increased political literacy, environmental awareness, responsible social values and an increased economic awareness.

UNITS COVERED

1 The USA

The part of the course will look at the USA today and events that have shaped it by studying the following:

History, ideology and politics, inequalities and human rights, economic position on a global level and power and influence across societies.

2 China

The part of the course will look at China today and events that have shaped it by studying the following:

History, ideology and politics, inequalities and human rights, economic position on a global level and power and influence across societies.

3 The Perfect Society

Throughout the 3 units of work Pupils will complete a portfolio on each of the countries – containing information on each of the main themes. They will use various mediums such as producing documentaries, songs, newspapers and decision making exercises in order to produce a bank of materials. This will allow them to have a clear understanding of each of the three countries.

Pupils will then work as a whole class to create an 'ideal' country – building a constitution, national identity, ideology, culture and political viewpoint amongst other factors. This will be based on the most favourable aspects of the great powers they have studied. The unit will culminate in a whole year decision making day where pupils attend a 'multi-national' conference. This will involve pupils making decisions on different global situations, with reference to their own country, from humanitarian crisis to nuclear disaster. At the end of the conference pupils will celebrate their new identities by showcasing their 'own' culture, traditions, food and dance.

All pupils will play a key role building on the skills and knowledge they have ascertained throughout the unit.

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will be encouraged to review their own learning at numerous stages of the course and to put their learning into context. The Social Subjects department prides itself in promoting Active Learning involving, individual, paired and team work. There will be ample opportunity for peer, parental and self-assessment as pupils build up a portfolio, based on methodologies which allow the same learning environment for each part section of the 3 societies. This will allow pupils to build up a picture of how each society works and why, culminating with an assignment where the perfect society will be planned and key decisions debated. Lessons are well planned with aims that are challenging but achievable, pupils are given the confidence to use the skills learned in debate, discussion, presentation and in formal extended writing. We will allow pupils to make connections and apply skills in different situations.

ASSESSMENT AND EVIDENCE OF LEARNING

Assessment in S3 Modern Studies takes many forms. The department works on a Rich Assessment plan that assesses skills as opposed to knowledge. We assess evaluation through the use of a variety of sources, presentation through individual projects and debate using key issues that relate to the world we live in today. On top of this we assess with literacy skills which build on skills and frames used in our S1/S2 Social Studies course and lay the foundation for progression in all Social Subjects as well as other curricular areas.

All pupils work is held in a portfolio, both electronically and on paper which pupils will bring home from time to time to review with parents.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

Progression from S3 Modern Studies leads through National 4 or 5, then Higher and finally Advanced Higher Modern Studies. Other Social Subjects provide an excellent choice for pupils who may wish to add to their study of Modern Studies or to choose another path.